

GATUNDU SOUTH SUB-COUNTY JOINT EXAM
ENGLISH PAPER 1
101/1

Functional Skills)

1. You are the secretary of the Social Welfare Club that has been asked to investigate and recommend the best ways to send a donation to your school. The club has observed the following needs:
- Improve library facilities
 - Expand recreational facilities
 - Start a school farm

Taking these needs into account write a report to the principal making your recommendations. (20mks)

2. CLOZE TEST (10MKS)

Eat healthy to care for your kidneys. The kidney..... (1) one of the most vital organs of our bodies that (2) impaired can effect a person's quality of life, (3) when no treatment or nutrition intervention is sought.

The (4) is involved in many functions which include removal of (5) waste products from the blood and (6) the amount of fluid in the body. Human beings have two kidneys but can survive with (7) kidney that is healthy as it is capable of functioning optimally and can rid the body of all (8) waste products from the body .

Having a..... (9) lifestyle and eating well will reduce the chances of compromising your kidneys as many kidney conditions are caused by our unhealthy (10) or eating habits.

3. a) *Read the poem below and then answer the questions that follow.* (8mks)
If We Must Die – Claude McKay

If we must die – let it not be like hogs
 Haunted and penned in an inglorious spot.
 While round us bark the mad and hungry dogs,
 Making their mock at our accursed lot,
 If we must die- oh let us nobly die
 So that our precious blood may not be shed
 In vain; then even the monsters we defy
 Shall be constrained to honour us through dead!
 Oh Kinsmens! We must meet the common foe;
 Though far outnumbered, let us show us brave
 And for their though before us lies the open grave?
 Like men we'll face the murderous, cowardly pack
 Pressed to wall, dying, but fighting back!

- Describe the rhyme scheme of this poem. (2mks)
- Which words would you stress in the last line of this poem and why? (2mks)
- Apart from rhyme, how else has the poet achieved rhythm? (4mks)

- b) List any five pairs of words pronounced the same from the list given below.

Plane	mad	plain	mourn
Burrow	cat	berry	mud
Bury	you	bred	cut
Pull	father	pool	ewe
Bread	moan	fool	farther
Further	see	full	sea

(5mks)

- c) You have been invited as a guest speaker in your on discipline. At the end of the speech, the students comment that the talk was well delivered. Suggest reasons why they commented so. (4mks)

- d) Identify the silent letters when the words are pronounced. (5mks)
- i) Coup.....
 - ii) Isle.....
 - iii) Chalk
 - iv) Rapport.....
 - v) Silhouette.....
- e) You have visited the animal orphanage for the first time. Below is part of the conversation that takes place between you and the game ranger.
Fill in the missing information. (8mks)
- RANGER: Welcome to Nairobi animal orphanage. My name is Peter and I am in charge of showing people around.
- YOU:
- RANGER: The total area of this orphanage is five acres. We have thirty species of big game and five species of small animals. (3mks)
- YOU:
- RANGER: Other than viewing the animals, people come here to relax, for wedding receptions, not to mention photography. (1mk)
- YOU:
- RANGER: Indeed yes. It generates revenue for the government in form of entry fee. We charge Ksh 100 to Kenya adults, Ksh20 to Kenyan children and Ksh 500 to foreigners. (2mks)
- YOU:
- RANGER: Thank you. Our mandate is to conserve Kenya's unique heritage, care and protect animals. (1mk)
- YOU:

GATUNDU SOUTH SUB-COUNTY JOINT EXAM
101/2
ENGLISH
CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
Paper 2

1. READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW

We live in a world that is finite in many ways. The size of the world, and natural resources like water and minerals are also finite. We, therefore, face the challenge of ensuring that we manage the natural resources in a sustainable way. This will not only ensure humanity continues to inhabit the planet, but that other living things, like animals, insects and plants will also not become extinct.

One critical natural resources that we should manage efficiently and effectively is water. Researchers have revealed that although there is enough land, water and human capacity to produce sufficient food for a growing population for the next 50 years, there is already a global water crisis. But one could wonder how on the one hand, there is enough water and, on the other hand there is a crisis.

The global crisis exists in the context of the numerous local crises. Whereas in some parts of the world the amount of water available is much more than the demand, there are many parts of the world the amount of water is a crisis. However, the crisis is not due to shortage but mismanagement of the water resources. We need to develop and implement urgent strategies to reverse this trend. A major area to address in water resources management is water scarcity.

Experts define water scarcity from the perspective of individual water users rather than the amount of water available in an area. Individuals are water insecure when they lack secure access to safe and affordable water to

consistently satisfy their needs for drinking, washing, food production and livelihoods. An area is considered to be water insecure when a large number of people are water insecure. In many cases this leads to food insecurity, diseases and conflict.

The United Nations have designated 22nd March as the World Water Day. On this day, we are all advised to take time to focus our attention on the critical water issues of our time and the future. This day has been observed since 1993. However, access to safe and adequate clean water for all has remained a major challenge. The Government of Kenya had set a target of ensuring that all citizens have access to safe and clean drinking water by the year 2000, but this unfortunately was not realized. Many people continue to experience physical and economic water scarcity.

According to experts, physical water scarcity occurs when water resources are insufficient to meet demands, including minimum environmental flow requirement. Arid and semi-arid areas of the country, like parts of Eastern and Northern Kenya are most often associated with physical water scarcity. However, another trend is emerging of an artificially created physical water scarcity, even where water is apparently abundant. This is due to the over allocation and overdevelopment of water resources.

The effects of physical water scarcity include severe environmental degradation, such as river desiccation and pollution; declining ground water demand; water allocation disputes; and failure to meet needs of some groups. The solution to physical water scarcity lies in good management of water resources and the related factors.

Economic water scarcity is the other type of scarcity that affects many Kenyans. This occurs when investments needed to keep up with growing water demands are constrained by financial, human or institutional capacity.

The International Water Management Institute has identified the following as causes of economic water scarcity—favouring one group over another, and not listening to the voices of women and disadvantaged groups.

The Institute, further, gives the symptoms of economic water scarcity to include inadequate infrastructural development, so that people have trouble getting enough water for agriculture and domestic purposes; high vulnerability to seasonal water fluctuations, including floods and long-and short-term drought; and inequitable distribution of water though infrastructure exists.

The late Professor Wangari Maathai not only raised the awareness of the whole world on the importance of taking care of our water resources, but also started the Green Belt Movement, which spearheaded planting of millions of trees in Kenya and practicing sustainable agriculture. Her efforts were recognized by many international organizations and she received many awards, including the Nobel Peace Prize. We have a responsibility, as Kenyans, to emulate the example of Professor Wangari Maathai in order to reverse the global water crisis.

Questions

1. From the paragraph, identify two forms of global water crisis. (2mks)
2. What is the main intervention required to help reduce the global water crisis? (2mks)
3. Identify irony in the second paragraph. (2mks)
4. What are the two forms of water scarcity discussed in the passage? (2mks)
5. What is the importance of the World Water Day? (3mks)
6. In about 35 words summarize Professor Wangari Maathai's contribution to issues of water management. (4mks)
7. The global crisis exists in the context of the numerous local crises
(Add a question tag) (1mk)
8. Explain the meaning of the following words as used in the passage. (3mks)
 - i) Desiccation.....
 - ii) Emulate.....
 - iii) Constrained.....

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

- Nora:** No; yesterday it was very noticeable. I must tell you that he suffers from a very dangerous Disease.
He has consumption of the spine, poor creature. His father was a horrible man who committed

Mrs. Linde: all Sorts of excesses; and that is why his son was sickly from childhood, do you understand?
(dropping her sewing) But, my dearest Nora, how do you know anything about such things?

Nora: *(walking about)* Pooh! When you have three children, you get visits now and then from - from married women, who know something of medical matters, and they talk about one - One thing and another.

Mrs. Linde: *(goes on sewing a short silence)* Does Doctor Rank come here every day?

Nora: Everyday regularly. He is Torvalds's most intimate friend, and a great friend of mine too. He is just like one of the family.

Mrs. Linde: But tell me this – is he perfectly sincere? I mean, isn't he the kind of man that is very anxious to make himself agreeable?

Nora: Not in the least. What makes you think that?

Mrs. Linde: When you introduced him to me yesterday, he declared he had often heard my name mentioned in this house; but afterwards I noticed that your husband hadn't the slightest idea who I was. So how could Doctor Rank -?

Nora: That is quite right, Christine. Torvald is so absurdly fond of me that he wants me absolutely to himself, as he says. At first he used to seem almost jealous if I mentioned any of the dear folk at home; so naturally I gave up doing so. But I often talk about such things with Doctor Rank, because he likes hearing about them.

Mrs. Linde: Listen to me, Nora. You are still like a child in many ways and have a little more experience. Let me tell you this – you ought to make an end of it with Doctor Rank.

Nora: What ought I to make an end of?

Mrs. Linde: Of two things, I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money -

Nora: An admirer who doesn't exist, unfortunately!
 But what then?

Mrs. Linde: Is Doctor Rank a man of means

Nora: Yes, he is.

Mrs. Linde: And has no one to provide for?

Nora: No, no one; but -

Mrs. Linde: And comes here every day?

Nora: Yes, I told you so.

Mrs. Linde: And comes here every day?

Nora: Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora: I don't understand you at all.

Mrs. Linde: Don't prevaricate, Nora. Do you suppose I don't guess who lent you the two hundred and fifty pounds?

Questions

1. Explain briefly what happens immediately before this excerpt. (3mks)
2. Identify the humour in Nora's answer on how she came to know "anything about such things." (2mks)
3. Why does Mrs. Linde ask so many questions about Dr. Rank's character? (2mks)
4. Identify and explain dramatic irony in this excerpt. (3mks)
5. What does this passage reveal about the character of Dr. Rank? (4mks)
6. 'I don't understand you all.' (Rewrite in reported speech) (1mk)
7. Identify and illustrate two theme two themes evident in this excerpt. (4mks)
8. Explain briefly what happens after this extract. (3mk)
9. Explain the meaning of the following words and phrases as used in this excerpt. (3mks)
 - i) Excesses
 - ii) Make an end of it.....
 - iii) A man of means.....

3. Read the song below and answer the questions that follow.

Let the enemy come, ah
 They came with guns,
 From the West,
 Look, look, look.

There they arrive,
 They attacked us in our land
 They attacked us at Kivachenge,
 In our land of Chavambe,
 We fought and we were arrested, ah
 There our war started, ah
 It was Ngutoka son of Watila,
 Kituyi, son of Namuyonga, ah
 With youthful zest and energy,
 They fought them, ah,
 They defended our people,
 They fought
 Like Wabomba son Kalenda,
 The brother of Nasurutia, ah
 Our people's secrets are ours
 Revealing people's secret vexes the heart
 Ah, vexes the heart
 Clansmen,
 There was a traitor from Wanga, ah,
 Murunga was his name
 There was a traitor from Wanga, ah.
 Mumia, son Shikundu
 Oh, fame is a curse
 Wangamati son of Wawire,
 Circumcised in 1840's, ah
 He Bukholo.
 We fought, ah
 With their machine guns from the West,
 We fought them
 Ah, we fought them.

Questions

- a) What type of song is this? (2mks)
- b) What is the singer's attitude towards:
 - i) The heroes (3mks)
 - ii) The enemy (3mks)
- c) Identify and illustrate two features common to oral poems in this song (4mks)
- d) State and illustrate two elements of culture of the singer's people (4mks)
- e) Explain one thing that this community abhors. (2mks)
- f) Write synonym for each of the following words (2mks)
 - i) Zest
 - ii) Revealing

4. Grammar

- a) Rewrite the following sentences according to the instructions. (5mks)
 - i) When the speaker saw the enthusiasm of the student audience, she promised to come again. (Begin: Seeing.....)
 - ii) The boy's height shocked all the other students. (Rewrite beginning: All the other students.....)
 - iii) The farmers only decided to plant maize after the rains started. (Begin: Not until.....)
 - iv) The students have cleaned the classrooms. (Begin: The classrooms
 - v) This is a beautiful work of art. (Begin: What.....)
- b) Use the correct form of the verb in the brackets to fill in the blanks. (3mks)
 - i) Among those present the government and cabinet secretary for educator. (be)
 - ii) My sister with when I came home late. (quarrel)

- iii) The anthem is on important state occasions. (sing)
- c) Choose the correct word to fill in the blanks in each of the following sentences. (2mks)
- i) Take care not tothe money for your school fees. (lose loose)
- ii) I did not find milk in the jug. (some/any)
- d) Complete the following sentences by filling in the blanks with the correct prepositions. (3mks)
- i) Our school bus is parked the gate.
- ii) Mary kicked the ball the neighbour's compound.
- iii) The girl threw a shawl her shoulders.
- e) Replace the underlined words with the appropriate phrasal verbs. (2mks)
- i) Grace removed her shoes
- ii) The doctor remarked that the little girl resembled her father.

GATUNDU SOUTH SUB-COUNTY JOINT EXAM

101/3

ENGLISH

CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Paper 3

1. **Imaginative composition**(compulsory)

Either

- (a) Write a story beginning with:
"As he walked in through the door, I noticed he was not one of the usual customers..." (20 marks)

OR

- (b) Write a composition explaining why students cheat in National Exams. (20marks)

2. **The compulsory set text** (20marks)

The novel:

Blossoms of the Savanna – By Henry Ole Kaelo

Choices have consequences. Show the truthfulness of the above statement in reference to the novel.

3. **The optional set texts**

a) **The Short Story – 'Light' by Lesley Nneka Arimah**

"Parenting is a role of every parent."

Write an essay in support of this statement drawing your Illustrations from story '**Light.**'

b) **The play.**

David Mulwa 'Inheritance'

Write an essay to show how citizens suffer due to bad leadership. Base your arguments on the play '**Inheritance.**'

c) **The Novel.**

The pearl by John Steinbeck

"Our lives are controlled by destiny."

Write a composition in support of this statement with illustrations from the novel, '**The pearl.**'

CEKENA I**101/1****ENGLISH****(FUNCTIONAL WRITING, CLOZE TEST AND ORAL SKILLS)****PAPER 1****1. FUNCTIONAL WRITING****(20 MARKS)**

You are the head of Human Resource Primeline Insurance Agency. The position of retail manager within the organization has fallen vacant and Mrs. Faith Maneno, one of the employees of the company has applied to fill the position. Write a confidential report recommending her for the job. In your report include her academic qualifications, personal attributes, work experience and her ability to communicate effectively.

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

The Kenya National union of Teachers has asked its _____ (1) not to be involved in the ongoing _____ (2) of the competency – based curriculum. It claimed _____ (3) proper systems _____ (4) not yet in place for CBC KNUT secretary-general Wilson Sossion and chairman Wycliffe Omucheya _____ (5) others say that _____ (6) the recent training by the Teacher Service Commission (TSC), teachers are ill _____ (7) for the new education system. But the danger would have been if teachers were inadequately trained _____ (8) the CBC's frame work, content and teaching methods interpretation, as this _____ (9) have meant they cannot interpret the designs of the new syllabus. .
Teachers should not be misled to just _____ (10) the new system for the sake of opposing it.

3. ORAL SKILLS**(30 MARKS)****a) Hare, Elephant and Hippo**

One day Hare, popularly known as Ogila Nyakarondo, 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 walking alone like that my friends.? 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 miserably, for I am stronger than you." Elephant replied, "iii! Ogila nyakarondo, 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 will be the winner." 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 high hill looking at what was happening below. He 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 hare 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 the Hare and said, Hare my brother I have just realized that you are very strong. In fact you should be made the King

of the jungle,” Hare went away merrily playing his guitar. (*Adapted from African Oral Literature for schools by Jane Nandwa and Austin Bukonya, Longman Kenya*)

- a) (i) If you were to narrate the above narrative, what would you do to prepare the audience to listen effectively (2mks)
- (ii) “Hare immediately ran to Elephant and asked, “Am I not great?” how would you say the underlined words to make them effective? (2mks)
- (iii) Imagine you are going to the field to collect the above narrative, formulate two specific objectives of study. (2mks)
- (iv) You are among the audience that is listening to the performance of the above narrative. How would you ensure that you enjoy the above story most? (3 mks)
- b) For each of the following words provide another with the same pronunciation (5 mks)
- (i) Betel _____
- (ii) Board _____
- (iii) What _____
- (iv) Gneiss _____
- (v) Arms _____
- c) Pick out the words with a long vowel sound in the set below (4 mks)
- (i) Lot Had Further Moan _____
- (ii) Card Should Loan Showed _____
- (iii) Tin Shower Fool Here _____
- (iv) Good Move Bid Look _____
- d) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means (4 mks)
- (i) I wrote the love poem for you
- (ii) I wrote the love poem for you
- (iii) I wrote the love poem for you
- (iv) I wrote the love poem for you
- e) Your friend is always offending others in a discussion through his interruptions. Advise him/her (4 mks)
- f) Your class is due to listen to a public speech on “How to overcome stress in life” Write four things you will do during the speech in order to benefit fully from it (4 mks)

CEKENA I

101/2

ENGLISH

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR PAPER 2

1. COMPREHENSION (20 marks)

Read the following passage and answer the questions that follow

“There are very few secrets in the world today but surprisingly, secrets to success are a dime a dozen. Every other day a writer unveils a new secret to success and happiness. Today, I want to do the same. Hard work and determination are no longer secrets. In fact, they are nothing more than clichés. There is; however, one ‘secret’ to success that most people do not seem to have discovered – attitude.

I think attitude is the main ingredient for success, irrespective of the circumstances in which you find yourself, for it is your attitude that determines where your hard work and determination lead.

Ask any successful individual and they will tell you that no matter your aptitude, talent, genius and potential, it is impossible to reach the top with a negative attitude. The opposite is also true; regardless of the mediocrity of one’s aptitude, talent and potential, they can become successful with a positive attitude.

Attitude is mindset. A positive attitude is therefore, an optimistic point of view. The reason why attitude is such an integral element of success is that it stems from the mind, like our thoughts and consequently, actions and decision (thinking is everything; what a man thinks, he becomes). An attitude is basically a mental thermostat. If you set it at

the wrong calibration, you could very well freeze or boil yourself and, or others. Unfortunately, resetting is not as easy as setting a normal thermostat on an electrical gadget.

We have all probably encountered people with lousy attitudes, individuals who will not accept to be corrected because they think they know it all or who will not take instructions because they think they are better.

Also, there is a group that will never take responsibility because they always think someone else is to blame.

The power of attitude cannot be understated. Racism, terrorism, colonialism and sexual abuse are borne of attitudes. Attitude is also to blame for denying generations of capable Kenyan girls and women a chance to make a mark.

A positive attitude helps one focus better on the more important things which means faster and better decisions and actions. Two examples will suffice.

First is the “never say die” or “never give up” attitude. This is arguably the most common one in the world, yet one of the hardest to maintain, especially in the developing world, what with our kind of economy and leadership. Tales of unsuccessful applications and interviews abound among both the young and old. But while it is unquestionable that repetitive defeat and failure may take something out of you, the trick is to take something out of failure in return to make sure it never takes everything you have.

It is extremely difficult to wake up, energise and focus after failure, and that is where your attitude comes in.

When every other instruments on your dashboard says “Quit” it says “Get up and go!” The bottom line is simple; lose the attitude and you lose the fight.

The second and equally popular, is the dismissive or “I don’t give a damn” attitude. It seems to stem from the inherent trait of finding fault with everything good or bad. Learn to dismiss rumours and empty talk: people are tired of talking about the same thing. This is also a popular attitude with daring People who take risks amid rampant criticism and disparagement but go on anyway because theirs is an attitude of passion, conviction and self-belief. It is not possible to live your life based on what other people think; it is actually ridiculous to try. But must as one need to ignore the many wet blankets around, one must take caution not to throw out good criticism. Where criticism is valid and deserved, listen, accept and better still, heed it.

In his famous passage titled “If” Rudyard Kipling wrote: “If you can trust yourself when all men doubt you but make allowance for the doubting too... then you are on your way to unbridled success.”

Similarly, when you make mistakes acknowledge them and more importantly, learn from them because the man who does not make mistakes usually makes nothing. So, is there a perfect attitude? Yes, keeping an open mind, open to criticism and praise, disaster and triumph, truth and lies. You will find yourself prepared for practically anything.

In physical terms, attitude refers to the way we translate and project our attitude through our body posture, gait and general body demeanour. Gratitude, forgiveness and humility are attitudes of the human spirit. The greatest of course, is love – to love all people. It is lack of a positive spiritual attitude that makes parents hide their disabled children and people wanting to avoid HIV-AIDS sufferers.”

Questions

1. Why does the writer think that attitude is important to success? (1 mk)
2. What does the writer mean by the statement “secrets to success are dime a dozen” (1 mk)
3. Give the relevance of the writer’s comparison between a thermostat and attitude. (2 mks)
4. What according to the passage are defining marks of someone with a negative attitude? (3 mks)
5. When is attitude most important and why? (2 mks)
6. It is not possible to live your life based on what other people think.
(Re-write to end with..... possible) (1 mk)
7. Give two statements that have been used to bring out the contrast between positive and negative attitudes. (2 mks)
8. In note form, mention the given effects that have resulted from negative attitude. (2 mks)
9. What is the writer’s attitude towards people who take fault with everything? (2 mks)
10. Explain the meaning of the following words and phrases as used in the passage (4 mks)
 - i) Calibration _____
 - ii) Suffice _____
 - iii) Disparagement _____
 - iv) Wet blankets _____

2. LITERARY APPRECIATION (25 MARKS)**A DOLL'S HOUSE BY HENRIK IBSEN**

Read the extract below and answer the questions that follow

- Helmer:** You blind, foolish woman!
- Nora:** I must try and get some sense, Torvald.
- Helmer:** To desert your home, your husband and your children! And you don't consider what people will say!
- Nora:** I cannot consider that at all. I only know that it is necessary for me.
- Helmer:** It's shocking. This is how you would neglect your most sacred duties.
- Nora:** What do you consider my most sacred duties.
- Helmer:** Do I need to tell you that? Are they not your duties to your husband and your children?
- Nora:** I have other duties just as sacred.
- Helmer:** That you have not. What duties could that be?
- Nora:** Duties to myself.
- Helmer:** Before all else, you are a wife and a mother.
- Nora:** I don't believe that any longer. I believe that before all else I am reasonable human being, just as you are – or, at all events, that I must try and become one. I know quite well, Torvald, that most people would think you right, and that views of that kind are to be found in books; but I can no longer content myself with what most people say, or with what is found in books. I must think over things for myself and get to understand them.
- Helmer:** Can you not understand your place in your own home? Have you not a reliable guide in such matters as that? – have you no religion?
- Nora:** I am afraid, Torvald, I do not exactly know what religion is.
- Helmer:** What are you saying?
- Nora:** I know nothing but what the clergyman said, when I went to be confirmed. He told us that religion was this, and that, and the other. When I am away from all this, and am alone, I will look into that matter too. I will see if what the clergyman said is true, or at all events if it is true from me.
- Helmer:** This is unheard of in a girl of your age! But if religion cannot lead you aright, let me try and awaken your conscience. I suppose you have some moral sense? Or – answer me – am I to think you have none?
- Nora:** I assure you, Torvald, that is not an easy question to answer. I really don't know. The things perplexes me altogether. I only know that you and I look at it in quite a different light. I am learning, too, that the law is quite another thing from what I supposed; but I find it impossible to convince myself that the law is right. According to it a woman has no right to spare her old dying father, or to save her husband's life. I can't believe that.
- Helmer:** You talk like a child.

Questions

1. Place the excerpt in its immediate context (4 mks)
2. Contrast the character traits of Nora and Helmer in this excerpt (4 mks)
3. Discuss two themes evident in this excerpt. (4 mks)
4. Identify and illustrate one style used in this excerpt. (2 mks)
5. From elsewhere in this play, mention how Nora spares her old dying father and saves her husband's life. (4 mks)
6. Identify Nora's tone in this extract. (2 mks)
7. "You talk like a child." Which other two characters treat Nora as a child? (2 mks)
8. Give the meaning of the following words as used in this excerpt. (3 mks)
 - (a) Perplexes –
 - (b) Content-
 - (c) Conscience-

3. ORAL LITERATURE (20 MARKS)

Read the following narrative and answer the questions that follow.

HARE AND ANTELOPE

There once lived a Hare who, one day, as she was sauntering about in the bush, found an arrow which she picked up. On her way back home, she came upon a group of hunters who were skinning an animal they had killed, and she said to them; "If you give me a fat piece of meat, I will give you something nice in exchange." The hunters asked: "And what could that be?"

Hare replied: "It is an arrow head given to me by god." Hare was given a fat piece of meat in exchange for the arrow head. She bid the hunters goodbye and went on her way. Next she came upon warriors who were applying ochre to their bodies, and realizing they had no fat, she said to them: "Hey you warriors, if you give me a necklace, I will give you a fat piece of meat that you could use as fat." The warriors consented and gave her a necklace in exchange for the fat piece of meat. When the exchange was finalized, Hare took leave of the warriors and continued on her way. Next she came upon Antelope to whom she said: "Look at my necklace." On enquiring where she had got it, Hare replied: "It is my friends the warriors who gave it to me, the warriors to whom I gave my meat, the meat that the hunters gave me, the hunters to whom I gave my arrow, my arrow which my god gave me." Antelope looked at Hare's necklace admiringly, and said to her. "May I please try it on?"

On wearing the necklace Antelope sought the opinion of her friend by asking: "Does it suit me?" To this Hare innocently replied. "It suits you perfectly well." Thereupon Antelope ran as fast as her legs could carry her, running away with Hare's beads. After trying to pursue Antelope, Hare soon realized that she would never catch up with her, and so gave up the chase.

Walking away sorrowfully, Hare soon came upon another group of hunters and said to them: "Hey you hunters, please shoot that antelope for me." To this the hunters asked: "What is she guilty of?" Hare replied: "She took away my necklace, my necklace that the warriors gave me, the warriors to whom I gave my meat, my meat that the hunters gave me, the hunters to whom I gave my arrow, my arrow that my god gave me." After hearing of Hare's complaint, the hunters declined to shoot Antelope. Taking leave of the hunters, Hare came across a burning fire, to whom she said: "Hey you fire, could you please eat those hunters?"

Fire asked, "What have they done?" Hare replied. "They refused to shoot Antelope, Antelope who took my necklace, my necklace that the warriors gave me, the warriors to whom I gave my meat, my meat that the hunters gave me, the hunters to whom I gave my arrow, my arrow that my god gave me." Again, on hearing Hare's complaint, Fire too said: "I will not eat the hunters."

Hare next came upon Water and said to it: "Hey you water, could you please put out that fire?" Water asked, "What has Fire done?" Hare repeated to Water all that she had told Fire. Water on listening to Hare's complaint declined to do as she was bid. Hare left Water, feeling disappointed. Soon she found a herd of elephants, to whom she spoke thus: "Hey you elephants, could you please drink that water." On enquiring why Water had to be drunk, Hare replied: "Water refused to put out Fire, Fire who refused to eat the hunters, the hunters that declined to shoot Antelope, Antelope who took away my necklace, my necklace that the warriors gave me, the warriors to whom I gave my meat, my meat that the hunters gave me, the hunters to whom I gave my arrow, my arrow that my god gave me." On hearing Hare's story, the elephants, too declined to carry out Hare's request as all the others had done.

Undaunted by her inability to convince anyone to take action on her behalf so far, Hare moved on, next coming upon trees to whom she spoke saying: "Hey you trees, could you please fall on those elephants?" On enquiring the wrong committed by elephants, Hare replied: "They refused to drink Water, Water that refused to put out Fire, Fire that refused to eat the hunters, the hunters that declined to shoot Antelope, Antelope who took away my necklace, my necklace that the warrior gave me, the warriors to whom I gave my meat, my meat that the hunters gave me, the hunters to whom I gave my arrow, my arrow that my god gave me." When trees had heard Hare's story, they too said, "We will not fall on the elephants." Hare then left the trees and came upon termites whom she asked to fell the trees. The termites demanded to know the wrong committed by the trees. Hare told termites of how the trees had refused to fall on the elephants and went on enumerating what everyone else had done or refused to do in the same way she had told the others. The refusal by termites to fell the trees upset Hare, but she was by no means daunted. Moving on with persistence, Hare soon came upon some donkeys whom she asked to trample on the termites. On hearing what the termites had done, the donkeys too declined to trample on them.

By this time Hare was beginning to feel exasperated and weary having walked all day with no success. It was not long before she came upon a group of hyenas, to whom she said: "Hey you hyenas, could you please eat those donkeys?" The hyenas asked: "What have the donkeys done?" Hare replied, "They refused to trample on termites, the termites which refused to fell the trees, the trees that refused to fall on the elephants, elephants who refused to drink Water, Water who refused to put out Fire, Fire who refused to eat the hunters, the hunters that declined to shoot Antelope, Antelope who took away my necklace, my necklace that the warriors gave me, the warriors to whom I gave my meat, my meat that the hunters gave me, the hunters to whom I gave my arrow, my arrow that my god gave me."

Agreeing to carry out Hare's request, the Hyenas said: "Very well, we will eat the donkeys." On the realization that they were about to be eaten, the donkeys said: "We will trample on the termites. The Termites said: "We will fell the trees." The trees said: "We will fall on the elephants." The elephants said: "we will drink water." Water said: "I will put out Fire." Fire said: "I will eat the hunters." The hunters said: "We will shoot Antelope." Antelope said: "I will return Hare's necklace." So Hare was given back her necklace and she was very happy.

Questions

- (a) With reasons, state what type of narrative the above is (2 mks)
- (b) Identify and illustrate features of oral narratives present in this narrative (6 mks)
- (c) Give one character trait for each of the following: (4 mks)
- Hare
 - Antelope
- (d) What is the mood of this narrative? (3 mks)
- (e) Identify the social economic activities of the people from which this narrative is derived (4 mks)
- (f) Summarise the above narrative by using a suitable proverb. (1 mk)

4. GRAMMAR (15 MARKS)

- (a) Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning. (3 mks)
- Kenda was determined to pass her examinations.
She dedicated a lot of her time to studies.
(Join into one sentence using; so..... that)
 - It was the first time the school performed well.
(Begin: Never before.....)
 - Those students must have been disciplined by the deputy.
(Begin; The deputy.....)
- (b) Fill in the blank spaces with the correct preposition. (3 mks)
- My sisters and I will share this piece of land _____ ourselves.
 - He has been down _____ malaria for the last three days.
 - Oloisudoi lends money to Ole Kaelo _____ exploiting him later.
- (c) The following idioms have been wrongly stated. Rewrite them correctly. (3 mks)
- A limping duck _____
 - Bite the arrow _____
 - Hold your mouth _____
- (d) Use the correct form of the word in brackets in the sentences below. (3 mks)
- He works as a _____ (mortuary)
 - Your behaviour will lead you to _____ (destroy)
 - He _____ called his brother. (continue)
- (e) Choose the correct words or phrases from the ones given in the brackets to fill the blank spaces (3 mks)
- She asked _____ (you and I / you and me) to assist her with the wedding preparations.
 - (He/Him) _____ being the eldest in the family, has to shoulders all the responsibilities.
 - Uncle James gave _____ (my twin sister and I / my twin sister and me) mobile phones on our birthday.

CEKENA I
101/3
ENGLISH
(CREATIVE WRITING AND ESSAY BASED ON SET TEXTS)
PAPER 3

Q1. Imaginative composition (Compulsory)

- a) Write a composition to begin with the following:-
 “Looking up the sky, I knew everything would be fine.....” (20mks)
Or
- b) Write a composition ending with the following words:-
 “..... That was the day I learnt the truth in the saying”life is not a bed of roses.” (20mks)

Q2. COMPULSORY SET TEXT

Novel: Blossoms of the Savannah by HR Ole Kulet (20 mks)

The novel Blossoms of the Savannah is a text that insights into the challenges facing African Women. Show the truth of this statement while drawing illustrations from the text.

Q3. THE OPTIOANL SET TEXTS

Answer any One of the following three questions. (20 mks)

EITHER

(a) The Novel

John Steinbeck, The Pearl.

Most people equate fortune to happiness which is not the case. Elucidate the truth of this statement drawing illustrations from the Pearl by John Steinbeck.

Or

(b) The short story

Memories We Lost and other stories.

“An eye for an eye can only make the whole world blind” Paying close attention to Mariatu Kamara’s story The President, Show how true this assertion is.

Or

(c) Drama

Inheritance, David Mulwa

“Lacuna represents the evil that bedevils our leaders” Write an eassy to justify this using inheritance by David Mulwa

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COMPLIANT**101/1****ENGLISH****Paper 1****(Functional Skills, Cloze test and Oral skills)****July 2019****1. FUNCTIONAL WRITING (20 marks)**

- a) Imagine you are the head of language department in your school. You intend to hold a meeting to discuss setting and administering joint examination with a neighbouring school. Write an email inviting the head of department. Request him/her to come with a member from the department. Send copies to your principal and that of the neighbour school. (13 marks)
- b) The Head teacher of your school expects to treat you and the guest teachers to a dish of your choice. Provide the school head cook with a recipe for the dish. (7 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 completely 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 shot cuts (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 their 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)

3. 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 that you know me not.
 For I am he who is known as Ola Pere who wears a loose ring.
 And who owns stout steers and healthy herd.
 That bears in the mouths of plenty.
 That are over - weight by fat.
 Others: Yes it is him indeed!
 Soloist: He that owns heifers with burge stomachs.
 For whom the meadow is insufficient but who gets stuffed at the valleys.
 Where cow's bells are removed.
 As toy are grazed together with those of the king's.
 Others: It is him!
 Soloist: I have the blue are with the horn.
 Whose beauty resists branding.
 who leads the large herd of Kilapa
 Whose number pose difficulty when musing home.

Questions.

- i) Classify the above genre. (2 marks)
- ii) Identify three features characteristic of this genre. (3 marks)
- iii) How would you make your performance interesting? (4 marks)
- iv) Identify one economic activity practiced by the community represented in the song. (1 mark)
- 3.**
- b) You gave a friend of yours instructions on how to get to your home but he lost his way and ended up in another home almost two kilometers away. Write down three things you may have done that lead to your friend losing his way. (5 marks)
- c) You are part of an audience during the school prize giving day. Around where you are seated, most of your colleagues are dozing, yawning, passing small notes and whispering to one another. If you are given a chance what advice would you give to your friends to make them better listeners in future? (5 marks)
- d) For each of the following letters, write a word in which the letter is silent. (5 marks)
- l
g
m
d
h
- e) For each of the following words, write another word that is pronounced the same. (5 marks)
- i) bury
ii) clause
iii) flour
iv) waste
v) coarse

COMPLIANT

101/2

ENGLISH**Paper 2****(Comprehension, literary appreciation and Grammar)****July 2019****1. Read the passage below and then answer the questions that follow.**

In olden days, choosing a profession was not all a cause of worry. A farmer's son became a farmer, a potter's son a potter, a king's son a king and so on. But in the modern era, it is skill knowledge, not the caste or community of a person which decides what profession to choose.

The choice of a right profession is one of the most dreadful tasks a child has to face in his transition from childhood to adolescence. Throughout the early decades of independence, Indian kids had only a few choices like engineering, medicine, teaching, government service among others. But post liberalisation, a number of new industries have emerged, providing today's kids with countless career options. Some other new attractive careers are in the information technology food, hospitality, fashion and infrastructure industries.

My desire is to become a software engineer when I grow up. My interest in this field has been since my primary school age. I have always had a fascination for computers. I love playing computer games very much. It was this interest in computer games that sparked off my curiosity about how software codes are written, how graphics and animation are done . . . and such questions. At a very early age, I learnt flash and then started creating games in flash. My father saw this talent and introduced me to his friend's son, Mr. Jatin Patel who was an engineer with Microsoft corporation. Mr. Jatin has been a very valuable mentor since then, giving me proper

guidance in charting my career path and developing the necessary skills to succeed in this field.

The basic skill required for a software engineer is to have a sense of logic and common sense, a mind that can think in many dimensions simultaneously and the knack of solving problems. I regularly solve puzzles and play chess to improve my analytical skills and problem (s) solving ability. I have also learnt the basics of operating systems like Windows, Linux and programming languages like C, C++, Java, among others. I have even begun to write programs in these languages. Another important skill needed to succeed in the software industry is good communication skills. I have enrolled for language and personality development courses to sharpen my communication ability and other soft skills.

I am well aware of the pros and cons of becoming an IT engineer. A software professional has to work under tremendous pressure, work late at night and has to meet almost impossible deadlines. He might get no time for family and friends. And as one moves up the ladder, the pressure would only increase.

On the brighter side, the job provides the best salary in the industry. Apart from regular salary hikes, one also gets ample opportunity to travel abroad and in the process make a lot of money. More than the money, there are a lot of learning opportunities. Also, there is a deep sense of satisfaction in helping to build systems that make people's lives easier.

My plan is to do my bachelors and masters in engineering from the best engineering college in the country and then bag a job in a reputed company like Microsoft or Google.

Questions

- a) What is the most dreadful task a child has to face? (1 mark)
- b) How does the writer illustrate change in career opportunities. (2 marks)
- c) According to the passage, what helped the writer trace his career path? (2 marks)
- d) How did the writer's parents react on identifying the son's talent? (2 marks)
- e) In your own words, summarise the pros and cons of being an IT engineer. (6 marks)
- f) What are the basic skills required in software engineering? (2 marks)
- g) My father saw this talent and introduced me to his friend's son. Rewrite the sentence beginning with Not only . . . (1 mark)
- h) Explain the meaning of the following words and expression as used in the passage. (4 marks)
 - i) Knack
 - ii) tremendous
 - iii) past liberation
 - iv) curiosity

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

Krogstad: Are you sure of that?
 Mrs. Linde: Quite sure, but -
 Krogstad: (with a searching look at her) Is that what it all means? - that you want to save your friend **at any cost**? Tell me frankly. Is that it?
 Mrs. Linde: Nils, a woman who has once sold herself for another's sake doesn't do it a second time.
 Krogstad: I will ask for my letter back.
 Mrs. Linde: No, no.
 Krogstad: Yes, of course I will. I will wait here until Helmer comes; I will tell him he must give me my letter back - that it only concerns my dismissal - that he is not to read it -
 Mrs. Linde: No Nils, you must not **recall** your letter.
 Krogstad: But, tell me wasn't it for that very purpose that you asked me to meet you here?
 Mrs. Linde: In my first moment of fright, it was. But twenty-four hours have **elapsed** since then, and in that time I have witnessed **incredible** things in this house. Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them which is impossible with all this concealment and falsehood going on.
 Krogstad: Very well, if you take the responsibility. But there is one thing I can do in any case and I shall do it at once.
 Mrs. Linde: (listening) You must be quick and go! The dance is over; we are not safe a moment longer.
 Krogstad: I will wait for you below.
 Mrs. Linde: Yes, do. You must see me back to my door -

Krogstad: I have never had such an amazing piece of good fortune in my life!

Questions.

- a) Explain what happens immediately before this extract. (2 marks)
- b) Why does Krogstad say he would ask for his letter back? (3 marks)
- c) “Nils, a woman who has once sold herself for another’s sake doesn’t do it a second time,” Briefly explain what makes Mrs. Linde say this. (3 marks)
- d) Identify one character trait of Mrs. Linde in this excerpt. (2 marks)
- e) What is so surprising in this excerpt? Explain. (2 marks)
- f) “But there is one thing I can do in any case and I shall do it at once.” What is it that Krogstad does and how does it affect the rest of the play? (4 marks)
- g) “I have never had such an amazing piece of good fortune in my life!” Rewrite beginning Never . . . (1 mark)
- h) What makes Krogstad say that he has never had such good fortune in his life? (2 marks)
- i) Explain the meaning of the following words and phrases as used in the excerpt. (4 marks)
 - At any cost
 - Recall
 - Elapsed
 - Incredible things
- j) Explain what happens immediately after his excerpt. (2 marks)

3. POETRY

Read the following poem and answer the questions that follow.

ONE

Only one of me
 And nobody can get a second one
 From a photocopy machine.

Nobody has the fingerprints I have
 Nobody can cry my tears, or laugh my laugh
 Or have my expectancy when I want.

But anybody can mimic my dance with my day.
 Anybody can howl how I sing out of tunes.
 And mirrors can show me multiplied.
 many times, say, dressed up in red
 or dressed up in grey.

Nobody can get into my clothes for one.
 or feel my fall for me, or do my running.
 Nobody hears my music for me, either.

I am just this one.
 Nobody else makes the words.
 I shape with sound when I talk.
 But anybody can act how I stutter in a rage.

Anybody can copy echoes I make.
 And mirrors can show me multiplied.
 many times say, dressed up in green

or dressed up in blue.

- a) In what ways is the speaker in this poem unique? (3 marks)
- b) Explain what the poem is about. (4 marks)
- c) Identify and illustrate the use of imagery in stanza 2 of the poem. (4 marks)
- d) What is the tone of this poem? Cite evidence from the poem to support your answer. (2 marks)
- e) What is the speaker’s attitude towards those who may try to imitate him? (2 marks)
- f) Nobody had the finger print I have. Re-write this as yes-no question. (1 mark)
- g) . . . or laugh my laugh’

The word is used both as a verb and as a noun in the sentence above.

Use the words below to construct four sentences in which the words are used as nouns and as verbs.

- i) Dance
- ii) Cry (4 marks)

GRAMMAR. (15 marks)

- 4. a) **Complete the following sentences using the most appropriate preposition.** (3 marks)
 - i) The wild animal was oblivious the trap.
 - ii) The police officer was an expert catching criminals.
 - iii) My uncle deals second hand clothes.
- b) **Rewrite the following sentences according to the instructions given after each.** (3 marks)
 - i) “Where is my assignment?” the angry teacher demanded (begin: The angry).....
 - ii) So fearful is she that she cannot go out of their house at night. (Rewrite using too).....
 - iv) The principal is teaching Form two East. (change the sentence into the passive form)
- c) **Fill the blank spaces with the appropriate form of the word in brackets.** (4 marks)
 - i) The government should not only build roads but also schedule their(maintain)
 - ii) I would like to renew my (subscribe)
 - iii) We need to consider his (argue)
 - iv) The queen’s impressed everybody. (elegant)
- d) **Replace the underlined words with the appropriate phrasal verb.** (3 marks)
 - i) The strike has been cancelled
 - ii) The leader postponed the meeting
 - iii) The students liked him at once.
- e) **Explain the meaning of each idiomatic expression.**
 - i) Living from hand to mouth.
 - ii) A bitter pill to swallow.

COMPLIANT**101/3****ENGLISH****Paper 3****(Creative composition and Essays based on set texts)****July 2019****Answer THREE questions only****1. COMPULSORY Imaginative composition (20 marks)****EITHER**

- a) Write a story ending with
 That is when I realised that patience pays.

OR

- b) Write a composition explaining how modern technology has negatively affected the youth in Kenya. (20 marks)

2. The compulsory set text*Blossoms of the Savannah* By Olet Kulet

Regardless of the challenges a person faces in life, one's determination can make them achieve their dreams.

Drawing illustrations from the *Blossoms of the Savannah*, By Olet Kulet write an essay in support of this statement. (20 marks)**3. The Optional Set texts****Answer any one of the following three questions.**

- a) **The Short Story :** *Memories we lost*.

'All that glitters is not gold' with illustration from Leo Tolstoy's '*How much land does man need?*' Write an essay to justify this statement. (20 marks)**OR**

- b) **Drama**

David Mulwa : *Inheritance*.With illustrations from David Mulwa's '*Inheritance*', write an essay explaining how moral decadence affects the society. (20 marks)**OR**

- c) **The Novel**

John Steinbeck : *The Pearl*.

A person's character can at times lead to their downfall'. Drawing examples from Kino's life, write an essay to justify this statement. (20 marks)

MERU SOUTH
English Paper 1
101/1
JULY/AUGUST 2019

1. FUNCTIONAL WRITING

(20mks)

Drama Club, for which you are a member, needs to raise a sum of Kshs 20,000/= to aid them on their trip to Muranga for a Drama Contest. To yours and the other members astonishment, the school Principal has offered to give you Kshs 15,000/=.

- a. Write a memorandum to the other club members inviting them to a meeting to discuss this development. (12 mks)
- b. Write the Principal a note to sincerely thank him/her for their generosity.
- c.

2. Cloze Test

(10mks)

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

From the modest achievement of overcoming Maths and Science anxiety, some students at St. Alberts Ulanda Girls High School (1)..... Migori County have launched a thriving water bottling business and are now looking (2)..... to raking millions from the venture.

(3)..... plant, operated strictly by students currently produces 3,600 half litre bottles (4)..... month. They plan to expand its capacity to tap (5)..... the commercial market.

As the (6).....awaits certification by the Kenya Bureau of (7).....(KEBS), the (8)..... water is internally sold to members of staff, administration and the (9)..... than 2,400 students at the school.

The water is sourced from the nearby River Oyani (10)..... undergoing a series of purification processes, after which it is released for consumption.

3. Oral skills

(30mks)

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

Oh! It has dawned
 Oh! It has dawned
 You asking for a loin cloth to take where?

Ii ii ii It has dawned
 You asking for a loin cloth to take where?

Uncircumcised man of Ngiro,
 It has dawned
 What do you need a loin cloth for?

Now only your mother can help you
 Uncircumcised man of Ngiro
 What do you need a loin cloth for?

Won't you call your mother to plead for you?
 Oh! It has dawned.

Ii ii ii it has dawned
 What do you need a loin cloth for?

Questions

- i) Identify three aspects of oral performance that make this oral poem easy to remember. (3 mks)
- ii) In what ways would you make the performance of this oral poem effective? (3mks)
- iii) If you were to perform this oral poem, what preparations would you make to ensure that the performance is effective? (4mks)

- b. A form one student is trying to compose a poem with alliteration. She has come up with the following list of words. Advise by picking out from the list below five pairs that alliterate.

(5mks)

Few	utensils	cool
Cite	utter	chair
One	soil	mash
Own	chef	won
Kite	shoe	phloem

- c. You are attending an interview after which if you are successful, you will get promotion. Give **four** non-verbal cues that can earn you marks. (4mks)
- d. List down **five** circumstances that may force one to interrupt a speaker. (5mks)
- e. You are stranded at a bus stop. You decide to ring your Principal to report that you cannot arrive in school in time for classes. Below is a part of the conversation. Fill in the missing part. (6mks)

You: (1mk)

School secretary: I'm sorry the Principal is in a meeting and cannot speak to you at the moment. (1mk)

You: (1mk)

School secretary: May I know your class teacher please? (1mk)

You: (1mk)

School secretary: I am sorry Mrs Mbau is already in class. Could you leave a message? (1mk)

You: (1mk)

School secretary: Oh! Mrs Muli is your house mistress? Just hold on as I connect you to her. (1mk)

Mrs Muli: Hello. What can I do for you? (1mk)

You: (1mk)

Mrs Muli: Sorry, I'll inform your class teacher about your predicament. Bye for now. (1mk)

You: (1mk)

MERU SOUTH
101/2
ENGLISH
Paper 2

(Comprehension, literary appreciation and grammar.)

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

Have you ever played truancy? What lies beneath? It is not uncommon to hear tales of students escaping from school. For those who play truancy, probably, school is not an attractive place. They choose to stay outside rather than learn at school in the school hours. They still dare do even if they know that they may bear a dire consequence later. In this article, I will examine the reasons for students playing truancy. I will also discuss that students who play truancy are foolish and irresponsible.

First of all, low academic performers find learning in school boring. Students who get poor results in an exam are either lazy or not interested in studying. They like going shopping, playing games in game stations or wandering along the streets. They don't spend time on revising what they have learned in lessons. They may not understand the concepts or theories thoroughly. Later, they may even forget the topics that teachers have taught in school. They soon will lose interest in learning as they don't understand the concepts in lessons. They may find it boring to sit in the classroom. Thus, they want to run out of school to do the things they like, say watching films.

Apart from escaping from boring lessons, some students play truancy so as to challenge the school authority. Nowadays, youngsters usually are rebellious. In order to achieve the sense of excitement, they will try to break the school rules. They know it clearly that if their misbehavior is discovered by teachers or staff in school, they will receive severe punishment. They don't mind the dire consequence. Their rebellious bones drive them to

follow their heart and do whatever they like. Playing truancy fulfils the curiosity of students. They like to know if the school really gets a very good security. Playing truancy is just like playing a video game. The students, themselves, are the main characters. All the people in school, including schoolmates, teachers, principal and janitors are enemies. They will be caught if their “mission” is discovered. They have to observe the surroundings carefully before going out from the main entrance. It is not an easy task! The feeling of playing truancy is amazing and fantastic. Students enjoy the feeling of breaking school rules. They feel excited as they “successfully” challenge the school rules without being discovered.

Undoubtedly, playing truancy is a foolish act. Students, in fact, are undergoing the process of self-destruction. As we all know, students will be given a demerit if they are found playing truancy. The demerit will be clearly stated in the exam report sheet. It is similar to a criminal record which is also carved on us for a whole life. We usually have to bring the exam report sheet along with us when we apply for a job. The demerit, to a large extent, reflects the low moral standard. Try to think about it, if you were the employers, would you hire this kind of person? Even if they hire you, they won’t trust you. Very often, when we have once done something wrongly, people will think that we can hardly rectify our mistakes. The consequence of playing truancy is dire!

Playing truancy not only harmful to our own self, but also the staff in school. Try to imagine, although we can successfully escape from school, we may have accidents in the streets. Recently, a student who played truancy was injured in a traffic accident. The boy was crushed by a truck. The parents of the boy complained about the school. A lot of people have to shoulder the responsibility if the students are hurt. Janitors will bear the brunt of the injury. They are responsible for preventing students from going out from the main entrance. Students may escape from school when the janitors go to toilets. The janitors may be sacked as students are hurt when they are on duty. Their living of their family will be difficult as they are usually the breadwinners. They are victims of the incident.

Besides harming the **janitors**, the principal of the school has to be blamed too. As the head of a school, he/she has to bear the responsibility for the mistakes made by the staff of the school. The parents will lodge a complaint to him/her. If the students are seriously injured in accidents, he/she, in all likelihood, will be the target of the mass media. A great disturbance will be brought to him/her. He/she will live under pressure. It is unfair to him/her.

In addition, the reputation of the school will be **tarnished**. The news of students who play truancy or are involved in accidents will be widely publicized by the mass media. The public will think that the students from that school are naughty. Moreover, they will think that the school does have security problems. It will lead to a walk away by some good students as their parents are unwilling to send them to that school. Both the school and students will suffer from the selfish acts of students.

All in all, playing truancy should never be tried out. Under any circumstances, we should be considerate and must think of the **aftermath** of doing particular things. We should follow the rules. If everyone breaks the rules, our society will be in a mess. Thus, it is crucial for us to think twice before rebelling

- (a) According to the first paragraph, who is a truant? (1mark)
- (b) The second paragraph of the passage explores characteristics of poor academic performers. State these characteristics. (4marks)
- (c) For what reasons do students play truancy? (2marks)
- (d) Make notes on the effects of truancy on both the player and members of school staff. (4marks)
- (e) The parents will lodge a complaint to him/her. (1mark)
Rewrite beginning with: A complaint...
- (f) Janitors will bear the brunt of the injury. (1mark)
Add a tag question
- (g) Discuss the writer’s attitude towards truancy. (3marks)
- (h) Give the meaning of the following words as used in the passage. (4marks)
 - i) Undoubtedly
 - ii) Janitors
 - iii) Tarnished
 - iv) Aftermath

2. Read the following extract and then answer the questions that follow. (25mks)

- Nora: I didn't find it **dull**
- Helmer: (smiling) But there was precious little result, Nora.
- Nora: Oh, you shouldn't **tease** me about that again. How could I help the cat's going in and tearing everything to pieces?
- Helmer: Of course you couldn't, poor girl. You had the best of intentions to please us all, and your pretty little hands-
- Nora: (clapping her hands) No, Torvald, I needn't any longer, need I? It's wonderfully lovely to hear hear you say so! (taking his arm) Now I will tell you how I have been we ought to arrange things, Torvald. As soon as Christmas is over- (A bell rings in the hall) There's the bell. (She tidies the room a little.) There's someone at the door. What a **nuisance!**
- Helmer: If it is a **caller**, remember am not at home.
- Maid: (in the doorway) A lady to see you ma'ma- a stranger.
- Nora: Ask her to come in.
- Maid: (to Helmer) The doctor came at the same time, Sir?
- Helmer: Did he go straight into my room?
- Maid: Yes, sir.

Questions

- i) What does Nora refer to in her opening words in this extract? (2mks)
- ii) What has happened that has made the couple happy? (2mks)
- iii) Discuss two themes evident in this extract. (4mks)
- iv) "There's someone at the door." Add a question tag. (1mk)
- v) A lady has come to see Nora as reported by the maid. Who is this lady and how does her coming affect the Helmers from the rest of the play? Write you answer in note form. (4mks)
- vi) Discuss one aspect of style in this extract. (2mks)
- vii) Briefly explain what happens after this extract. (4mks)
- viii) Explain the meaning of the following expressions as used in the excerpt. (4mks)
- Tease.....
 - Dull.....
 - Nuisance.....
 - caller.....

3. Read the song below and then answer the questions that follow. (20mks)

There is no needle without a piercing point
 There is no razor without a trenchant blade
 Death comes to us in many forms
 With our feet we walk the goat's earth
 With our hands we touch God's sky
 Some future day in the heat of noon,
 I shall be carried shoulder high
 Through the village of the dead
 When I die, don't burry me under forest trees,
 I fear their thorns
 Burry me under the great shade trees in the market,
 I want to hear the drums beating,
 I want to feel the dancer's feet.

Questions

- i) With a reason, classify the song above. (2mks)
- ii) Why does the singer choose not to be buried under forest trees? (2mks)
- iii) Where does the speaker want to be buried? Why? (3mks)
- iv) Discuss **three** social structures of the people from where the song is sourced. (6mks)
- v) I want to hear the drums beating. (1mk)

Begin: What...

- vi) With suitable illustrations, identify three aspects of style from the poem. (6mks)

4. Grammar (15mks)

a. Write the following sentences according to the instructions given. Do not change their meanings. (3mks)

- i) It started to drizzle as soon as we started our exams.
Rewrite beginning: Hardly...
- ii) "Why do you always come late to work?" the boss asked John. "This is no longer acceptable."
Rewrite in indirect speech
- iii) I am the one your mother warned you about.
Rewrite this statement adding an appropriate question tag

b. Replace the underlined words with a phrasal verb that conveys the same meaning. (4mks)

- i) I could not clearly understand what he meant.
- ii) It is improper to despise the less fortunate members of the society.
- iii) John rejected the gift he was given.
- iv) Did you meet your class teacher in town?

c. Complete the following sentences with an appropriate preposition. (3mks)

- i) We agreed to substitute this novel.....the encyclopedia
- ii) What is this school coming? The results are so bad.
- iii) Nicole was wearing a silver ring her little finger.

d. Choose the better alternative from the ones given in brackets to fill the blank.(3mks)

- i) Previously, the bus attendants used to issue passengers with..... (tickets, receipts)
- ii) She padded infeet towards the door. (bare, bear)
- iii) You have aof shs 500/= because you paid shs 1000/= for the bag that costs shs 500/=. (balance, change)

e. In the sentences below, use the correct form of the verb in brackets. (2mks)

- i) You will have to pay for the of the house. (maintain)
- ii) The workers decided to wait for the outcome of the(deliberate)

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**M-SOUTH
ENGLISH
PAPER 3**

1. IMAGINATIVE COMPOSITION (COMPULSORY)

Either

- a) Write a composition ending:
...from that day, whenever I see him my heart is filled with bitterness. (20marks)

Or

- b) Technological advancement has impacted negatively on the society, especially on the youth. Discuss. (20marks)

2. THE COMPULSORY SET TEXT

Blossoms of the Savannah by H.R. Ole Kulet (20 marks)

“Women empowerment is something that can be best achieved by women themselves.” Write an essay that examines the role of women in their own liberation basing your arguments on the novel.

3. THE OPTIONAL SET TEXT

Answer any **one** of the following three questions. (20 marks)

EITHER

(a) **The Short Story**

Memories we Lost and Other Stories (20marks)

Greed and materialism can lead to grave consequences. In reference to the story “**How much land does a man need** by **Leo Tolstoy**, write an essay to illustrate the truth of this statement.

OR

(b) **Drama**

David Mulwa, **Inheritance**. (20marks)

“A leader’s character traits can contribute to their downfall.” Using examples from the lives of Lacuna Kasoo, write an essay to illustrate the truth of this statement.

OR

(c) **The Novel**

John Steinbeck, **The Pearl**. (20marks)

Write an essay to show the truth of the saying, “What you see is not always what you get. Use illustrations from John Steinbeck’s, **The Pearl**.

- i) The class teacher promised to solve the problem. (sort)
- ii) The bereaved families accepted their loss and moved on (get)
- iii) My mother asked me why I was so angry. (work)
- iv) The two friends are reconciling as we talk (make)

KIRINYAGA EAST

101/3

ENGLISH PAPER 3**(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)****JULY/AUGUST 2019****1. Imaginative composition (Compulsory)****Either**

- a) Write a story to illustrate the saying;
'where there is a will there is a way'

Or

- b) Write a composition that has the following: a bride, a swarm of bees and a hospital.

2. The Novel, Blossoms of the Savannah (Compulsory)

Gender bias is tantamount to violation of human rights. Write an essay in support of the assertion drawing illustrations from blossoms of the savannah By H.R Ole Kubet

3. Optional Texts

- a) Short story: Memories we lost and other stories compiled by Chris Wanjala
Explain the truth of the saying, "He who desires all loses all." Draw your illustrations from Leo Tolstoy's 'How much land does man need?

b) The Novel

The Pearl by John Steinbeck

'Our lives are controlled by destiny'

Using illustrations from 'The Pearl', write an essay to support this statement.

c) Drama

Inheritance by David Mulwa

A person's weaknesses can lead to their downfall. Justify the statement using the character Lacuna Kasoo in "inheritance."

KIGUMO
101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)

1. Functional writing

You are the captain of your school. The school has not been performing well in academics. The principal requested you to form a committee to investigate the causes behind the dismal performance. Write a report of your findings and give recommendations. (20 marks)

2. CLOZE TEST

(10 MARKS)

Fill in the gaps with the *most appropriate* word

Global warming is the term used to describe a(1) _____ increase in the average temperature of the Earth's atmosphere and its oceans, a change that is believed to be permanently changing the Earth's (2) _____. There is great debate among many people, and sometimes in the news, (3) _____ whether global warming is real. (4) _____ climate scientists looking at the data and facts agree the planet is warming. While many view the (5) _____ of global warming to be more substantial and more rapidly occurring than others do, the scientific consensus on (6) _____ changes related to global warming is that the average temperature of the Earth has risen between 0.4 °C and 0.8 °C over the past 100 years. The increased (7) _____ of carbon dioxide released by burning of fossil fuels, land clearing, agriculture and other human activities are believed to be the (8) _____ sources of the global warming thus has occurred over the past 50 years. (9) _____ from intergovernmental panel on climate predicted that global temperatures could increase by 1.4 °C and 5.8 °C by the year 2100. (10) _____ resulting from global warming may include rising sea levels, increase in occurrence of severe weather events.

3. ORAL SKILLS

(30 marks)

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

Do not stand at my grave and weep.
 I am not there, I do not sleep.
 I am a thousand winds that blow.
 I am the diamond glints on snow.
 I am the sunlight on ripened grain.
 I am the gentle autumn rain.
 When you awaken in the morning's hush
 I am the swift uplifting rush.
 Of quiet birds in circled flight.
 I am the soft stars that shine at night.
 Do not stand at my grave and cry;
 I am not there. I did not die.

- i) Describe the rhyme scheme. {3 marks}
- ii) If you were to recite the poem, how would you say the last two lines of the poem. {2 marks}
- iii) In line two, which words would you stress? Explain why. {3 marks}
- b) For each of the following words, write another word that is pronounced the same. {2marks}
- i) bald
- ii) board
- c) For each of the following words, underline the silent letters. {2 marks}
- i) Gourmet
- ii) sword
- e) Tom was called for an IT position in Coca cola Company. During the interview he appeared nervous. He was unable to answer technical questions and did not know much about the company. After one week he got a letter of regret.
- i) What tips of interview preparation would you give him. {4 marks}

b) **Read through the conversation below and answer the questions that follow:**

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

- i) Identify words and phrases that point out instances of interruption in the conversation above (4 marks)
- ii) Point out **two** reasons why Ashok decides to interrupt Oliech (2 marks)
- iii) Outline **four** important conversational conventions that people should observe when having an informal discussion (4 marks)

b) **Consider the situation below and answer the questions that follow;**

A motivational speaker has been invited to your school during a career day. During the talk you realize that some of your classmates are dosing, a few are passing small notes to one another and others are whispering to their friends.

If you are the speaker and noticed the above behavior, what would you do to recapture the attention of the audience? (4 marks)

KIGUMO

101/2

ENGLISH PAPER 2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

1. COMPREHENSION 20 MARKS

Read the following passage and answer the questions that follow:

PRESERVING OUR CULTURE

The night sky light up in a sea of beautiful bright colours, adding to the glamour of the stars. Fireworks explode in unique pattern complementing the nightscape. The sound of drums and songs **reverberate** in the air. Food is available in plenty. Once again people have gathered at a popular hotel to celebrate their ‘cultural night’

Many Kenyans are now reaching out to their roots, determined to salvage some ways that face **onslaught** by Western culture. They are not ashamed to let their children savour the taste of language once considered **Archaic** and **primitive**.

In the recent past, we have seen the emergency of minority groups-marginalized in the face of rapid social and political change- demanding their right to recognition and existence. The Njemps, Ogiek and El molo are but a few of them.

The situation is not unique to Kenya alone. The Maoris of New Zealand and Aborigines of Australia are successfully fighting the battle for recognition. And they are winning

Aboriginal history, culture and language is researched and it is taught up to university level. Australian Aborigines are proud to be themselves after years of living in shame of who they are, their cultural identity.

In New Zealand, both European and Maoris are encouraged to study Maori language and government has sponsored numerous projects to conserve Maori culture. Every function, national or international, is opened with a Maori song or Maori translation. The government has **embraced** the Maori culture, giving it a unique identity envied by other countries.

Africans in the **Diaspora** too are retracing their roots. In the Caribbean, for instance black people are dropping names of their colonizers for African names and having their children taught dialects from the mother continent. In the USA, African-Americans hold a culture event annually to celebrate their Africanness.

Back home, Language schools exist, most of them church sponsored. Maseno University has begun courses on language in its environs. The National Museum of Kenya has also **spearheaded** the preservation of Kenya’s rich and diverse culture. The other avenues through which this revival is taking place are the electronic media with the FM stations broadcasting in local languages gaining popularity.

Foreign missions in Kenya have set up cultural centres, which stock literature on their history, show films, arts, theatre, music architecture and language. Such ventures not only earn their country income but also go a long way to internationalizing their culture.

Unfortunately, Kenya has no cultural centre abroad. Instead, cultural exchange programmes have been the channel through which the missions raise awareness of Kenyan culture. Methods of raising awareness have been through group performance for audience, exhibition and display of carvings, posters and paintings.

Public institutions that were established to promote the cultural beauty in the country are under-utilised. Bomas of Kenya, for instance, is visited more by primary school parties than adults. The once prestigious Kenya national Theatre has no different story. The effect is a diluted performance, lacking in the aesthetic quality found in authentic performances

Whereas the initiative among private entrepreneurs exists, their promotion is either limited or commercially based.

It is no secret that culture nights’ are purely to make a profit in the face of a declining tourism industry. This should also serve as a wake –up call to Kenyans to engage in domestic tourism and see how rich our **heritage** is. Imagine how ashamed you feel when a foreigner explains the marvels of your country to you- and you are totally ignorant of the facts. For example, do you understand the significance of the traditional prayers during the official opening of parliament?

Whereas we have westernized our dress, eating habits, Language and even walking, there are individuals still determined to conserve our culture.

It is a pity, however, that the culture nights are held in expensive hotels – way beyond the reach of the common man.

Government support, unlike in New Zealand and Australia, is not sufficient. The ministry of Gender, Culture, Sport and social services should liaise with other ministries to ensure there is a national policy and action plan that not only promote culture, but makes every Kenyan proud of who he or she is.

All the same we will not belittle the efforts made by many Kenyans who **cherish** their culture. A person without culture, we know, is like a tree that has been uprooted. It is culture that differentiates us from the rest of creation. It gives us identity and a sense of where we are going.

Questions:

1. What do many people consider as culture according to this passage? [2mks]
2. Give **two** reasons why people are going back to their roots? [2mks]
3. Explain **three** ways in which the governments of New Zealand and Australia have promoted indigenous cultures (3mks)
4. Write a sentence contrasting the approaches used by Kenyan mission abroad and the foreign mission in Kenya in promoting their culture [1mk]
5. What does the writer mean by: [2mks]
 - i).....adding to the glamour of the stars
 - ii).....and you were totally ignorant of the fact
6. What are the dangers of “**commercializing**” culture according to the passage [2mks]
7. “Cultural night” promotes cultural identity and recognition; do you support this statement? Explain your answer [2 mks]
8. What evidence portrays the author’s hope of preserving culture against all odds [2 mks]
9. Explain the meaning of the following words and phrases as used in the passage. [4 mks]
 - i) Heritage.....
 - ii) Diaspora.....
 - iii) Reverberate.....
 - iv) Authentic

2. EXCERPT 25 MARKS

Read the following excerpt and answer the questions that follow.

Krogstad; are you sure of that
 Mrs. Linde: Quite sure, but-
 Krogstad: (with a searching look at her) is that what it all means? -That you want to save your friend at any cost? Tell me frankly. Is that it?
 Mrs. Linde: Nils, a woman who has once sold herself for another’s sake doesn’t do it a second time.
 Krogstad: I will ask for my letter back.
 Mrs. Linde: no, no
 Krogstad: yes, of course I will. I will wait here until Helmer comes; I will tell him he must give me my letter back-that it only concerns my dismissal-that he is not to read it

Mrs. Linde: No Nils, you must not recall your letter.
 Krogstad: but, tell me wasn’t it for that very purpose that you asked me to meet you here?
 Mrs. Linde: in my first moment of fright, it was. But twenty four hours have elapsed since then, and in that time I have witnessed incredible things in this house. Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them which is impossible with all this concealment and falsehood going on.
 Krogstad: very well, if you take the responsibility. But there is one thing I can do in any case and I shall do it at once.
 Mrs. Linde: (listening) you must be quick and go! The dance is over; we are not safe a moment longer.
 Krogstad: I will wait for you below.
 Mrs. Linde: yes, do. You must see me back to my door-
 Krogstad: I have never had such an amazing piece of good fortune in my life!

Questions

1. Explain what has happened before this excerpt. (4mks)
2. Why does Krogstad say he would ask for his letter back? Explain which letter he is referring to. (4mks)
3. "Nils, a woman who has once sold herself for another's sake doesn't do it a second time." Briefly explain what makes Mrs. Linde say this. (2mks)
4. Identify one character trait of Mrs. Linde in this extract (2mks)
5. What is so surprising in this extract? Explain. (2mks)
6. "But there is one thing I can do in any case and I shall do it at once." What is it that Krogstad does and how does it affect the rest of the play? (4mks)
7. "I have never had such an amazing piece of good fortune in my life!" rewrite beginning Never (1mk)
8. What makes Krogstad say that he has never had such good fortune in his life? (2mks)
9. Identify and illustrate one dominating thematic concern evident in the excerpt. (2mks)
10. Identify and illustrate one dominating literary technique in the excerpt. (2mks)

3. ORAL LITERATURE 20 MARKS

Read the narrative below and answer the questions.

Once upon a time, there lived a boy called Nzoko. He liked two things more than anything else: the forest and music. Scarcely did a moment pass before he sang or quietly whistled a little tune to himself.

The boy's father kept goats, and when Nzoko returned from school, he always took them out to graze in the forest. Once there, he would begin singing, first repeating all the songs he knew and then trying out a few new ones. The murmuring of the river, the rustle of the wind in the trees, even the hum of the bumble bees, all made little tunes for him. One day, he cut a short piece of wood from a willow tree, whittled it down, pierced holes into it and made a flute. On his flute, the tunes sounded lovelier than ever before.

One warm day, Nzoko heard something moving in the bushes around him. On looking up, and to his amazement, he saw a little fairy man. "Do you know what I have come for?" The fairy asked. "No", I'm ... I'm ve...ry so...rry but don't," answered the boy.

"Well," the fairy said, "the spirits of the forest have been long listening to your flute and they are convinced only the fairy piper can play as well as you do. So I have come to hear for myself and I will reward you well if you impress me too."

Nzoko did not need telling twice. He was quite at ease with the little man now, and he began to play music so sweet that it entranced the fairy, making him stay on until the moon rose over the distant hills. Before leaving, he asked Nzoko what reward he desired most. "The fairy fiddle, please. For I have heard it said that it is the finest in the whole wide world," the boy replied expectantly.

"The fairy fiddle!" exclaimed the fairy, greatly astonished. "That is the most precious gift, and only the one who fulfils these three conditions will obtain it. Now listen carefully, Nzoko: your playing must be so enchanting that it will charm the birds into stopping their own music to listen; your music must make animals stop their fighting and finally, your tunes must heal the sick. Take this ring, and when you have worked hard enough, and only then, turn it and it will bring you the fairy fiddle," the fairy said and then vanished.

In the following days, Nzoko played every song over and over, trying to make each better and better. He tried to silence the music of a blackbird with his own but to no avail. However, he didn't give up and one sunny afternoon, there suddenly gathered a wide circle of birds: robins and wrens, finches and blackbirds, cuckoos and wagtails. And they listened. Could this be the first condition fulfilled?

Several days later, he heard a great din coming from a farm. On checking, he saw a fox running after cackling hens, wanting to make them into a meal. Without realizing it, Nzoko started playing his flute loudly and as if by magic, the fox melted away. Thus, the second condition was fulfilled.

On yet another day, as he drove the goats' home, he heard a child cry weakly in agony. He peeped through the window of the cottage and saw a little girl lying in bed, pale and worn. The mother must have gone to look for herbs. Nzoko's eyes welled with tears, and as if driven by some force beyond him, he started playing a merry

tune on his flute, then a merrier one still. And, slowly, very slowly, colour began to creep back into the girls face and after a little while she asked for food. The third and last condition fulfilled?

Nzoko leapt for joy and turned the ring, and there, right there in front of him, was the most wonderful fiddle there ever was.

- (a) With reasons classify the narrative above. (2 mks)
 (b) From the second paragraph, what inspired Nzoko to create new tunes? (2 marks)
 (c) Why do you think the boy's reply to the fairy is broken with dots? (2 marks)
 (d) With illustrations identify three features that qualifies the above to be an oral narrative (6mks)
 (e) Give **two** reasons why you think the fairy set conditions for Nzoko before he could get the fairy fiddle. (2mks)
 (f) With an illustration, describe any **one** character traits of Nzoko. (2 marks)
 (g) What can we learn about the values of this community? (2 mks)
 (h) Identify and illustrate one economic activity from the above narrative. (2mks)

4. GRAMMAR

A. Rewrite the following sentences as instructed.

- i. The photographs will be taken at the venue of the wedding. The photographs will be taken in a reputable studio. (Combine into one sentence using 'eitheror,,,,') (1 mk)
 ii. Neither the children nor the peasantallowed to go to the hall yesterday. (Rewrite filling the blank with an appropriate auxiliary verb). (1 mk)
 iii. The farmer's cow gives twenty-five kilos of milk every day. He feeds and waters it very well. (Combine using the present participle). (1 mk)

B. Underline the gerund in the following sentence.

- i) Kibet is studying but swimming is his hobby. (1 mk)

C. Replace the underlined word with a phrasal verb.

- i) It is not good to despise other people. (1 mk)
 ii) I am currently living with my brother in Karen. (1 mk)
 iii) The principal was annoyed with the three boys. (1 mk)

D. 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 mk)
 ii) She likes football as it is more superior than hockey. (1 mk)

E. Fill in the blanks with the appropriate prepositions.

- i) He was chargedforging property inheritance document. (1 mk)
 ii) Kamau dealsgroceries. (1 mk)

F. Give two meanings from the sentence below.

"Did you see the girls with a telescope?" (2mks)

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

- i) The couple has applied for a divorce overdifferences. (reconcile). (1 mk)
 ii) That matter is highly(contest) in a court of law. (1mk)

KIGUMO**101/3****ENGLISH****Paper 3****(Creative composition and Essays based on set texts)****July 2019****1. Imaginative composition (Compulsory)****(20 marks)****Either**

- a) Write a story beginning with;
The rain had poured heavily, when I entered the house, my one and only sister was missing. I ...

Or

- b) Write a composition explaining what the Government of Kenya should do to end the rising number of teenage pregnancies in schools.

2. Compulsory Set Text**(20 marks)**H.R. ole Kulet, *Blossoms of the Savannah*

It requires a strong character for a woman to rise in a patriarchal set up. With relevant illustrations from Blossoms of the Savannah by H.R ole Kulet, write an essay to bring out the relevance of this assertion.

3. The Optional Set Text**(20 marks)****Either****(a) The Short Story**Chris Wanjala (Ed.), *Memories We Lost*

Basing your arguments on Mariatu Kamara's *The President* write an essay to show the effects of political instability.

Or**(b) Drama****David Mulwa, Inheritance**

Using David Mulwa's play *Inheritance* write an essay on the inhuman nature of despotic heads of states.

Or**(C) The Novel**John Steinbeck, *The Pearl*

With relevant illustrations from John Steinbeck's *The Pearl*, write an essay to justify the saying that *shiny apples are sometimes rotten to the core*.

KIGUMO**ENGLISH PAPER 101/1**

1. a) Must be an investigative report if not, deduct 2 marks AD

Format

title 2 (mks) i.e. A REPORT ^{1/2MK} ON...CAUSES ^{1/2MK} ...OF LOW PERFORMANCE ^{1/2MK} IN EXCEL HIGH SCHOOL ^{1/2MKS}.

Introduction ^(1/2mk)Collection of data ^(1/2mk)Findings ^(1/2 mk)Conclusion ^(1/2 mk)

Recommendations (1 mk)

Signing off...i.e. report compiled by

Signature (1 mk)

Name

Secretary (1 mk)

CONTENT

1. under introduction terms and reference (1 mk)
List of members (should be at least 4) ^{1/2mk}
Under the collection of data, give at least 2 method of collection. ^(1/2mk)
Under findings causes should be well outlined at least three causes each 2 mks.
Conclusion ^(1/2mk)-should be in prose form
The number of recommendations should equate to the number of findings ^(1/2 mk).
They should be in points form.

LANGUAGE (4 mks).

The tone should be formal, active voice should be used

F-7mks

C-9mks

L-4 mks

2. CLOZE PASSAGE 10mks

- i) gradual
- ii) atmosphere
- iii) on
- iv) But
- v) effects
- vi) climatic
- vii) volumes
- viii) primary
- ix) Scientists
- x) Changes

- But / scientists and changes should begin with a capital letter. If it is in the lower case award zero marks

ORAL SKILLS

3. a) (i) The rhyme scheme is aabbccdeeff – regular - it is predictable.
(ii) One would say the last two lines with a falling intonation in a serious / stern / tone
I would point to indicate the grave.
I would wear a frowning face to bring out the sad mood
(one verbal and one non verbal cue)
iii) Stressed words not there, not sleep
They emphasize that the speaker is not in the grave nor is he sleep but he is alive
3mks
- b) Homophones
i) Bald - bawled
ii) board - bared
2mks
- c) Silent - letter

- iii) Gourmet - t
- iv) Sword - W

e) **Tips on preparation**

- Research on the potential employer
- Have a detailed understanding of the position description
- Research on the company by reading annual reports
- Research on the organisations products services, size and growth potential
- Ensure that you know exactly where the location of the organisation
- groom appropriately
- appear for the interview in time to boost your confidence

b) i) But excuse me

Just a moment
 Sorry for interruption
 Sorry Oliech

- ii) To clarify that the teams in the premier league are exclusively for men
 To indicate that Akinyi would not be enrolled because she is female
 To strongly disagree with Oliech's argument that Akinyi should be part of the team
 (Mark first two if a student has given more)

iii) Purpose to listen keenly

Allow turn taking
 Interrupt politely
 Respect personal space
 Appreciate other people's contributions
 Maintain a pleasant tone
 Be courteous
 Maintain polite language

- c) i) Ask them to stand and stretch.
 Crack a relevant joke.
 Introduce a song that will arouse them.
 Involve them by asking them relevant questions.
 Introduce an anecdote that stimulates interest.
 Organize to end the talk.

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**KIGUMO
ENG PP2 MS**

1. COMPREHENSION

- ❖ Q1 According to the passage many people consider language, dress, food, arts, architecture etc. as key elements of culture identity (2mks)
- Q2. People are going back to their roots to salvage their ways so that they are not lost to the Western influence they have to overcome the shame previously associated with their culture [2mks]
- Q3 The two governments have (3 mks)
- Encouraged people to learn, indigenous languages on the language
 - Done research on the language
 - Shown interest in culture identity
- Q4 Kenya relies on exhibition, display and performance whereas the mission have established cultural centre to aggressively internationalize their cultures. (1 mk)
- (Accept any sentence bringing out the difference and contrasting words must be used eg while, whereas etc)
- Q5 (i) Even though the stars make night beautiful this is enhanced by the display of fireworks (1 mk)
- (ii) You did not know a thing (about the fact) (Do not penalize expression errors) [1mk]
- Q6 Commercializing culture will dilute the value the people have. It also makes expensive for the people to enjoy what is fundamentally theirs. It may also lead to people trying to privatize or even claim copyright on them (2 mks)
- Q7 Yes - display a people language, arts, food, dress
- or
- NO - Privatizes a people's own way of life/expensive (2 mks)
- Q8. The author is optimistic/hopeful! That people will preserve culture because.
- Culture gives us identity/sense of belonging and a sense of where we are going
 - All governments, including Kenya have made efforts to preserve culture [2mks]
- Q9.
- Heritage - elements of our culture
 - Diaspora - Africans living in other countries
 - Reverberate - echo, fill the air
 - Authentic - original, genuine (4 mks)

1. (i) EXERPT

- Before the extract, Krogstad asks Christine if she still has the courage to have him back after what he has done. Christine tells him she understands that it was despair that made him do that. He regrets that he cannot undo what he has done. Mrs. Linde tells him that the letter is still in the letter box. 4mks
- He does not want Nora's husband to know the secret of forgery that she has kept from him for many years. He has reunited with Christine and it's very happy. He does not want to ruin the Nora's marriage who is a friend to Christine. He is referring to the letter he had written to Helmer disclosing Nora's secrets about the debts and forgery as a way of blackmailing her. 4mks
- She once sacrificed her love for the sake of her bedridden mother and two young brothers. By saying that, it means she cannot be doing it the second time for another person because that experience was enough. 3mks
- Selfless: she sacrificed for another person, her mother and brothers. She says "a woman who has once sold herself for another's sake doesn't do it a second time. 2mks (any other relevant trait)
- It is surprising that Krogstad can change his mind about revenging against the Helmers. He was much determined to have his own way with them and his change and readiness to withdraw the letter catches the readers by surprise 2mks

6. Krogstad writes Nora another letter that sets free Nora and her husband. He also returns the bond had all the evidence of forgery. Mr. Helmer is very happy now that he is saved and tells Nora he has forgiven her. However, this comes when it is too late for he had already condemned her for her actions. Nora decides leave him and the children. 4mks
7. Never had I such an amazing piece of good fortune in my life! 1mk
8. He has got back together with Mrs. Linde after the separation which he feels it has come at the right time. □ Since Christine had left him for a richer man who would help her support her sick mother and two young brothers. 2mks
9. Change.
 – Mrs. Linde has changed her mind concerning assisting Nora to get the letter from the letter box.
 – Krogstad has changed his mind about blackmailing Nora and he's ready to withdraw the blackmailing letter. 2mks (must be two illustrations)
10. Irony.
 – It is ironical that Mrs. Linde who was supposed to convince Krogstad to withdraw the blackmailing letter is the one who is telling Krogstad to let Helmer read the letter.
 – It is ironical that Krogstad who had sworn to destroy Nora is the same who's saying will ask for his letter back. (2 mks – must be two illustrations to score full marks)

2. ORAL LITERATURE

a. Fairy tale– it involves fairly being i.e. the fairly man(2 mks)

Or spirit tales – things are manipulated by spirits; turning the ring and the fiddle appears

b.

Nzoko was inspired by nature: the murmuring of the river, the rustle of the wind in the trees and the hum of the bumble-bee. (2 marks)

c.

It is broken to indicate uncertainty / hesitation / stammering / fear / scare/ amazement / awe / fright caused by the presence of the little fairy man. Being in the forest, this must have been a scaring experience. (3 marks)

d.

- i) has a simple plot – beginning – middle – climax - end
- ii) opening formula - once upon a time”
- iii) Closing formula – was the most wonderful fiddle there was ever
- iv) Fantasy -turning the ring to make the fiddle to appear
- v) Has a moral teaching - we should never give up in life
- vi) Timelessness – once upon a time

(Any three well illustrated)

e.

- To encourage Nzoko to develop his talent to the fullest.
- To bring good to the world by stopping fighting and healing the sick through Nzoko's talent.
- To teach Nzoko that precious things do not come easy.

(Any two points 2mks)

f.

- Obedient/responsible/dutiful because he faithfully went to graze his father's goats after school.
- Determined/persistent because he did not give up even after he initially failed to outsing the black bird. He kept practising.

- Creative / Innovative because he fashioned a flute from the wood of a willow tree. He also composed many songs.
- (Very) talented because his music said to be equal only to that of the fairy piper and he managed to fulfil all the three conditions.
- Compassionate because tears filled his eyes when he saw the little sick girl.
- Patient/self-controlled - able to wait till all the conditions are fulfilled before turning the ring.
- Handworking - goes to school, takes cattle to graze; works on his instruments...

(2 mks)(any one well illustrated trait)

(g) They valued:

Tangible

- education - Nzoko went to school
- the environment - they preserved the forest with its river, birds and bees.
- herbal medicine - the mother of the sick child had gone to look for herbs.
- music - Nzoko's music was appreciated and he was rewarded for excelling in it.

Intangible

- responsibility /care /concern /hard work / creativity/ harmony / assertiveness / patience.

(2 mks)

h Farming – they keep livestock – goats. (2 mks)

3. GRAMMAR

A

- The photographs will be taken either at the venue of the wedding or in a reputable studies. 1 x 1 = 1
- Neither the children not the peasant was allowed to go to the hall yesterday. 1 x 1 = 1
- Feeding and watering his cows very well, the farmer gets twenty-five kilos of milk every day.

B. Kibet is studying but swimming is his hobby. 1 x 1 = 1

C.

- It is not good to look down on other people. 1 x 1 = 1
- I am currently putting up with my brother in Karen. 1 x 1 = 1
- The principal was worked up with the three boys 1 x 1 = 1

D.

- There are situations in which you need to act with speed or else the consequences will catch up with you. 1 x 1 = 1
- She likes football as it is superior to hockey. 1 x 1 = 1

E.

- He was charged with forging property inheritance document. 1 x 1 = 1
- Kamau deals in groceries. 1 x 1 = 1

F.

- Did you see the girls when you were using the telescope
- Did you see the girls who were using telescope 2mks

G.

- Irreconcilable
- Contentious (2 mks)

CEKENA II

101/1

ENGLISH**(FUNCTIONAL WRITING, CLOZE TEST AND ORAL SKILLS)****PAPER 1****QUESTION 1****(20 MARKS)**

You are the school captain of Masomo High School there has been an upsurge of theft cases in the institution. The principal has requested you to investigate and give a report on when and how this takes place, and to come up with recommendations on how to curb this vice. You are supposed to present this report in a week's time.

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

In the 90s to mid 2000s, Nokia was the world's number one _____ 1 _____ brand. _____ 2 _____ every household had at least one. So what went wrong and why is the brand struggling to get back into the market? It was registering good growth and its profit _____ 3 _____ were excellent, _____ 4 _____. The firm did not think _____ 5 _____ the evolution of the product as _____ 6 _____ as it should have. When touch screens entered the market, the _____ 7 _____ ended up being companies like Sony and Apple. Technology _____ 8 _____ simultaneously with the evolution of consumers. People want to do things differently and smart businesses _____ 9 _____ them what they want. That's why there is the microwave and electrical appliance manufacturers who have _____ 10 _____ made their own versions.

ORAL SKILLS**QUESTION 3****A. NARRATIVE****The Disobedience of Man**

When Abassi, the supreme God, created human beings, he feared that they might become his equals, and therefore he forbade them to settle on the earth. But Atai the wife of the first man decided to defy God's instructions.

Then the humans were allowed to live on earth but they were not allowed to procure their own food. They had to eat with Abassi in heaven, and when a bell rang summoning them they had to come for their meal. They were also forbidden to live together as husband and wife and to beget children because this would make them forget God.

The man obeyed God's commands, but the woman began to till the soil and she produced her own food. Soon the man found her food sweeter than the food of heaven. Then the man forgot God and he tilled the soil together with the woman, and they lived together as husband and wife.

One day, Abassi asked about the woman, but the man said that she was ill. Actually he had hidden her away because she was pregnant! The woman bore a son and later a daughter. But Abassi knew what had happened. Now Abassi pointed out to Atai that his fears had been justified. The human beings had forgotten him. But Abassi said: "They shall never be your equals."

And Abassi sent death into the world, and he killed the man and his wife, and he caused discord among their children.

- You are to narrate this story during the inter-house drama competition in your school. How would you make your narration more effective and interesting? (4mks)
- How would you perform the line. "Actually he had hidden her away because she was pregnant!" (2mks)
- During your narration how would you tell that your audience is fully participating in the narration? (4mks)

Supply the homophones to the following words

(3mks)

(vi) Wax _____

(vii) Praise _____

(viii) Plane _____

Underline the silent letter(s) for each of the following words.

(3mks)

- a) Practically _____
 b) Handkerchief _____
 c) Shepherd _____

Identify the word in which the vowel sound is different

(3mks)

- a) Son sun can hut
 b) Brake break bread great
 c) Fool pool soon book

Underline the stressed syllable in the following words

(2mks)

- a) Dislike (verb)
 b) Frequent (Adjective)

Indicate whether the following sentences are said with either falling or rising intonation

(3mks)

1. Is there hope?
2. Stand at attention!
3. Who do you think you are?

Complete the conversation below appropriately

- John: _____ (1mk)
 Juma: Good morning. Do I know you?
 John: _____ (1mk)
 Juma: *(after a long pause)* I am fine thank you. Do we know each other?
 John: Not very well, but I come from a place near your home. I saw you here yesterday and the day before yesterday. Do you live here?
 Juma: I don't know why you ask but yes I have lived here for the past two months.
 John: _____ (1mk)
 Juma: What are all these questions about? Do you want to have me arrested or something?
 John: _____ (2mks)
 Juma: I have no home so how do I go to school?
 John: *(Holding Juma by the hand)* I am sure you have a home. About school, I am sure something can be worked out. You shouldn't give up on things so easily.
 Juma: Can you start by buying me something to eat
 John: Sure. Let's go to a cafe. *(Walking away together)* Now tell me where did you live before?
 Juma: In Huruma estate with my stepmother
 John: _____ (1mk)
 Juma: She beat me. She kept saying that I am lazy.
 John: Well I shall talk to her about all that. Am sure things will work out.

CEKENA II

101/2

ENGLISH

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

PAPER 2

Read the passage below and answer the questions that follow

The events of the past week provide compelling reasons to control guns. Too many firearms are in the hands of the wrong people, who use them for criminal acts. When terrorists struck the Dusit complex in Nairobi last week, several civilians — some of dubious backgrounds, including shadowy politicians — emerged with sophisticated firearms that they liberally showed off, irrespective of the inherent risks. Indeed, this caused an uproar, with the public asking how some of these people had acquired the military-grade firearms. But that is just the tip of iceberg. Gun crime is frighteningly on the rise.

Against this background, yesterday's announcement by Interior Cabinet Secretary Fred Matiang'i that the government will upgrade the licences makes a lot of sense. Starting March, the government will issue new generation licences — smart cards — with security features to civilian gun holders. But they must go through vetting to determine their suitability to hold the guns. This is vital to contain gun crime and potentially explosive situations. And in that regard, it is pertinent to keep a clean record of licensed civilian gun owners and weed out non-desirables who pose a serious threat to the other citizens.

Since late last year, the government has pushed for changes in the issuance of guns. The first step was disbanding the Firearms Licensing Board and appointing a new one to dismantle cartels that had muddled gun ownership certification. Secondly, it ordered fresh vetting of civilian gun holders and users.

The objective is to ensure that the weapons are not in the hands of dubious characters; those with the proclivity to misuse them. We hope the exercise has provided good insights into the level of rot in the licensing of guns and extent of gun running.

Many civilians own guns and licences obtained through the dubious means. Given the porous, borders that allow infiltration of immigrants from war-torn countries, illegal guns easily find their way into our territory. More worrying is the corruption that attends to the licensing.

Those operating guns illegally pose a serious threat to the citizens and people they generally interact with. Some of the gun owners do not have the aptitude and comportment to handle the weapons. They can pull the trigger at the slightest of disagreement, making them a real threat to security

The government must now move beyond issuing the smart cards and proceed to clean the entire chain and dismantle cartels that sell the licences and protect the illegal owners. A proper system and structure is crucial to clear the mess in gun licensing.

1. What according to the passage forces the government to control guns? (2mks)
2. Why is the cabinet secretary Fred Matiang'i justified to say that the government would upgrade the licences? (3mks)
3. According to the passage, why is vetting of gun holders important? (2mks)
4. What steps has the government taken to address the provision of guns? (2mks)
5. Identify the type of sentence the one below is: (1mk)
And in that regard, it is pertinent to keep a clean record of licensed civilian gun owners and weed out non-desirables who pose a serious threat to the other citizens
6. The events of the past week provide compelling reasons to control guns. (Add a question tag)
7. Why does the government insist on upgrading the licenses? (1mk)
8. In note form, outline the challenges that the government face in its attempt to control arms among the citizens (5mks)
9. Explain the meaning of the following words as used in the passage (3mks)
 - a) Pertinent – _____
 - b) Comportment – _____
 - c) Proclivity – _____

QUESTION 2

Read the excerpt below and then answer the questions that follow

Mrs. Linde: Yes, that was what I was thinking of.

Nora: He must, Christine. Just leave it to me; I will broach the subject very cleverly- I will think of something that will please him very much. It will make me so happy to be of some use to you.

Mrs. Linde: How kind you are, Nora, to be so anxious to help me! It is doubly kind of you, for you know so little of the burdens and troubles of life.

Nora: I -? I know so little of them?

Mrs. Linde: (*Smiling*) My dear! Small household cares and that sort of thing!- You are a child,

Nora.

Nora: (*tosses her head and crosses the stage*) You ought not to be so superior,

Mrs. Linde: No?

Nora: You are just like the others. They all think that I am incapable of anything really serious-

Mrs. Linde: Come, come –

Nora: - that I have gone through nothing in this world of cares.

Mrs. Linde: But, my dear Nora, you have just told me all your troubles.

Nora: Pooh! – those were trifles. (*Lowering her voice*) I have not told you the important thing.

Mrs. Linde: The important thing? What do you mean?

Nora: You look down upon me altogether, Christine – but you ought not to. You are proud, aren't you, of having worked so hard and so long for your mother?

Mrs. Linde: Indeed, I don't look down on anyone. But it is true that I am both proud and glad to think that I was privileged to make the end of my mother's life almost free from care.

Nora: And you are proud to think of what you have done for your brothers?

Mrs. Linde: I think I have the right to be.

Nora: I think so, too. But now, listen to this: I too have something to be proud and glad of.

Mrs. Linde: I have no doubt you have. But what do you refer to?

Nora: Speak low. Suppose Torvald were to hear! He mustn't on any account – no one in the world must know, Christine, except you.

Mrs. Linde: But what is it?

Nora: Come here. (*Pulls her down on the sofa beside her.*)
Now I will show you that I too have something to be proud and glad of.

- a) What does Mrs. Linde refer to when she says “that was what I was thinking of”? (2mks)
- b) How do you compare Mrs. Linde's reference to Nora as a child and Torvald Helmer's of her from the text? (2mks)
- c) Describe characters of: (4mks)
- Mrs. Linde :
- Nora :
- d) What is Mrs. Linde's attitude towards Nora? (2mks)
- e) From your knowledge of the text, why does Nora refuse to tell her secret to her husband? (3mks)
- f) Rewrite the following in reported speech (2mks)
- Nora: You look down upon me altogether, Christine – but you ought not to .
- g) What is ironical about Nora's assertion that ‘no one in the world must know, Christine, except you.’ And what does this reveal about Nora's character? (3mks)
- h) Explain any aspect of style inherent in the above excerpt. (2mks)
- i) Identify and illustrate any theme evident in this excerpt (2mks)
- j) Change the sentence below into an interrogative one. (1mk)
- I think I have the right to be.

Explain the meaning of the following expressions as used in the passage.

(2mks)

- i) Broach – _____
 ii) Look down on – _____

QUESTION 3: ORAL LITERATURE (20mks)

Read the following oral poem and answer the questions that follow

Listen
 My husband
 In the wisdom of Long'o
 Time is not stupidity split up
 Into seconds and minutes

It does not follow
 Like beer in a pot
 That is sucked
 Until it is finished

It does not resemble
 A loaf of millet bread
 Surround by hungry youths
 From a hunt
 It does not get finished
 Like vegetable in the dish

A lazy youth is rebuked
 A lazy girl is slapped
 A lazy wife beaten
 A lazy man laughed at
 Not because they waste time
 But because they only destroy
 And do not produce

And famine
 Invades women take their baskets
 To go and beg, food,
 Strangers will sleep with them
 They will have your wives
 And what can you say?

Questions

- a) Classify the above song. (2mks)
 b) Who is the singer? (2mks)
 c) Explain two economic practices by the community from which the son is derived (4mks)
 d) Identify any one vice that is discouraged in the oral poem (2mks)
 e) Identify the dominate tone of this song and illustrate. (2mks)
 f) Identify and illustrate three aspects of style found in this song. (6mks)
 g) Identify the moral lesson in this song. (2mks)

GRAMMAR (15 MARKS)

- 4 a) Rewrite the following sentences according to the instructions given after each (4mks)
- It began to dazzle as soon as we started exams. (Rewrite beginning: Hardly.....)
 - The officers claimed that they had seen the suspect there the day before. (Rewrite in direct speech)
 - Just in case you change your mind, call this number (Begin: Should.....)
 - James did not know the telephone was out of order. He tried to call his father. (Join the sentences into one using a participle phrase)
- b) *Replace the underlined verb with a phrasal verb from the words in brackets* (3mks)
- It really annoys me when people do not use proper punctuation marks. (Tick)
 - I met my friend accidentally in town (run)
 - I could not tolerate such nasty talk any longer. (put)
- c). Fill in the blank spaces with the correct preposition (3mks)
- Nyawira, get _____ the wet wall immediately!
 - We wondered if there was need _____ such equipment
 - The telephone is _____ the window.
- d). Fill in the blank space with the correct form of the word in brackets. (3mks)
- These machines have _____ idle since the factory closed. (Lay)
 - Have you _____ out the washing? (hang)
 - The decline in tourism fortunes has been attributed to bad _____ (public)
- e) . Explain the difference in meaning between the following pair of sentences (2mks)
- The woman, who is in a skirt, is my aunt
 - The woman who is in a skirt is my aunt

CEKENA II**101/3****ENGLISH****(CREATIVE WRITING AND ESSAY BASED ON SET TEXTS)****PAPER 3**a) *Write a composition to end with:-*

... that is when I realized a parent is still a parent no matter what.

(20mks)

Or

b) Write a composition either agreeing or disagreeing with the statement "A good name is better than riches"

(20mks)

COMPULSORY ESSAY

c) Though rich the Maa culture can also be devastating at times. Show the truth of this statement whilst drawing illustrations from the Blossoms of the Savanna by H.R. OLE KULET.

MATUNGU SUB-COUNTY JOINT EVALUATION EXAMINATIONS 2019

101/1

ENGLISH

PAPER 1 (FUNCTIONAL SKILLS)

1. FUNCTIONAL SKILLS – 20 MARKS

You are the school captain and you have noticed most of the prefects are not supervising the morning duties in their respective places. Write an internal memo to all the prefects, expressing your disappointment as well as reminding them of their duties. (20marks)

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

(10marks)

The ban 1..... non-woven bags takes effect 2..... today.
The government will start arresting the importers, producers 3..... consumers of the popular polypropylene 4..... sold in supermarkets and 5..... retail stores.
National 6..... Management Authority (NEMA) says 7..... will launch
8..... crackdown against the “very thin, poor quality non-reusable bags” NEMA boss Prof Geoffrey Wakhungu has warned Kenyans
9..... defying the directive or risk 10..... arrested, prosecuted and jailed.

(Adopted from Daily Nation, Monday April 1, 2019)

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

a. TO MY DEAR AND LOVING HUSBAND

If ever two were one, then surely we,
If ever man were loved by wife, then thee,
Compare with me, ye women, if you can.
I prize the love than whole mines of gold
Or all riches that East doth hold
My love is such that rivers cannot quench
Nor aught but love from thee give recompense,
Thy love is such I can no way repay,
The heavens reward thee manifold, I pray
Then while we live in love let's so persevere
That when we live no more, we may live ever.

i) Describe the rhyme of the poem (2marks)

ii) Identify and explain the effect of the following in the poem (6marks)

a) Assonance

b) Consonance

c) Alliteration

iii) How would you say the last line of the poem and why? (1mark)

b. For each of the words below, write another that is pronounced the same way but spelt differently and has a different meaning (4marks)

i) Here

ii) Bare

iii) Forward

iv) Threw

c. Underline the odd one out in each set of words according to the pronunciation of the underlined letter (3marks)

i. Change Chic Chauvinistii. Stir Word Stariii. Dame Insult Salt

d. Outline four stages in the performance of riddles (4marks)

e. ii) Explain how riddles enhance speech development (2marks).

f. Your teacher has asked you to discuss the portrayal of Nora in Henrik Ibsen's "A Dolls House" with four of your classmates. What would you do to ensure you participate in the discussion effectively? (4marks)

g. i) Why is it important to look directly at the people when you are making an oral presentation? (2marks).

ii) What is the use of pauses when one is making an oral presentation?

(2marks)

MATUNGU SUB-COUNTY JOINT EVALUATION EXAMINATIONS 2019

101/2

ENGLISH

PAPER 2 (COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

1. COMPREHENSION – 20 MARKS

Read the passage below and answer the questions that follow

The act of giving and helping people in need is fast dying. Occasionally, we talk about a Good Samaritan having come *out of the blue* and helped us in our hour of need. It is not clear whether it is because people have become more egocentric or it is because of the diminishing culture of communal living.

If we found someone dying beside the road, we are unlikely to help because we first of all think of how helping them would make us late. We would walk away hoping that the next person will not be as busy as we are, and will therefore rescue the person. Whether it is modern life that has made us busier than before is really debatable.

Have you ever noticed that people are always running around, immersed in deep thought with drooping shoulders and with premature wrinkles etched on their foreheads? The common explanation for this is that we are so busy that we do not have time for ourselves, let alone others.

One writer said that people, who claim to be busy, are not really busy. Being busy he said, was a euphemism for an insatiable craving for money, power, status and overwhelming desire to have more and more material possessions. What this culture of being busy does is that it makes us lose some of the essential human values such as loving others, taking care of the sick and meeting other people's needs through generosity.

Let us take the example of hunger and starvation. The two kill many people, especially children and the elderly. It is easy to say that hunger and starvation are as a result of a fall in the supply of rain. We can say that this is all an issue of climate. This is true to an extent. When rains fail, people's crops fail and they lose their sole source of food. For those who depend on livestock, their livestock die or become too famished to fetch enough money in the market to enable them buy food. The spiraling cost of foodstuffs does not lessen the pain and suffering of those faced with starvation.

However, the culture of being good Samaritans need not die. If we stopped being too busy and set aside time for our children, we would have time to watch them grow and understand their value system. We can then inculcate the culture of generosity; starting highlighting small ways in which children can be generous. For example, a child can be encouraged to share food with another who does not have or who has come to school without. They can also be encouraged to donate clothes and shoes to a children's home. This gesture will go a long way in clothing another less fortunate child. Later in life, they can find bigger ways of *reaching out* to those in need. Through small ways, we would have taught generosity to our children, created the good Samaritans that we all wish for when in need and ensured the act of giving lives on generations.

QUESTIONS

- a) According to the author, why is the act of giving dying? (2marks)
- b) What is the main consequence of being too busy? (2marks)
- c) Why does the writer believe that people die of hunger due to our selfishness? (2marks)
- d) In what two ways can generosity be inculcated among children? (2marks)
- e) The writer of passage is a parent; support this (2marks)
- f) What are the benefits of teaching children to share? (3marks)
- g) In note form, state the characteristics of busy people (4marks)
- h) Write an appropriate title for this passage (1mark)
- i) Explain the meaning of the following phrases as used in the passage (2marks)
 - i) Out of the blue
 - ii) Reaching out

2. A DOLL'S HOUSE – 25 MARKS

- Helmer: I have got authority from the retiring manager to undertake the necessary changes in the staff and in the re-arrangement of the work and I must make use of the Christmas week for that, so as to have everything in order for the New Year, Nora. Then that was why this poor Krogstad-
- Helmer: Hm!
- Nora: (*Leans against the back of his chair and strokes his hair*) If you hadn't been so busy I should have asked you a tremendously big favour, Torvald.
- Helmer: What is that? Tell me.
- Nora: There is no one who has such good taste as you. And I do so want to look nice at the fancy dress ball. Tovarld. Couldn't you take my hand and decide what I shall go as, and what sort of dress I shall wear?
- Helmer: Aha! So my obstinate little woman is obliged to get someone to come to her rescue.
- Nora: Yes, Torvald, I can't get along a bit without your help.
- Helmer: Very well. I will think it over; we shall manage to hit upon something
- Nora: That is nice of you (*goes to the Christmas tree; a short pause*) How pretty the red flowers look, but tell me, was it really something very bad that this Krogstad was guilty of?
- Helmer: He forged someone's name. Have you any idea what that means?
- Nora: Isn't it possible that he was driven by necessity?
- Helmer: Yes; or, as in so many cases, by imprudence. I am not so heartless as to condemn a man altogether because of a single false step of that kind.
- Nora: No, you wouldn't, would you, Torvald?
- Helmer: Many a man has been able to retrieve his character, if he has openly confessed his fault and taken his punishment.
- Nora: Punishment -?
- Helmer: But Krogstad did nothing of the sort; he got himself out of it by a cunning trick, and that is why he was gone under altogether.
- Nora: But do you think it would -?
- Helmer: Just think how a guilty man like that has to lie and play the hypocrite with everyone; how he has to wear a mask in the presence of those near dear to him, even before his own wife and children. And about the children that is the most terrible part of it all, Nora.
- Nora: How?
- Helmer: Because such an atmosphere of lies infects and poisons the whole life of home. Each breath the children take in such a house is full of the germs of evil.
- Nora: (*coming near him*) Are you sure of that?
- Helmer: My dear I have often seen it in the course of my life as a lawyer. Almost everyone who has gone to the bad early in life has had a deceitful mother.
- Nora: Why do you say mother?

QUESTIONS

- a) Explain the events that lead to this excerpt. (4marks)
- b) In this excerpt, though Helmer and Nora are discussing about Krogstad, they are indirectly referring to Nora's predicament. Explain. (4marks)
- c) '..... so my obstinate little woman is obliged to get someone to her rescue? Explain the 'rescue' Nora needs at this point in time. (4marks)
- d) From your knowledge of the text, apart from the fact that Krogstad had forged a signature why else does Helmer detest him? (2marks)
- e) Describe any two styles used in this excerpt (6marks)
- f) Give one character trait of Nora from this excerpt. (2marks)
- g) Add a question tag: I can't get a long a bit without your help (1mark)
- h) The discussion with Helmer leaves Nora terrified. Explain why this is so going by what happens immediately after this excerpt (2marks)

3. Read the story below and then answer the questions that follows

- i) The teacher told us that studying is necessary before we achieve success. (Change into direct speech)
- ii) This is the boy. His father is a generous man. (Join the two sentences using a relative pronoun)
- (g) Join the following sentences into the passive voice (2marks)
 - i) The farmer breeds such many animals
 - ii) The police are seeking the criminals
- (h) Arrange the adjectives given in brackets in the correct order in the space provided (1mk)
- (i) We are proud to launch a drink. (refreshing sparkling new)

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MATUNGU SUB-COUNTY JOINT EVALUATION EXAMINATIONS 2019

101/3

ENGLISH

PAPER 3 (CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1) **Creative (Imaginative composition)****Either**

a) Write a composition that ends in: That was a lesson learnt the hard way. (20marks)

OR

b) Write a composition that illustrates the saying: A bird in hand is worth two in the bush (20marks)

2) **The compulsory set text:***Blossoms of the Savanna* – **Henry Ole Kulet**

“Where there is a will, there is a way.” With close reference to Resian in Blossoms of the Savanna, write an essay to validate the above saying (20marks)

3) The optional set texts:

a) **Memories we lost and other stories**

Painful experiences need not lead to hopelessness. With illustrations from the short story ‘The president’ by Mariatu Kamara, show the validity of this statement.

(20marks)

b) **The play: Inheritance by David Mulwa**

Write an essay showing how “Bad leadership is dehumanizing”. Draw your illustrations from David Mulwa’s Inheritance

(20marks)

c) **The novel ‘The Pearl by John Steinbeck.**

“Kino’s obsession leads to his downfall.” Write close reference to “The Pearl” by John Steinbeck. (20marks)

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KAPSABET BOYS
101/1 ENGLISH
PAPER ONE
TIME: 2HRS

1. Students in your school have raised concerns about poor hygiene in the school. In a bid to address these concerns, the principal appoints a four member committee to investigate the health situation and give recommendations. You are the secretary of the committee, write down the report you will present to your principal. (20mks)

2. CLOZE TEST (10MKS)

Fill in the blank spaces with the most appropriate words.

A new research title "Underage drinking in Kenya", has1.....that nearly one third of form four students aged below 18 years take alcohol2..... As our society ponders this sad3....., the urgent message to children who are taking alcohol4..... do not drink another sip. Advice to those children is to strongly say "no".5.....irresponsible behaviour, to alcoholism, there are many.....6.....effects of alcohol. It is wrong and illegal for children to drinkalcohol. This report also states that 46 percent of the children received7.....first pint from friends and8..... Do you offer alcohol to a child? As a parent or guardian, do you nurture9.....? How much time do you spend with them?Notably,10.....of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS (30MKS)

Read the poem below and answer the questions that follow

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

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

I could not rest if I heard the tread
 Of a coffle going to the shambles led,
 And the mother's shriek of wild despair
 Rise like a curse on the trembling air
 (by Frances Ellen Watkins Harper)

Questions

- a) Describe the rhyme scheme of the poem above. (2mks)
 b) Apart from rhyme, mention two other ways they have achieved rhythm? (4mks)
 c) Mention two ways in which you would know that your audience is fully participating during the recitation of the poem above. (2mks)
 d) How would you say the last line of the poem? (2mks)
 e) Indicate whether the following items have a falling or a rising intonation. (4mks)
 i) Get out now!
 ii) The man was accused of theft.
 iii) How did you find the English exam?
 iv) Could he have left?
 f) Underline the silent letters in the following words. (4mks)
 i) Corps
 ii) Parliament
 iii) Leopard
 iv) Fracas
 g) Provide a homophone for each of the following words. (4mks)

- i) Bury
 ii) Claws
 iii) Guest
 iv) Male
- h) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means (3mks)
- i) The lady in a red dress lost her purse
 ii) The lady in a red dress lost her purses
 iii) The lady in a red dress lost her purse.
- i) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)
- i) Said Head Gate Led
 ii) Face Phrase Shepherd Phase
- j) Below is a dialogue between Muthomi and James who are candidates. Read it and answer the questions that follow.
- Muthomi:** James, I'm worried about my performance in English. It's not encouraging.
James: Ah! I'm happy with mine in Biology. I got an A in the last exam.
Muthomi: I really don't know what to do about English, maybe...
James: I don't like History and P.E teacher. He thinks he is the only one who can a pick-up truck. My mum told me she would be buying one soon.
Muthomi: (Trying to bring him back to the topic) Tell me James, how do you revise English?
James: Oh! Is that Betty? She promised to bring me a movie. (Calling out) Betty! Betty!
 (The runs after her)
- a) Identify the shortcomings in the dialogue above (3mks)

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**KAPSABET BOYS
101/2 ENGLISH
PAPER ONE**

1. COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's behaviour that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure**. Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don't understand the basic rules of social behaviour and their mistakes are usually unintentional.

Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply may not notice a person's scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child's life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should teach social skills with the same tone they use for teaching numeracy skills or proper hygiene. If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don't understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: "How would you feel if Emma was hogging the tyre swing?" Instead of lecturing with the word "should," offer options the child "could" have taken in the moment, such as "You could have asked Emma to join you or told her you would give her the swing after your turn." Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, "If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?" Lastly, give the child "social homework" by asking him to practice this new skill, saying: "Now that you know the importance of sharing, I want to hear about something you share tomorrow."

(Adapted from livescience.com-Tue Feb 2, 2010)

Questions

- | | |
|---|--------|
| a) In one sentence, explain what this passage is talking about? | (2mks) |
| b) What is the number one need of any human being? | (1mk) |
| c) What are cited as the causes for social rejection according to the passage | (2mks) |
| d) What is social rejection likely to lead to | (2mks) |
| e) What vicious cycle is referred to in this passage | (2mks) |

- f) How can a parent make children appreciate the lesson on social skills? (2mks)
- g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech. (1mk)
- h) Make notes on the five-step approach to teach children social skills (5mks)
- i) Explain the meanings of the following words and phrases as used in the passage (3mks)
- Authority figure
 - Shunned
 - Jump on board

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

A Doll's House:

Krogstad: (Controlling himself) Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora: So it seems

Krogstad: It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason-well, I may well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora: I think I have heard something of the kind.

Krogstad: The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me – and now your husband is going to kick me downstairs again into the mud.

Nora: But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

Krogstad: Then it is because you haven't the will; but I have means to compel you.

Nora: You don't mean that you will tell my husband that I owe you money?

Krogstad: Hm! – suppose I were to tell him?

Nora: I would be perfectly infamous of you. (*Sobbing*) To think of his learning my secret, which has been my joy and pride, in such an ugly, clumsy way – that he should learn it from you! And it would out me in a horribly disagreeable position-

Krogstad: Only disagreeable?

Nora: (*Impetuously*) well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post them.

Krogstad: I asked you if it was only a disagreeable scene at home that you were afraid of?

Nora: If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.

Krogstad: (*Coming a step nearer*) Listen to me, Mrs. Helmer. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

Questions

- a) What happens just before this excerpt? (2mks)
- b) Identify and illustrate any two themes evident in the excerpt. (4mks)
- c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank (5mks)
- d) Identify and illustrate any two character traits of; (4mks)
- Krogstad
 - Nora
- e) Identify and illustrate any two stylistic devices used in the excerpt. (4mks)
- f) Explain the meaning of the following words as used in the extract (2mks)
- Compel
 - Blackguard
- g) "I shall be obliged to remind you of a few details". Which are those details? (4mks)

3. Read the following narrative then answer the questions that follow (20mks)

Once upon a time Hare and Hyena were very good friends. They visited each other every day and herded their cows together.

There came a time when the cows started dying one after the other. The two friends wanted to find out why the cows were dying. Hare said, 'Let us go and kill our mothers and take out their livers. We shall then cook and taste these livers. The bitter liver will show whose mother was making the cows die. At once Hyena went and killed

his mother. He took out the liver and cooked it. Hare went and hid his mother in the garden in bushy banana plants. He then went and killed an antelope, took out its liver and cooked it.

The two friends met to eat their livers. "My liver is very bitter", said the Hyena. "Mine is very sweet," said Hare, "So it was your mother who was making the cows die." Hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. Hare did the same

After a short time, there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing, on an equal basis what was available. When it was Hyena's turn, he went and found only honeycombs without any honey. When Hyena brought these, Hare refused this because he had secretly gone to his mother who had given him some bananas. This went on for many days, and Hyena grew thinner and thinner. Then he started wondering, "How does my friend remain fat and he doesn't eat anything. I will find out."

One day he followed Hare. Hare went to his mother as usual. 'Mother, mother, I have come' and the mother dropped some bananas which Hare ate quickly. He then looked for some honeycombs and took them to the friend. "This is all I could find my friend." The Hyena kept quiet. The next day he went to the banana plant and called. His voice however was very deep and no bananas were dropped for him.

There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare's friend went to her and told her his problem. "Go and put your tongue on the path of black ants," He was told, "Let them bite your tongue until it hurts. That's how your voice will be soft."

Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for his him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's. "Mother, mother I have come.' And Hare's mother dropped bananas for his him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn. He went to his usual place. "Mother" he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother.

When Hare got back to Hyena's house, he said nothing. At night, Hare took all cows including Hyena's and went away to live in another part of the country. That ended the Hare and Hyena's friendship. And that is the end of my story to you.

Questions

- a) With illustrations, classify the above narrative (2mks)
- b) Identify three features of narratives (3mks)
- c) Identify three features in this story that are characteristics of oral narratives (3mks)
- d) Briefly explain the character traits of the following (4mks)
 - i) Hare
 - ii) Hyena
- e) What moral lesson do you learn from this story? (2mks)
- f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)
- g) You have been selected for a fieldwork research to collect the above item.
 - i. Briefly explain two ways in which you would collect information on the item. (2mks)
 - ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)
- h) Then he started wondering "How does my friend remain fat and he doesn't eat anything. I will find out". (Re-write into indirect speech) (1mk)
- i) Describe the irony in the fifth paragraph (2mks)

4. GRAMMAR (15MKS)

- a) Rewrite the following sentences according to the instructions given (3mks)
- He will not be given a driving license. He passes the road test (Rewrite as one using 'unless')
 - The woman left the child with a neighbor and went to the market. (Begin: leaving....)
 - The boys went to play in the field (underline the adverbial)
- b) Supply the correct preposition to complete the sentences given. (3mks)
- Property worth millions of shillings went upflames.
 - The three boys shared the breadthemselves.
 - We should strive to liveour means.
- c) Use the correct form of the word in brackets to fill in the blank spaces in the sentences below. (3mks)
- The audience was offended by the(sense) of the speaker.
 - The(acquire) of a university degree is a great milestone to a student.
 - Everyone should obey the lawof their position in the society.
- d) Use the correct alternative to complete the sentences below (4mks)
- Teaching(practice/practice) is not an easy job for teacher-trainees.
 - The prophet's(prophesy/prophecy) was misleading to his audience.
 - He((insured/ensured) his car with Madison.
 - Mwita(hanged/hung) the chart on the wall.
- e) Write the following sentences in indirect speech (1mk)
- "These are juicy mangoes," Ken said.
- f) You do not require to cheat to pass (1mk)
- (Supply a suitable question tag).

KAPSABET BOYS**101/3 ENGLISH****PAPER 3****1. IMAGINATIVE COMPOSITION****(20MKS)**

- a) Write a composition ending with the following statement.
.....a final look at her made me realize that choices have consequences.

OR

- b) Write a composition to illustrate the proverb, "once beaten twice shy".

2. COMPULSORY TEXT BLOSSOMS OF THE SAVANNAH H.R OLE KULET (20MKS)

Parenting should build an environment of trust and peace in a family. Write an essay that explores how this statement applies to the Ole Kaelo family in Blossoms of the Savannah

3. OPTIONAL SET BOOKS

- a) **Drama: David Mulwa: The Inheritance**

Inheriting a top seat without merit only invites ridicule from subjects. Write an essay showing how satire has been used in The Inheritance by David Mulwa.

- b) **Short stories: Moran (ED) memories we lost.**

Discuss the major issues highlighted by the writer in the story window seat by Benjamin Branoff.

- c) **John Steinbeck. The Pearl**

The Pearl portrays humans as beings inherently greedy. Show the validity of this statement with reference to The Pearl.

KASSU JET JOINT EXAMINATION

101/1

ENGLISH

Paper 1

(Functional writing, cloze test
and oral skills.)

June-2019

1. FUNCTIONAL WRITING (20 MARKS)

Your pen-friend in the USA is very interested in your studies. Recently he/she asked you to tell him about the set books you are currently studying. Write a book review for The Blossoms of the Savannah which you will send to him/her. 20 marks

2. CLOZE TEST (10 MARKS)**Read the passage below and answer the questions that follow. (10 marks)**

Universities (i)..... been the subject of public discourse in the (ii)..... few weeks for several reasons. The first is the (iii)..... enrolments due to a reduced number of qualifiers as the government tightens the nuts in (iv)..... administration at high school, locking out cheats and stabilising performance. The second, and quite critical, is the inability of some (v).....and several courses to (vi)..... students, technically rendering them untenable, hence an inevitable shutdown. The (vii)....., and which is the subject here, is the excruciating financial (viii)..... afflicting the institutions of higher learning. The latest Auditor-General's report presents a grim picture of the financial upheavals in (ix)..... universities. Private universities are no exception either, only that they are not audited by the (x).....; they are equally hard-hit, if not worse.

3. ORAL SKILLS (30 MARKS)**a) Read the following poem and answer the questions that follow****RAIN FOREST**

The forest drips and glows with green
The tree frog croaks his far-off song
His voice is stillness, moss and vain
Drunk from the forest ages long

We cannot understand that call
Unless we move into his dream
Where all is one and one is all
And frog and python are the same

We with our quick dividing eyes
Measure, distinguish, and are gone
The forest burns, the tree frog dies
Yet one is all and all are one

(Judith Wright)

- i) Chart the rhyme scheme of the poem above. (2mks)
 ii) Apart from rhyme, how else does the writer achieve rhythm in the poem? (2mks)
 iii) How would you perform the last two lines of the poem? (2mks)
- b) Imagine that you are a journalist with one of the leading media house. You have been assigned to interview one of the most prominent business man in the country. What three things would you do before the interview? (3mks)
- c) You have had a successful group discussion on 'Blossoms of the Savanna' by H.E Ole Kutet. Mention three factors that made the group discussion effective. (4mks)
- d) Provide a word that is pronounced the same as each of the following words (3mks)
- i) Cue
ii) Pier

- iii) Himn
- iv) Quire

- e) Your classmate had been asked to execute a presentation on the integration of ICT in learning. During his speech, he sweated and appeared nervous. State any three ways he would have overcome that. (3mk)
- f) Underline the silent letter in the following words. (2mks)
- i) Vehemence
 - ii) Yacht
- g) **For each of the following utterances; indicate whether you would say it with rising or falling intonation.** (4mks)
- i) Which factory does John work?
 - ii) Did you say you are moving out?
 - iii) How do you rate the Liverpool team?
 - iv) They offer very delicious food in that hotel
- h) **Your neighbor is being attacked by thugs in his house. You hear the distress call and decide to call the nearest police station.**

- i) **Below is part of the telephone conversation. Fill in the missing parts**

You (1): .

Duty officer: I'm sorry the O.C.S is not at the station for now. Could you please identify yourself and state what I can do for you?

You (2):

Duty Office: That's very unfortunate. Could you give me the details of your exact location?

You (3):

Duty Office: I'll get in touch with the O.C.S right away and see what we can do about it.

You: (4):...

Duty Office: No, no, it won't take long. We'll try to be there as soon as we call. Bye for now.

You (5): ..

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KASSUJET JOINT MOCK EXAMINATION 101/2**ENGLISH****Paper 2****(Comprehension, Literary****Appreciation and Grammar)****1. Read the passage below and then answer the questions that follow. (20 MARKS)**

Happiness arises largely from the mental qualities of contentment, confidence, serenity and active good-will. It includes the pain of losing as well as the pleasure of finding. It thrives best in a crowded life. The men and women who are recorded in history and biography as the most happy were with always somewhat more to do than they could possibly do. Every waking hour of their lives was occupied with ambitious projects, literature, love, politics, science, friendship, commerce, professions, trades, their religious faith, and a thousand other matters. The secret of happiness may be found by making each of these interests count to its utmost as part of the fabric of life.

We need to avoid the extremes of sluggish placidity and feverish activity. We are not going to be satisfied with **felicity** which resembles that of a stone, unfeeling and unmoving, but will look back from future years with sorrow and regret if we run to and fro, giving in to what Socrates called 'the itch'.

Happiness obviously includes two sorts of behavior: active and passive. We may say that the active part consists in searching and sharing, while the passive part is made up of security and possession. Neither part is complete in itself, nor yields full satisfaction if it is over-emphasized. Philosophers from the ancient Greeks to the present day have been **extolling** a balanced life as the happiest life, and many unhappy people can, when they face the issue, trace their discontent to imbalance.

The recipe for happiness cannot be given in any single word because its many virtues have to be combined in their proper quantities, at the proper times for proper purposes.

It is legitimate to seek happiness. We cannot help observing that while followers of some schools of thought are telling us to avoid seeking happiness, they **intimate** that if we do so, we shall be happy.

The search requires a plan. We need to know what sort of happiness we seek, what the ingredients are, what are our strongest wants, and what we have to start with. We should train ourselves to keep the programme simple, and free from complications and side trips, to pay attention to little things, to deflate quickly after being praised and to bounce back quickly from disappointment, to seize to create opportunities to put our special abilities to work, to seek excellence in everything we do, to remain modest, and to review and revise periodically.

Most of us do not really have to seek far and wide. Happiness grows at our own fireside, if we cultivate it.

- a) According to the writer, what is the source of happiness? (1mks)
- b) What two sorts of behaviour does happiness include? (2mks)
- c) What does the writer mean when he talks about a balanced life? (1 mk)
- d) In a paragraph of about 30 words, summarize the things we must know as we search for happiness. (4mks)
- e) Explain the irony in the passage. (2 marks)
- f) Explain the writer's point in the last paragraph of the passage. (2mks)
- f) The recipe for happiness cannot be given in any single word. (Rewrite the sentence beginning: *No single word...*) (1mk)
- g) Identify and comment one figure of speech used in the passage. (2mks)
- h) Describe the tone of this passage. (2mks)
- i) Explain the meaning of the following words as used in the passage: (3mks)
 - i) Extolling ...
 - ii) Intimate
 - iii) Felicity

2. Read the passage below and answer the questions after it. (25 marks)

Mrs Linde: Do you mean never to tell him about it?

Nora: (*meditatively, and with half smile*) Yes – someday, perhaps, after many years, when I am no longer as nice-looking as I am now. Don’t laugh at me! I mean, of course, when Tovald is no longer as devoted as he is now; when my dancing and dressing-up and reciting have **palled** on him; then it may be a good thing to have something in reserve – (*breaking off*) What nonsense! That time will never come. Now, what do you think of my great secret, Christine? Do you still think I am of no use? I can tell you, too, that this affair has caused me a lot of worry. It has by no means easy for me to meet my engagements punctually. I may tell you that there is something called, in business, quarterly interest, and another thing called payment in installments, and it is always so dreadfully difficult to manage them. I have had to **save a little here and there**, where I could, you understand. I have not been able to put aside much from my **housekeeping money**, for Tovald must have a good table. I couldn’t let my children be shabbily dressed; I have felt obliged to use up all he gave me for them, the sweet little darlings!

Mrs. Linde: So it has all had come out of your own necessaries of life, poor Nora?

Nora: Of course. Besides, I was the one responsible for it. Whenever Tovald has given me money for new dresses and such things, I have never spent more than half of it; I have always bought the simplest and the cheapest things. Thank Heaven, any clothes look well on me, and so Tovald has never noticed it. But it was often very hard for me, Christine – because it is delightful to be well dresses, isn’t it?

Mrs. Linde: Quite so.

Nora: Well, then I have found other ways of earning money. Last winter I was lucky enough to do a lot of copying to do; so I locked myself up and sat writing every evening until quite late at night. Many times I was desperately tired; but all the same it was a tremendous pleasure to sit there working and earning money. It was like being a man.

Mrs. Linde: How much have you been able to pay off in that way?

Nora: I can’t tell you exactly. You see it is very difficult to keep an account of a business mater of that kind. I only know that I have paid every penny that I could scrape together. Many a time I was wits’ end (*smiles*) Then I used to sit there and imagine that a rich old gentleman had fallen in love with me –

Mrs. Linde: What! Who was it!

Nora: Be quiet! – that he died; and that when his will was opened, it contained, written in big letters, the instruction: “The lovely Mrs. Nora Helmer is to have all I poses paid over to her at once in cash.”

- a) Where and when does this encounter take place? (2marks)
- b) What is this secret that Nora wants to guard so jealously? Explain with evidence from elsewhere in the play. (3 marks)
- c) Describe Nora’s Mood as she tells Mrs. Linde her story. (3 marks)
- d) Why is it necessary that Nora tells Mrs. Linde her story. (2 marks)
- e) Comment on any two themes that are highlighted in this extract. (4 marks)
- f) “Be quiet!” (Rewrite this in reported speech.) (1 mark)
- g) Give an example of “wishful thinking” found in this extract. (1 mark)
- h) Referring to Nora’s first speech in the extract, identify and comment on any two traits of hers. (4 marks)
- i) “It was like being a man” Basing your observation on this statement, briefly comment on the society’s attitude towards women. (2 marks)
- j) Explain the meaning of the following expressions as used in the extract: (3marks)
 - i) palled:
 - ii) save a little here and there.
 - iii) housekeeping money.

Read the poem below and answer the questions that follow (20mks)

HE PROMISED ME HEAVEN.

He promised me heaven
As side by side walked we down the aisle
As the chime of the wedding bell brightened the day
As sweet — sounding songs soothed our souls
As he held my hand and inserted this ring into my finger
I knew that my heaven had come
For then he promised me heaven.

As we sat close and cherished our moon of honey
As he whispered cream icing into my ears
Dramatically conjuring metaphor after metaphor
Humming lullaby after lullaby
How elated I felt for being so much elevated
For here he was, my guardian angel
To take me to heaven
For he promised me heaven

As one year later he slapped me again and again
I quickly forgave and forgot
For he was my idol
Who had promised me heaven
Even as the floodgate of blow after blow
Kick after kick
Opened from its cage of disaster

Defacing and eroding the beauty he so much praised
Converting me into a shell of torture
How patiently I clung to him
Anticipating the heaven he had promised me
Now as I lie in the hospital bed
Unable to rise from his violent battery
Waiting for the Angel of Death
I realize he kept his promise
For I am soon going to heaven
Because he promised me heaven.

Questions

- a. Identify the persona? (2marks)
- b. Explain the main theme of the poem (2marks)
- c. Using the plot of the poem, explain the major changes in the subject matter. (4marks)
- d. What is speaker's mood in the last six lines of the poem?. (2marks)
- e. Give one character trait of the persona (2 marks)
- f. Explain the irony in the poem (2marks)
- g. Apart from irony, identify and illustrate one style used in the poem. (2marks)
- h. What is the tone in stanzas 1 and 2 of this poem (2marks)
- i. Explain the meaning of the following line: (2marks)
As he whispered cream icing into my ears. (1mark)

4.

- a) Without changing the meaning, rewrite the following sentences according to the instructions after each. (4 marks)
- Passing examination is a goal. Every candidate should aim at it. (Write as one sentence using 'to')
 - I thought that you would like to hear what happened. (*rewrite using 'occurred' in place of 'thought'.*)
 - I shall be saved a lot of trouble by that. (Begin: *That*)
 - The president was impressed by her good performance. He sponsored her education. (*combine using a past participle*)
- b) Rewrite the following sentences to remove gender bias. (3 marks)
- The fire man fought a losing battle against the raging fire.
 - The governor appointed his mistress secretary of the CDF project.
 - The head of state should treat his or her citizens with respect.
- c) Explain the difference between this pair of sentences. (2marks)
- The thief ran so fast that I could not catch up with him.
 - The thief ran fast so that I could not catch up with him.
- d) Determine whether the verbs in the sentences below have been used transitively or intransitively. (3 marks)
- Manchester city won the premium league.
 - The deceased wept bitterly.
 - Obed bought a car.
- e) Replace the underlined idiomatic expressions using a single word. (1 mark)
- The student complained that his father was close-fisted.
- f) Chose the correct alternative from the pronouns given to complete the sentences. (2marks)
- The shooting at night startled Mike and (I /me)
 - The principal and (she/her) left the compound.

KASSU EXAMINATION 101/3
ENGLISH
PAPER 3
(Creative Composition
And Essays Based on Set Texts)

Answer **three** questions only.

1. Imaginative Composition (Compulsory)

Either

- (a) Write a composition ending with the following statement :
when I finally heard the gunshot, I instinctively closed my eyes and waited for the impact.
 Or

- (b) Write a story to illustrate the proverb;
 Good things come to those who wait.

2. The Compulsory Set Text

H.R. Ole Kulet, Blossoms of the Savannah.

Man is the defacto leader of the family and when he falters many things are bound to go wrong. Using Ole Kaelo for your illustrations show how the faults by the head of family affect

3. The Optional Set Texts

(a) The Short Story: Memories we Lost.

In the family the child require the presence and guidance of both parents for good upbringing. Write an essay in support of this statement drawing illustrations from Lesley Nneka's *Light*.

TRIAL 2**101/ 1****ENGLISH PAPER (FUNCTIONAL SKILLS)****QUESTION 1****1. FUNCTIONAL WRITING**

(20 marks)

You are the Dean of Studies in your school. The Principal reminds you about the bench-marking visit to Masomo Bora National School by some students and teachers. The Principal writes you a reminder. The bench-marking is expected to take three days.

(a) Write the reminder that the Principal might have written to you.

(12 marks)

(b) Prepare a diary for the three days.

(8 marks)

2. CLOZE TEST

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

High self-esteem is like having money, something we think everyone else but (1)..... Yet having low self-esteem is perhaps the most common flaw of (2)..... humanity. The majority of people in society think, "The only way to have high self-esteem is to be (3)..... with it." This is not true. You can develop high self-esteem (4)..... like learning to read and dance. Secondly, people do not (5)..... the importance of having high self-esteem. I cannot even (6)..... to stress the importance of having high self-esteem, it is the (7)..... to having mental, physical and spiritual strength. The (8)..... stage of developing strength is learning to love yourself and your life. You (9)..... to learn to be grateful of what God has given you. You should let go of all those angry (10)..... inside. Holding anger inside yourself will not help you. It will only hurt you. The past is the past, you can only change the present.

3. ORAL SKILLS

(30mks)

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? (3mks)
- ii) Mention **two** ways in which you would know that your audience is attentive while narrating this story. (2mks)
- iii) Explain how you would perform the following sentence in a live performance of the story. (4mks)
 ".....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."
- b). For each of the following letters, provide a word in which the letter is silent. (5mks)
 - i) N.....
 - ii) G.....
 - iii) H.....
 - iv) O.....
 - v) W.....
- c) You are the secretary of a company and someone calls requesting to speak to the manager, the manager is not in the office. What would you remember to say and do on behalf of the manager? (5mks)
- d) Recently you were invited to attend a job interview. After the interview, you were informed that you were not successful. Give any five reasons that could have led to your failure. (6mks)
- e) State any **five** rules to be observed when observing personal space. (5mks)

TRIAL 2

101/ 2 ENGLISH PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

COMPREHENSION

(20 marks)

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

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

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

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

In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called 'chefs' are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses,

even work at building sites, whereas in other societies it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female.

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

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

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

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

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

Questions

- Q1. (a) According to the passage, what is the difference between gender and sex? (2 marks)
- (b) What is gender imposition? (1 mark)
- (c) How are gender roles passed on? (1 mark)
- (d) Add a question tag to the following:
Any girl can climb a tree as smartly as any boy..... (1 mark)
- (e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles. (1 mark)
- (f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women. (6 marks)
- (g) In not more than three sentences, paraphrase the author's argument. (3 marks)
- (h) Change the following question into a statement: (1 mark)
Should children be denied the right to inherit their parents' property on the grounds of sex?
- (i) What is the meaning of the following: "What is good for the goose is good for the gander." (1 mark)

- (j) Explain the meaning of the following as they are used in the passage. (3 marks)
- (i) Segregated
 - (ii) Absurdities
 - (iv) Blanket excuse

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

- Nora:** Oh, yes, that one; but this is another. I ordered it. Torvald mustn't know about it.
Rank: Oho! Then that was the great secret.
Nora: Of course. Just go in to him; he is sitting in the inner room. Keep him as long as-
Rank: **Make your mind easy; I won't let him escape.** (*Goes into the HELMER'S room*)
Nora: (*to the MAID*) And he is standing waiting in the kitchen?
Maid: Yes; he came up the back stairs.
Nora: But didn't you tell him no one was in?
Maid: Yes, but **it was no good.**
Nora: He won't go away?
Maid: No; he says he won't until he has seen you, ma'am.
Nora: Well, let him come in-but quietly. Helen, you mustn't say anything about it to anyone. It is a surprise to my husband.
Maid: Yes, ma'am, I quite understand. (*Exit.*)
Nora: This **dreadful** thing is going to happen! It will happen in spite of me! No, no, no, it can't happen-it shan't happen!

Questions.

- a) Place this excerpt in its immediate context. (4marks)
- b) What does "it" refer to and what does it reveal about the character of Nora? (3 marks)
- c) Identify and explain one type of irony in this excerpt. (2 marks)
- d) Who is being referred to as he and why has he come? (3 marks)
- e) Torvald mustn't know about it. Add a question tag (1 mark)
- f) Describe one theme raised in this extract. (2 marks)
- g) What dreadful thing does Nora fear might happen? Explain your answer. (4 marks)
- h) Describe the character of the maid (2 marks)
- i) Explain the meaning of the following expressions as used in the excerpt. (4 marks)
 - i. Make your mind easy
 - ii) I won't let him escape.
 - iii) It was no good
 - iv) Dreadful

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

I refused to take your brotherly hand

Your nails are black with dirt, brother
 And your palms are clammy with sweat
 I refuse to take the hand you extend in help
 I shall not join hands with you brother
 For unclean hands make me uneasy
 For filthy fingernails rob me of my pride.

You argue, gesticulating with your once
 Impeccably clean and beautiful hands
 That before long it shall not matter
 For 'everybody' is delving and digging
 And all shall have hands dripping with dirt.

That nobody shall know clean hands look like
 And there shall be comfort in the dirty crowd
 And enough to eat, for there are good yields
 When the stinking manure is well dug in

With strong and bold hands in time

Are you going blind brother?
I ask how many have the sludge
Or the strong and bold hands like yours
With which to dig and delve?
Brother the hands of many are too weak with hunger
And for many the sludge is out of reach
And yet for others the stink is too nauseating!
But all have eyes and hunger fills them with anger
As they watch your fingernails fill with dirt!
I have seen hungry envious eyes
Watching silently through your chain-link fence
I have seen eyes in deep sunken sockets
Burning with anger intently watching you
I have seen parched mouths water with saliva
And heard the rumbling of hollow empty stomachs
As they watched you feed the dog with meat
From the heavy yields of city sludge

Have you entirely forgotten Brother
The fragrance and comfort of clean hands?
The confidence, the peace you have when you know
You'll leave no ugly smudge upon sheet?
Don't you remember the repulsion you had
When you shook hands with fat dirty men
With their dirty clammy palms?

Let me trudge brother and from the top from the top of the cliff
Don't offer me your dirty hand in help.
Let me trudge the long way up
Let me trudge the long way up
For the short cuts are clammy with the sweat of fear
And your fingernails are clogged with dirt.

Henry Barlow
Adapted from Poems from East Africa by Cook & Rubadiri,
H.E.B, 1971, 18-19

Questions

- a) Briefly explain the message in the above poem. (3mks)
- b) Identify the **two** types of hands referred to in the poem and explain what they represent. (2mks)
- c) What reasons does the poet give in stanza one for referring to take the "Brotherly hand?" Give your answer in note form. (3mks)
- d) Why does the persona wonder whether the brother has gone 'blind'? (2mks)
- e) The 'brother' seems to have changed from a previous lifestyle. Write out **two** lines to prove this. (2mks)
- f) Identify and explain any **two** poetic devices used in the poem. (4mks)
- g) What is the persona's attitude towards the brother? (2mks)
- h) Explain the following as used in the poem. (2mks)
- (i) Fingernails are clogged with dirt
 - (ii) Parched mouths

GRAMMAR

(15mks)

4. A) Rewrite the following sentences according to instructions given after each

(3mks)

- i. Ali required two more good passes to win the prize. (Begin If Ali got.....)
- ii. She was a very beautiful girl and everyone admired her. (Rewrite using "so")

iii. They were wondering if you would join them for the party. (Rewrite using..whether..)

B) Join the following pairs of sentences using the words in brackets and making changes only where necessary. (3mks)

- i. This is the house. Otieno built it. (that)
- ii. My friend is coming to stay with me. I have been writing him for two years. (to whom)
- iii. We enjoyed the picnic. The rain was heavy. (inspite of)

C) Fill in the blank spaces of these sentences with most suitable words. (3mks)

- i. The children were pleasedthe new words.
- ii. We heard it all the radio
- iii. We have not seen himMonday.

D) Rewrite the following sentences using one word to replace underlined words. (3mks)

- i. These workers jobs may be put at risk if you purchase this machine.
- ii. All people having no fixed place of residence were arrested
- iii. The man who describes matches on radio explained why the goal was disallowed

E) Fill the blank spaces with correct phrasal verbs (3mks)

- i. Chirchiri..... all his energy in the third lap and came last in the race.
- ii. The lorrydriver tried to.....the policeman by offering him bribe.
- iii. How is your experiment.....? Asked the teacher.

Trial 2

101/ 3

ENGLISH PAPER 3

(Creative Composition and Essays based on set texts)

1. Compulsory: Imaginative composition (20marks)

Either

Write a composition beginning with the following: It all started as a rumour but no one in the family took it seriously until...

Or

(b) Argue out the belief that "If devolution has to succeed the youth have to be empowered fully."

(20 marks)

(20 marks)

2. The Compulsory set text (20 marks)

H.R. Ole Kulet: Blossoms of the Savannah

"The strong bond between Resian and Taiyo contributes significantly to their triumph." Write an essay in support of this statement.

3. The optional set texts

Answer any one of the following three questions:

Either

a) **The Short Story**

Chris Wanjala: *Memories We lost and Other Stories*

Discuss the devastating effects that conflicts have on the innocent children and women in Mariutu Kamara's 'The President'.

Or

b) **Drama**

David Mulwa: *Inheritance*

Misuse of power is a common phenomenon in most African countries. Basing your arguments on *Inheritance* by David Mulwa write an essay to support this statement.

Or

c) **The Novel**

John Steinbeck: *The Pearl*

a) **The Novel The Pearl by John Steinbeck**

"Greed leads to evil." Write a composition to show the truth of this statement using illustrations from John Steinbeck's The Pearl. (20 Marks)

BUURI
101/1
ENGLISH
JULY, 2019
PAPER 1
(Functional Skills)

Functional Skill, Cloze Test and Oral Skills)

1. Functional Writing - 10mks

Imagine you are the contact person for Key life Actors who are scheduled to stage Henrik Ibsen's A Doll's House in your school next week. The event will take the entire afternoon and charges shall be Ksh. 200 per student. Key Life Actors have requested you to inform your fellow students of the event.

- i) Design a public notice to be displayed on the students notice board. (8mks)
 ii) Write a review of Henrik's A Doll's House for students who might not have read the play. (12mks)

2. Cloze Test - (10mks)

Fill in the blank in the following passage using suitable words.

The proposed partnership (1) _____ Kenya Airways and Kenya Airport Authority (KAA) (2) _____ ambiguous according to a new audit. (3) _____ report tabled in the National (4) _____ yesterday reveals how decisions (5) _____ have been made without the (6) _____ of KAA. Also it states that crucial documents necessary to paint (7) _____ clear picture of the deal were missing. Without key (8) _____, the auditors were unable to convince themselves that dealings involved (9) _____ the merger has so far been transparent and stuck to the straight and narrow. The auditors said they could (10) _____ no evidence of a feasibility study that allegedly informed a cabinet memo seeking approval for the deal.

(Adapted from The Standard March 22, 2019.

3. ORAL SKILLS - 30MKS

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

THE SWEETEST THING

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 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 at least three features that make this an oral poem. (3mks)
 ii) Write down words in the poem that have the following sounds. (2mks)
 / i: /
 / ^ /
 ii) Which words would you stress in the last line of the poem? Give a reason for your answer. (2mks)
 b) Pick the odd word out based on the pronunciation of the underlined vowel sounds. (4mks)
 i) Cup busy hut cut
 ii) Pail paper patron patter
 iii) Brook broom brood boot
 c) Identify the silent letters in the following words. (5mks)

- i) practically -
 ii) Guilt -
 iii) Pyschiatrist –
 iv) Shepherd -
 v) Thistle -
- d) Read the following conversation and answer the questions that follow.
 David: Hi Mercy
 Mercy: (Watching a movie without even looking up.) Hi there whoever you are.
 David: (Trying to switch off the T.V) Please Mercy why are you not looking up to see
- Mercy: Oh! Shut up. Can't you see I 'm watching?
 David: I came to inform you that
- Mercy: Get lost! You are getting into my nerves
 David: (Alright (As he walks away).

Questions:

- i) Identify the shortcoming in Mercy's conversational skill (3mks)
 ii) List down the strengths of the above conversationalists. (3mks)
- e) Indicate the stressed syllable in the underlined word. (5mks)
- i) The government is committed to ensure food security in the country.
 ii) Saturday and Sunday form the weekend.
 iii) The bridegroom appeared disturbed.
 iv) We usually our meeting on Wednesday.
 v) It is a pleasure to meet you.
- f) You have been asked to present an item in this year's National Drama Festivals. Just before you get to the stage, you feel a little nervous. Identify three ways of overcoming this. (3mks)

BUURI
101/2
ENGLISH
JULY, 2019
PAPER 2

1. Comprehension :

Read the passage below to answer the question that follow.

CULTURE AND INTEGRATION

There is a curious conflict in our world today. The mass media and sophisticated jet travels have made it possible for millions in the world to learn about different countries, their attractions, problems and the people's ways of life. At the same time, many societies are trying to safeguard and develop their unique cultures in response to the onslaught of foreign values. Are these developments actually contradictory or can they exist side by side comfortably.

To some people accessibility to different cultures helps to foster greater understanding between peoples. However, other people feel that tourism, for example is the source of a dangerously superficial view of society. These two camps differ as to what mental image is carried by the tourist. The latter will argue that tourists merely carry memories of game parks, wild animals, waiters, tour guides and curio sellers, but not anything of substance as regards values of the local people. Similarly, it is felt that mass media reports and features do not always portray a positive picture of developing countries which had embraced tourism as an industry.

As a reaction to this controversy, some countries have rightly adopted an attitude of skepticism when it comes to exposing people to foreign ideas and to be a calculated scheme by foreign media to water down developing countries' attempts to revive their culture and uplift their standards of living. In no known tradition of human society can one find absolute preservation for the sake of preservation for we learn from the past in order to have a clear picture of the present and map out strategies for the future.

Culture like language is dynamic. The change occurs when people from different communities came into contact with each other thereby exchanging various aspects of culture. The change that a particular people incorporates in their culture should be that which would make it easier for the particular people to live in harmony with themselves and the larger human community.

Within countries themselves, there may also be a struggle to retain ethnic identities, while at the same time aiming for national unity. There is a lot to be said for natural diversity of languages and dialects within a country; such variety is healthy. There has also to be acceptance of the fact that some individuals will marry outside their ethnic groups and bring about a compromise between language and customs. Unfortunately such compromises are often fiercely resisted, with one group claiming that its ways are superior to that of another group. Such attitudes cannot be changed overnight.

However, through individual personal relationships, such barriers can gradually disappear; that is where the young people of today come in. Their education and experience combined, will gradually produce a generation confident in its own ways and receptive to other people and ideas. Therefore, to solve the conflict mentioned earlier, there is need for the younger generation to develop a deeper understanding and appreciation of each other's cultures. However, in all this, the indigenous culture must take the central position. Like a sturdy tree. We need to sink deep roots then branch outwards seeking sources of growth otherwise our cultures will wither and perish.

Questions:

- a) Explain in your own words the conflict mentioned by the writer at the beginning of the passage. (2mks)
- b) Why can tourism provide a superficial view of the country? (2mks)
- c) Why do developing countries object to their people being exposed to foreign ideas and values. (2mks)
- d) In what situation might cultural conflict arise within a country according to the writer. (2mks)
- e) What is the solution to the conflict according to the writer. (2mks)
- f) What is the relationship between education and culture according to the passage. (2mks)
- g) Does the writer believe in purity of culture? Give reasons for your answer. (2mks)
- h) Identify and explain the use of a metaphor in the passage. (2mks)
- i) Give the meaning of the following words as used in the passage. (4mks)
 - i) Sophisticated
 - ii) Embraced
 - iii) Map out strategies
 - iv) Dynamic

Read the following excerpt to answer the questions that follow.

2. Krogstad: I am not asking your husband for a penny.
 Nora: What do you want, then?
 Krogstad: I will tell you. I want to rehabilitate myself, Mrs. Helmer; I want to get on; and in that your husband must help me. For the last year and a half I have not had a hand in anything dishonourable, amid all that time I have been struggling in most restricted circumstances. I was content to work my way up step by step. Now I am turned out, and I am not going to be satisfied with merely being taken into favour again. I want to get on, I tell you. I want to get into the bank again, in a higher position. Your husband must make a place for –
 Nora: That he will never do!
 Krogstad: He will; I know him; he dare not protest. And as soon as I am in there again with him, then you will see! Within a year I shall be the manager's right hand. It will be Nils Krogstad and not Torvald Helmer who manages the bank.
 Nora: That's a thing you will never see!
 Krogstad: Do you mean that you will - ?
 Nora: I have courage enough for it now.
 Krogstad: Oh, you can't frighten me. A fine, spoiled lady Like you –
 Nora: You will see, you will see.
 Krogstad: Under the ice, perhaps? Down into the cold, Coal-black water? And then, in the spring, to float up to the surface, all horrible and unrecognizable, with your hair fallen out –
 Nora: You can't frighten me.
 Krogstad: Nor you me. People don't do such thing Mrs. Helmer. Besides, what use would it be? I Should have him completely in my power all The same.

Nora: Afterwards? When I am no longer-
 Krogstad: Have you forgotten that it is I who have the Keeping of your reputation? (NORA stands speechlessly looking at him). Well, now, I have Warned you. Do not do anything foolish. When Helmer has had my letter, I shall expect a message from him. And be sure you remember that it is your husband himself who has forced me into such ways as this again. I will never forgive him for that. Goodbye, Mrs. Helmer (exit through the hall)
 Nora: (goes to the hall door, opens it slightly and listens) He is going. He is not putting the letter in the box. Oh no, no! that's impossible! (opens the door by degrees) what is that? He is standing outside. He is not going downstairs. Is he hesitating? Can he - ? (A letter drops into the box: then KROGSTAD'S Footsteps are heard, until they die away as he goes downstairs. NORA utters a stifled cry, and runs across the room to the table by the sofa (A short pause.)

- a) Explain why Krogstad visited Nora in this excerpt. (2mks)
 b) i) People don't do such things (provide a question tag) (1mk)
 ii) "I will never forgive him for that". (Write in reported speech)
 c) "I want to rehabilitate myself? From the context of this drama, explain what Krogstad means by this assertion.
 d) Discuss the character of Krogstad as brought out in the excerpt. (4mks)
 e) Address any two themes evident in this excerpt. (4mks)
 f) With clear illustration give any two styles found in this excerpt. (4mks)
 g) Why does Krogstad say that he keeps Nora's reputation? (3mks)
 h) What is the content of the letter that Nora fears Krogstad would drop in Helmer's letter box ?.

3. Read the Oral Narrative below and answer the question 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 very 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 proud and I be you think you're the greatest animal on earth, but you are much mistaken!"
 Elephant looked around in surprise. " I am 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 Elephat!"
 Elephant roared with laughter. He was so amused, in fact he accepted the creature's challenge. Beside he was rather fond of palm nuts.

So both animls 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 meals of acacia pods so as to be truly empty for morning. He intended to put Squirrel firmly in his place, once and for all.

The next day dawned fine and sunny, as it ofen 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. Quetly, 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, haven't 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.

Question:

- i) Classify the above narrative giving evidence. (2mks)
- ii) Identify any five features that show that this is an oral narrative. (5mks)
- iii) Explain the effectiveness of any two features of style found in the narrative above. (4mks)
- iv) With reasons, identify the appropriate audience for the above oral narrative. (2mks)
- v) Contrast the character traits of Squirrel to the Elephant. (4mks)
- vi) Identify any one social and economic activity evident in the above oral narrative. (2mks)
- vii) What moral lesson do you learn from this story? (1mk)

4. a) GRAMMAR

Fill the gaps in the following sentences with the correct form of the word in brackets. (3mks)

- 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.
- b) Rewrite the following sentences according to the instructions, given without changing the meaning. (3mks)
- i) You are asked not to make your work dirty (Rewrite using the word “ dirty” as a verb.
 - ii) I will not give you the dress unless you pay for it. (rewrite using; on condition)
 - iii) The book is both informative and very interesting to read (Rewrite using. Not only but also)
- c) Explain the differences between the sentences in the following pair. (2mks)
- i) She paid him to do the work
she paid him for doing the work
- d) Fill in the blanks with the most appropriate preposition. (4mks)
- i) The candidates are very good _____ languages.
 - ii) Give us details _____ your courses.
 - iii) The police wanted proof _____ their explanation.
 - iv) Her performance was amazing _____ any standards
- e) Choose the correct word from those in brackets (3mks)
- i) We were all visitors of _____ (him/his/he)
 - ii) (All over sudden/all of a sudden) _____ there was a loud band on the door.
 - iii) We had cooked _____ for lunch, (fowl, foul)

BUURI EAST STANDARDS

101/3

ENGLISH**JULY, 2019****PAPER 3****(Imaginative Composition & Essays based on Set Texts)****1. Imaginative Composition.****Either**

a) Write a composition which begins with;

*As I approached the gate, I decided to dial his number again.....*b) *Discuss ways of curbing teenage pregnancies in Kenyan Schools.***2. Compulsory text.**

(Success is not a destination but a journey with deliberate delays and detours.” Referring to Resian in ‘ Blossoms of the Savannah’ discuss the validity of this statement.

3. a) Optional Texts**Drama**

Inheritance – David Mulwa.

“ Poor leadership is the foundation of evil and suffering in any society.” Discuss this statement in relation to David Mulwa’s ‘ Inheritance’

b) Novel

The pearl/ John Steinbeck

“ Overcoming challenges in life is for the strong – willed’ Discuss this assertion in relation to the story.

c) Short Stories

Memories we lost and other stories

“ There is inner strength in every human being to push them through the most devastating experiences” Discuss. This statement drawing your illustrations from Mariatu Kamara’s ‘ The President’.

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THE SALVATION ARMY KENYA WEST TERRITORIAL EVALUATION TESTS (SAKWETET)

101/1

ENGLISH

PAPER 1 (FUNCTIONAL SKILLS)

QUESTION 1

Functional Skills

(20 marks)

Henrik Ibsen’s *A Doll’s House* is to be staged in a different county where your friend learns. The friend is interested in its synopsis before the day of live performance as indicated in a letter mailed to you recently. Write the synopsis and send it via E-mail.

QUESTION 2

Cloze Test

(10 marks)

Fill in the blank spaces with the most appropriate word

The Form One registration1.....ends today, with some 300,000 students targeted for2..... by close of business. Education Cabinet3.....Amina Mohamed said the five-day extension was meant to help all students.....4.....admission to secondary schools.....5..... the online system. Speaking in Parliament yesterday, Amina said.....6..... 700,000 students had been admitted to secondary7..... under the National Education System (Nemis).....8.....Friday last week. She was speaking when she.....9.....before a special session of the National Assembly Education.....10.....

QUESTION 3

Oral Skills

(30 marks)

- (a) “*Man proposes God disposes*”
- Identify elements of musicality contained in the proverb above. (2 marks)
 - Explain how an audience would be involved in reciting the proverb. (2 marks)
 - Cite two things that would make you know that an audience has understood the proverb recited (2 marks)
 - Explain two characteristic features of proverbs (4 marks)
- (b) **Underline** the stressed syllables in the following words (4 marks)
- Manage
 - Excuse
 - Sadly
 - Reject (n)
- (c) Provide words with similar pronunciation with the following (5marks)
- Gate
 - Key
 - Wring
 - Fete
 - Bury
- (d) What is the importance of maintaining eye contact with the audience when debating? (3 marks)
- (e) A friend calls to invite you to her birthday party. Complete the telephone conversation below with appropriate responses. (8marks)

Friend: Hallo, my name is Purity. I wish to talk to Patience.

Mother: Hallo, her mom speaking. Please hold on a bit.

(CallsOut).....
(hands over the phone to you). (2marks)

You: Hi Purity,..... (1 mark)

Friend: Good morning too. I called to invite you to my birthday party.

You:..... (2 marks)

Friend: It will be held on Saturday at Sawan Hotel

You:..... (1 mark)

Friend: At 4.00 pm. All friends are coming; Tina, Lisa, Tim and Mike.

You: I will surely attend. What would you love for a present?

Friend:(1 mark)

You: Let me see what will please your eyes; I will surprise you with a gift worth your taste.

Friend: I am humbled.see you then. (1mark)

You: You too are a great friend. Waiting to see you. Good bye.

Friend: Welcome. Good bye too.

THE SALVATION ARMY KENYA WEST TERRITORIAL EVALUATION TESTS (SAKWETET)

101/2

ENGLISH

PAPER 2 (COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)

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

Every society expects each person to play certain roles according to a fairly strict set of rules. We call such well-defined roles basic because they depend on our basic human qualities such as sex, age and kinship, which apply to everyone alike. Each of us is male or female, a baby or an adult, a nephew, a grandmother, or whatever; and, as such, certain **standardized behavior** is expected of us.

Basic roles play a larger part in the organization of small scale societies than in the more complex ones. People like the Bushmen, with only a primitive technology and living in a hostile environment, rely for their survival on each individual fulfilling his basic role. Such a society leaves little room for conflict or **dissension** about basic roles.

In the simplest societies like the Comanche Indians of North America a man's career is marked out for him by age. A young man was always expected to be aggressive. He seized what he could and held it without caring for the rights of people weaker than he. But when he grew older, he was forced to assume the new role of elder, which demanded very different behavior. His task was then to give advice, settle disputes and prevent the tribe from making unnecessary enemies. He had to be wise and gentle, willing to overlook discourtesy and even to endure abuse.

Since basic roles follow automatically from age and sex, they give a sense of continuity- and thus of security. Since each individual is trained from birth for his role, he has a chance to learn to fill it well. This training from birth for a basic role is found also in more complex societies where selection for roles is based on heredity. But a very complex society needs more flexible ideas about role fitting.

A **complex society** that overemphasizes the importance of basic roles may become too rigid in its organization. A colour bar is an example of this. In South Africa and some of the southern states of the United States, people use skin colour to define basic roles. So in a wide range of situations the way people are treated depends simply on their colour. Talented Negroes who could make a greater contribution to society are prevented from doing so while many whites on the other hand; get a **distorted** sense of their own importance.

Another example is the caste system of traditional India. All members of one caste have the same kind of job and the same religious rites. They cannot marry or eat with members of other castes. If they come into contact with people from castes much lower than their own, they have to carry out a ceremony to cleanse themselves of pollution. In this way, the caste that a man is born into gives him basic role that affects his entire life.

Such a hidebound structure acts as a strong barrier to change and new ideas. A system of unchanging basic roles, while it may work well in some areas can lead to a waste of human talent. This is why in most highly industrialized societies today, people are given a chance through education to use and develop their special talents so that they may have a choice of many roles.

QUESTIONS

- a) Define basic roles according to the first paragraph. (1mark).
- b) Give two characteristics of basic roles noted by the writer to a society having basic roles. (2marks).
- c) Basic roles take no account of a person’s individual abilities. (Rewrite, beginning: Individual...) (1mark).
- d) According to the writer, why do basic roles play a larger part in simpler societies? (2marks)
- e) In your own words rewrite the example the writer provides of changes in the basic role. (2marks).
- f) Explain how and why education is used in complex societies. (2marks).
- g) What are some of the disadvantages to complex societies in which basic roles have become too rigid? Give your answer in note form. (5marks).
- h) Such a hidebound structure acts as a strong barrier to change and new ideas. (Rewrite adding a question tag). (1mark)
- i) Explain the meaning of the following words and phrases as used in the passage: (4marks).

 - i) Standardized behavior
 - ii) Dissension
 - iii) Distorted
 - iv) hidebound structure

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

Nora: I didn’t find it dull.

Helmer: (*smiling*)But there was precious little result, Nora.

Nora: Oh, you shouldn’t **tease** me about that again. How could I help the cat’s going in and tearing everything to pieces?

Helmer: Of course you couldn’t, poor little girl. You had the best of intentions to please us all, and that’s the main thing. But it is a good thing that our hard times are over.

Nora: Yes, it is really wonderful.

Helmer: This time I needn’t sit here and be **dull** all alone, and you needn’t ruin your dear eyes and your pretty little hands-

Nora: (*clapping her hands*) No, Tovald, I needn’t any longer, need I! It’s wonderfully lovely to hear you say so! (*taking his arm*) Now I will tell you how I have been thinking we ought to arrange things, Torvald. As soon as Christmas is over-(A bell rings in the hall.) There’s the bell. (*She tidies the room a little.*) There’s someone at the door. What a **nuisance!**

Helmer: If it is a **caller**, remember I am not at home.

Maid: (*in the doorway*) A lady to see you, ma’am,--a stranger.

Nora: Ask her to come in.

Maid: (*to Helmer*)The doctor came at the same time, sir.

Helmer: Did he go straight into my room?

Maid: Yes, sir.

QUESTIONS

- 1. What does Nora refer to in her opening words in this extract? (2 marks)
- 2. What has happened that has made the couple happy? (2 marks)
- 3. Discuss two themes evident in this extract. (4 marks)
- 4. “There’s someone at the door.” (Add a question tag) (1 mark)
- 5. A lady has come to see Nora as reported by the maid. Who is this lady and how does her coming affect the Helmers from the rest of the play. Write your answer in note form. (6 marks)
- 6. Discuss one aspect of style in this extract. (2 marks)
- 7. Briefly explain what happens after this extract. (4 marks)
- 8. Explain the meaning of the following expressions as used in the excerpt. (4 marks)

 - i) Tease.....
 - ii) Dull.....
 - iii) Nuisance.....
 - iv) A caller.....

3. Oral Literature

Read the oral piece below and answer the questions that follow

Blood iron and trumpets
 Blood iron and trumpets
 Forward we march
 (others fall on the way)
 Blood iron and trumpets
 We shall hack kill and cure
 Blood iron and trumpets
 Singers of the datsun blue
 Forward we drive breaking the records
 Blood iron and trumpets
 Let bullets find their targets and the earth be softened
 Blood iron and trumpets
 Let the dogs of war rejoice
 And the carrion birds feed
 We are reducing population sexplosion
 Blood iron and trumpets
 The uniformed machines are around
 Put on your helmet iron and rest
 Blood iron and trumpets
 Only through fire can be baptized to mean business
 So once again
 Blood iron and trumpets
 We shall always march along
 Blood iron and trumpets
 Blood iron and trumpets
 Blood alone

- a). Classify the oral piece above (2marks)
 b). What are the functions of the oral piece above? (3marks)
 c). Identify two features of oral poetry evident in the oral item (4marks).
 d). What two issues is this oral poem talking about (4marks).
 e). Cite one social and one economic activity of the community from which this oral poem is taken (2marks).
 f). Who would be the most suitable audience for the oral poem? Give reasons for your answer. (2marks)
 g). "The uniformed machines are around." Explain the meaning of this statement (1mark)
 h). Describe the mood of the poem? (2marks).

4. GRAMMAR

- (a) Rewrite each of the following sentences according to instructions. Do not change the meaning. (3mks)
 (i) We attended both the reception and the evening party. (**Begin: Not only...**)
 (ii) The convicts had scarcely left the courtroom when one of them snatched the guard's gun and started running. (**begin Scarcely...**)
 (iii) Ann returned my book to the library. (**change into passive**)
 (b) Write one word to replace the underlined words in the following sentence. (3mks)
 (i) The head boy reproduced the headmaster's speech word for word.
 (ii) Mr. Ngei is unable to pay his debts.
 (iii) We cannot say that the pope is incapable of error.
 (c) Fill in the blank in each sentences with an appropriate preposition (3mks)
 (i) The electorate wants no one _____ me.
 (ii) After a delicious lunch, they left _____ the game park.
 (iii) I dropped that extra change _____ my mum's purse.
 (d) Complete each blank space in the following sentences with an appropriate choice from; few, a few, little, a little, some (3mks)
 (i) If there is tea left in that flask, I would like to have _____
 (ii) Since animal proteins are very expensive _____ people eat enough.
 (iii) Mary got _____ presents in her birthday.

(e) *Choose the correct pronoun in the following sentences.*

- (i) She knew all about my friend and _____ (I/me)
 (ii) What would you do if you were _____? (she/her)
 (iii) David and _____ went to the Library. (I/me)

**THE SALVATION ARMY KENYA WEST TERRITORIAL EVALUATION TESTS (SAKWETET)
 101/3
 ENGLISH
 PAPER 3 (CREATIVE COMPOSITIONS AND ESSAYS BASED ON SET TEXTS)**

1. Imaginative composition (compulsory) (20mks)

a) Argue for or against the notion that ethnicity is the major cause of violence in our society

OR

b) Write a composition that ends with the statement

.....this experience taught me that you cannot have your cake and eat it.

2. The compulsory set text. (20mks)

HR. Kulet: Blossoms of the savannah.

‘Resian’s traumatizing life can be attributed to several characters in the novel’. With clear illustrations from the novel *‘Blossoms of the Savannah’*

Write an essay to support this statement.

3. Optional texts; Answer any one of the following questions (20mks)

a) The short story

Chris Wanjala (ed): *Memories we lost and other stories.*

In light of the short story *THE PRESIDENT*, discuss the devastating effects of political conflicts in society

OR

b) Drama.

David Mulwa: *Inheritance.*

“Lacuna is an epitome of evil”. Drawing examples from David Mulwa’s *Inheritance*, write an essay illustrating the truth of this statement.

OR

c) The Novel

John Steinbeck: *The Pearl.*

Using relevant illustrations from the novel, write an essay to justify the statement,

“Human beings are greedy in nature”

ACK DIOCESE OF NAMBALE**ENGLISH****Paper 1****(Functional Skills)****FUNCTIONAL WRITING(20MKS)**

1. You are the manager of Quick Safaris Transport Company. Of late you've realized that the workers, mainly drivers and conductors have lost discipline, and this has made the company incur a lot of loss.
- a) Write an internal memo to them, warning them of dire consequences if they do not change their behaviour and attitude.
Some of the areas you wish to address are:
- Punctuality
 - Foul language
 - Lack of courtesy
 - Policy bribery
 - Any other relevant area from your observation
- (13 marks)
- b) Design a Card inviting the workers to a motivational talk with an aim of changing their behaviour and attitude. (7 marks)

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

Poaching is increasing (1) _____ a menace, not just in Kenya, (2) _____ also in other parts of the continent, (3) _____ a grave danger to the survival of various animal species particularly the elephant. Whereas, there have been (4) _____ to raise awareness about the danger posed by the menace, not enough has been done to (5) _____ it out and punish offenders. As it is, poaching is becoming a crisis, threatening species like elephants, which are hunted (6) _____ for their ivory, rhinos which are targeted because of their horns and other game like lions. The Kenya Wildlife Service has been doing well to combat (7) _____ but it appears that more is needed if the criminals(8) _____ to be stopped. If the killers have more sophisticated weaponry, then KWS must (9) _____ its game or call (10) _____ the military to assist.

Oral Skills

(30 marks)

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

Her lip suckle the nipples
Milk bubbles, foams and ripples
Little hands up in the air
Catch on the mother's hair
Sweet sensation rises in pressure
Tiny legs kick with pleasure
Sleep comes gently and strong
Sleep whispers softly and long.

(Emusara Ossie Enekase)

- Identify any two pairs of rhyming words in the poem. (1mk)
 - Identify one major sound pattern in the poem. (1mk)
 - Give two examples of the above sound pattern. (2mks)
 - How would you perform the last two lines of the poem? (3mks)
- b) Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience's attention? (5 mks)

- c) Challenger: Two Europeans peeping through the window.
Response : Mucus
- Classify the above genre. (1mk)
 - Identify and illustrate the most outstanding stylistic device used in the above genre. (1mk)
 - Give two functions of the above genre. (2mks)
- d) In the words below, underline the part that should be stressed.
- Suc.cess
 - ad.vice
 - Chal.lenge
 - ob.serve (4mk)
- e) Give a word with a similar pronunciation (4mks)
- Muscle
 - Worn
 - Come
 - Which
- f) The following is a conversation between a father and his daughter. Identify six shortcomings in the father's listening skills. (6mks)

DAUGHTER: (*Shortly after having arrived home from school*) Good afternoon, Daddy.

FATHER: (*Sitting complacently in the sofa, reading a newspaper. Looking up.....*)
Good afternoon. (*Resumes reading*).

DAUGHTER: (*Holding out her school report form*) Daddy, I'm excited. My classteacher said I was the best improved. I was...

FATHER: Oh, you were? Me, I used to be number one. I was absolutely unbeatable.

DAUGHTER: Chemistry has been a particular headache (*now looking at the report form which she thought her father would wan see*), but this time...

FATHER: (*Stretching his arms, looking preoccupied*)
Chemistry for me was particularly easy.
I never scored anything less than 90%.

DAUGHTER: Dad, I was going to tell you that this time...

FATHER: (*Absent-mindedly*) By the way, where is your mum?

DAUGHTER: Mum is in the garden picking vegetables. But Dad, you are not listening to my story. I was telling you about Chemistry.

FATHER: You mean you have a story about Chemistry? Chemistry is not about stories. It is hard science.

DAUGHTER: It's about my improvement...

FATHER: (*Laughing*) Me, it wasn't a matter of improvement. I was always at the top of the class.

DAUGHTER: Daddy, I give up. You are not listening.

FATHER: (*looking surprised*) Listening? I heard you: you were talking about improvement in Chemistry, weren't you?

DAUGHTER: Anyway, Dad. Thank you for paying attention. Enjoy your newspaper.

FATHER: Oh, yes I'm reading an interesting story about politics.

NAMBALE A.C.K. DIOCESE EXAMINATION
101/2
ENGLISH
Paper 2
(Comprehension, Literary appreciation and Grammar)

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

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankelohe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too **vast** a problem for individuals to solve alone, and some big businesses have an **incentive** not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU's emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year — but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from *Times*, June 5, 2006)

- a) According to the passage, what are the effects of global warming? (4 marks)
- b) What, according to the passage, is the main cause of global warming? (2 marks)
- c) How does Britain encourage people to use renewable electricity? (3 marks)
- d) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, 'Why should I bother to cut down my driving?' (4 marks)
- e) What message does the writer communicate in this passage? (4 marks)
- f) Explain the meaning of the following words and expression as used in the passage. (4 marks)
 - i) fob off.....
 - ii) incentive.....

- iii) calamity.....
- iv) vast.....

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

Nora: It's a shame to say that. I do really save all I can.

Helmer: (*laughing*) That's very true, - all you can. But you can't save anything!

Nora: (*smiling quietly and happily*) You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

Helmer: You are an odd little soul. Very like your father. You always find some new way of **wheedling money out of me**, and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

Nora: Ah, I wish I had inherited many of papa's qualities.

Helmer: And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

Nora: Do I?

Helmer: You do, really. Look straight at me.

Nora : (*looks at him*) well?

Helmer: (*wagging his finger at her*) Hasn't Miss Sweet Tooth been breaking rules in town today?

Nora: No; what makes you think that?

Helmer: Hasn't she paid a visit to the **confectioner's**?

Nora: No, I assure you, Torvald-

Helmer: Not been nibbling sweets?

Nora: No, certainly not.

Helmer: Not even take a bite at a macaroon or two?

Nora: (*going to the table on the right*) I shouldn't think of going against your wishes.

Helmer: No, I am sure of that: besides, **you gave me your word**- (*Going up to her*) Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.

Nora: Did you remember to invite Doctor Rank?

Helmer: No. But there is no need; as a matter of course, he will come to dinner with us. However, I will ask him when he comes this morning. I have ordered some good wine. Nora, you can't think how I am looking forward to this evening.

Nora: So am I! And how the children will enjoy themselves, Torvald!

Helmer: **It is splendid to feel that one has a perfectly safe appointment**, and a big enough income. It is delightful to think of, isn't it?

Nora: It's wonderful!

- a) Place this extract in its immediate context. (4 marks)
- b) Explain the dramatic irony in this extract. (3marks)
- c) Helmer says here, "it is splendid to feel that one has a perfectly safe appointment". What is he referring to? (1 mark)
- d) What issues on money and gender emerge in this extract? (4 marks)
- e) Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract. (4 marks)
- f) What do we learn about the character of Nora in this extract? (4 marks)
- g) Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald? (2marks)
- h) Explain the meaning of the following expressions as used in the extract? (3 marks)
 - i) Wheedling money out of me.....
 - ii) Confectioner's.....
 - iii) You gave me your word.....

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

No coffin, no grave by Jared Angira

He was buried without a coffin
 Without a grave
 The scavengers performed the post-mortem
 In the open mortuary
 Without sterilized knives
 In front of the night club

Stuttering rifles put up
 The gun salute of the day
 That was a state burial anyway
 The car knelt
 The red plate wept, wrapped itself in blood its
 master's

The diary revealed to the sea
 The rain anchored there at last
 Isn't our flag red, black and white?
 So he wrapped himself well

Who could signal yellow
 When we had to leave politics to the experts
 And brood on books
 Brood on hunger
 And schoolgirls
 Grumble under the black pot
 Sleep under torn mosquito net
 And let lice lick our intestines
 The lord of the bar, money speaks madam
 Woman magnet, money speaks madam
 We only cover the stinking darkness of the cave of our mouths
 And ask our father who is in hell to judge him
 The quick and the good.

Well, his diary, submarine of the Third World
 War
 Showed he wished
 To be buried in a gold-laden coffin
 Like a VIP
 Under the jacaranda tree beside his palace
 A shelter for his grave
 And much beer for the funeral party

Anyway one noisy pupil suggested we bring
 Tractors and plough the land.

(From *Poems from East Africa*, D. Cook and D. Rubadiri (Eds.): East African Educational Publishers)

- a) Briefly explain what this poem is about. (3 marks)
- b) Explain the use of onomatopoeia in the poem. (2 marks)
- c) Identify and explain the tone of the poem. (4 marks)
- d) Comment on the central theme of the poem. (3 marks)
- e) Explain the meaning of the following lines:
 - i) who could signal yellow (2 marks)

- ii) submarine of the Third World War
- f) How else can people bring change in society without assassinating politicians? (2mks)
- g) Explain the meaning of the following words as used in the poem
- i) Anchored (1mk)
- ii) Brood (1mk)

4. Grammar (15 Marks)

- a) **Complete the following sentences by choosing the appropriate expressions to fill the gaps. (3marks)**
- i) Although Nduati is a great friend of mine, Ihim on a few important issues. (*differ to, differ with*)
- ii) As good citizens, we must all pay our taxesthe policy. (*in accordance to, in accordance with*)
- iii) She chose her career(*independent of, independent to*)her father's influence.
- b) **Rewrite the sentences below according to the instructions given after each. (3marks)**
- i) My father would not allow us to attend night parties under any circumstances. (*Begin: Under no circumstances*)
- ii) Strangers should not be allowed into the compound without the security officer's permission. (*Begin: On no account.....*)
- iii) The plane had just taken off when one of the passengers began to scream. (*Begin: Scarcely*)
- c) **Rewrite the following sentences avoiding repetition. (2 marks)**
- i) Always be frank and open with your friends. When you are frank and open to your friends, you will win your friends trust and confidence.
- ii) Help yourself to some oranges. These oranges are sweet but those oranges are sweeter.
- d) **Combine each of the following pairs of sentences by making one of them a relative clause. (2 marks)**
- i) Kasoha joined our school this term. She is very good at grammar.
- ii) The generator had been on the whole night. It broke down in the morning.
- e) **Add an appropriate question tag to each of the following statements. (3marks)**
- i) They aren't serious.
- ii) He bought a new house last month.
- iii) Let us go.
- f) **Fill in the gaps using the present perfect form of the verbs in brackets. (2 marks)**
- i) I (visit) many places.
- ii) My wife (join) me in most of these trips.

NAMBALE DIOCESE JOINT EVALUATION.**101/3****ENGLISH****PAPER 3****(Creative composition and essays based on set texts)****Imaginative composition**

- 1 (a) write a composition to illustrate the proverb: (20 MKS)
 “As you make your bed, so you must lie on it.”

OR

- (b) “Education is the surest way to achieve the much needed national integration in Kenya today. “Write a composition supporting or opposing this statement. (20MKS)
2. **The compulsory set text:**

The novel; Blossoms of the Savannah by Henry ole kulet.

Bad decisions can adversely affect our lives. Using Blossoms of the Savannah, write an essay in support of the statement with illustrations from the novel.

3. Optional set text

Answer any of the following questions

- (a) **Memories we lost and other stories.** “Greed and Materialism can lead to grave consequences.” In reference to the story ‘How Much Land Does a Man Need’ by Leo Tolstoy, write an essay to illustrate the truth of this statement. (20 MKS)
- (b) **The novel: the pearl by John Steinbeck.** “Greed leads to evil.” Write a composition to show the truth of this statement using illustrations from John Steinbeck’s the pearl. (20 MKS)
- (c) The play: inheritance by David Mulwa.
 ‘Lacuna is an epitome of evil.’ Drawing examples from David Mulwa’s inheritance, write an essay illustrating the truth of the statement

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NYANDARUA WEST CLUSTER EXAMINATIONS

101/1 – ENGLISH

Paper 1

(Functional Skills)

QUESTION 1. FUNCTIONAL WRITING

(20 Marks)

Imagine that your class went on a five day school trip to Mombasa. Write a personal journal that you kept for the five days.

QUESTION 2: CLOZE TEST (10 Marks)

Fill in each blank space in the passage with the most appropriate word.

The issue of birth certificates as a (1)for registration of candidates has ignited a lot of concern for parents with students sitting for this year's examinations. Whereas we are concerned about the issue of foreigners in this country, this directive has (2) many parents and students alike unprepared (3) instance, most students sitting this year's K.C.S.E were born in the late 90s and if they happen not to have even birth certificates, which is (4) likely, it also means that they don't have even their birth notification cards. (5) birth certificates under these circumstances, and within the given time frame, is (6) The authorities (7) with the issuance of these documents (8) process them urgently. (9)is a serious matter. Candidates have been given a very short time to (10) these documents.

QUESTION 3: ORAL SKILLS(30 MARKS)

(a) Read the oral narrative below and answer the questions that follow. (10 marks)

The Stupid Monkey

Once upon a time, a tribe of monkeys made their home in their pleasure garden of the king. On a certain holiday when the drum was beaten to call the people together, the King's gardener, hearing the drum, said to himself, "Even though it is a holiday, the garden must be watered. Accordingly I will ask the Monkeys to water the garden for me, so that I can be off to enjoy myself and the holiday with the rest." So he called the Monkeys and asked them to water the garden. When the monkeys had promised to water all the young trees faithfully, the gardener gave them the water skins and the wooden pot with which to perform the task.

After the gardener had gone, the Monkeys took up the water skins and the watering pot and began to water the young trees. But the leader of the monkeys stopped them. "Wait," he said, we must be careful not to waste water. Before you water them, you must first pull up each tree and look at the size of the roots. Then you must give plenty of water to those which have long, deep roots, but less to those with short roots. For when this water is finished, we shall have to work to get any more.

"To be sure," said the other monkey, "that is what we must do." So they pulled up all the trees just as their leader had told them to do and all the young trees died.

Question

- i) What feature of oral narratives would you use to prepare your audience to listen to the above story? (2 marks)
- ii) What **two** devices of performance would you use in narrating this story effectively? (4 marks)
- iii) Which **three** things would indicate to you that the audience is following the narration? (3 marks)
 - (b) Underline the silent letters in the following words: (5 marks)
 - i) Rapport
 - ii) Rendezvous
 - iii) Poignant

- c) Your friend attended an interview but was not successful. Mention **four** things that he/she may have failed to do before and during the interview. (4 marks)
- d) Give a homophone for each of the following words. (2 marks)
- i) Gate
 - ii) Forward
 - iii) Medal
 - iv) Sweet
- e) State the **four** points to consider when giving instructions to a person about how to get from one point to the other. (4 marks)
- f) **Read the conversation below between a student and a teacher and then answer that questions that follow.** (8 marks)

Student: (*knocking the door loudly and getting in*) I am told you called me.

Teacher: (*motioning him to seat*) please have a seat Rono and don't be anxious.

Student: (*still standing*). Don't tell me you have sum...

Teacher: (*interrupting*). Please relax. It is not an indiscipline issue again. No cause for alarm.

Student: So then, why do you want to see me?

Teacher: Calm down Rono. On the contrary, it is a positive note.

Student: (*looking a bit controlled and sliding into a seat*). Sorry sir, May I know what it is about.

Teacher: (*Smiling broadly*). That's better. I called you to discuss your progress in academics lately.

Student: (*With a lightened up face and more reassured*). Yes sir.

Teacher: Looking at your trend of performance especially in languages and mathematics, I am very impressed. (*Pointing at Maths and English columns*) See, from D+ to B in Maths and D to C+ in English is commendable!

Student: (*Rubbing his hands and slightly smiling*) Thanks sir. I am grateful for your kind guidance.

Teacher: (*In affirmative note*) Yes. This is the result of change of attitude, obedience and determination.

Student: (Sighs) Thank you once more for your concern. I will be able to face my dad courageously now.

Teacher: Yes, that's how it should be. Always work to impress your parents. Never look back again. Forward ever.

Student: Thanks Sir. I promise never to let you and my parents down ever again.

Teacher: Good. You can now go back to class.

Student: (*Stands up and shakes hands with the teacher*). Thanks once more and good day sir.

Questions

- i) How does the teacher establish good rapport with the student? (2 marks)
- ii) What good conversational skills are displayed by:
- a) The teacher? (2 marks)
 - b) The student? (2 marks)
- iii) Identify **two** shortcomings in the student's speech. (2 marks)

NYANDARUA WEST CLUSTERS EXAMINATIONS

101/2

ENGLISH

Paper 2

(Comprehension, Literary

Appreciation and Grammar)

1. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, makes a decision and then acts upon it with no lingering backward glances.

By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a friend of mine who was doing fifteen or maybe twenty abortions a day: ‘ Look ,do me a favour,Jay .Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.”

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren’t of very good quality but I selected one that was of better quality than the others and began to show it at pro- life gatherings around the country.(I had my first contact with pro-life movement in 1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how *The Silent Scream*, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January3, 1985. The reaction was instantaneous. Everybody was up in arms because *The Silent Scream* represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don’t debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The *Silent Scream* depicted a twelve- week- foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- suc: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

(Source: The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD)

- a) Based on your understanding of the entire passage, comment on the nature of the writer’s ‘old convictions’. (2 marks)
- b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)
- c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage (2 marks)
- d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ‘ *The Silent Scream* ’. (2 marks)
- e) “ I was shaken to the very roots of my soul by what I saw”’. Rewrite this sentence beginning: (**What...**) (1 mark)
- f) Make notes on the way abortion is carried out according to this passage (4 marks)
- g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)
- h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully.

- i) Explain the meaning of the following words as used in the passage. (2 marks)
 (3 marks)
- i) convictions.....
 - ii) escalated.....
 - iii) impetus.....

The Play, Henrik Ibsen, *A Doll's House*.

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

Mrs. Linde: Listen to me Nora you are still very like a child in many things, and I am older than you in many ways and have a little more experience. Let me tell you this-you ought to make an end of it with Doctor Rank.

Nora : What ought I to make an end to?

Mrs. Linde: Of two things I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money-

Nora : An admirer who doesn't exist, unfortunately! But what then?

Mrs. Linde: Is Doctor Rank a man of means?

Mrs. Linde: And comes here every day?

Nora : Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora : I don't understand you at all.

Mrs. Linde: Don't prevaricate, Nora.do you suppose I don't guess who lent you the two hundred and fifty pounds?

Nora: Are you out of your senses? How can you think of such a thing? A friend of ours, who comes here every day! Do you realize what a horribly painful position that would be?

Mrs. Linde: Then it really isn't he?

Nora : No, certainly not. It would never have entered into my head for a moment. Besides, he had no money to lend then; he came into his money afterwards.

Mrs. Linde: Well I think that was lucky for you, my dear Nora.

Nora: No, it would never have come into my head to ask Doctor Rank. Although I am quite sure if I had asked him-

Mrs. Linde: But of course you won't.

Nora: Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-

Mrs. Linde: Behind your husband's back?

Nora : I must make an end of it with the other one, and that will be behind his back too, I must make an end of it with him.

Mrs. Linde: Yes, that is what I told you yesterday, but-

Nora: (*walking up and down*) a man can put a thing like that straight much easier than a woman.

Mrs. Linde: One's husband, yes.

Nora: Nonsense!(*standing still*) When you pay off a debt you get your bond back, don't you?

Mrs. Linde: Yes, as a matter of course.

Nora : And can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper.

Mrs. Linde: (*looks hard at her, lays down her sewing and gets up slowly.*) Nora you are concealing something from me.

Nora : Do I look as if I were?

Mrs. Linde: Something has happened to you since yesterday morning. Nora, what is it?

- (a) Briefly explain what happens before the events in this extract. (4marks).
- (b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience? (3 marks)
- (c) From the dialogue, what do we learn about Nora's character? (4 marks)
- (d) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship? (2 marks)
- (e) Identify and explain the use of hyperbole in this excerpt. (2 marks)
- (f) What does Mrs. Linde thinks Nora is concealing from her? Is Mrs. Lindes right? (3 marks)

- (g) Explain the meaning of the following words as used in the extract. (3 marks)

- i) A man of means.....
 ii) Prevaricate.....
 iii) nasty.....

- (h) Describe what happens immediately after the events presented in this extract (4 marks)

3. Read the narrative below and answer the questions that follow. (20 marks)

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green
 Make this ridge green
 My father said I should be lost. I should be lost
 My mother said I should be lost. I should be lost

Rain fall and make this ridge green
 Make this ridge green
 She went down on her knee, she sang:
 Rain fall and make this ridge green
 Make this ridge green
 My father said I should be lost, I should be lost
 Rain fall and make this ridge green
 Make this ridge green
 The water reached the waist, she sang
 Rain fall and make this ridge green
 Make this ridge green
 My father said I should be lost, I should be lost
 My mother said I should be lost, I should be lost
 Rain fall and make this ridge green
 Make this ridge green

The water reached the neck, she sang
 Rain fall and make this ridge green
 Make this ridge green
 My father said I should be lost, I should be lost
 My mother said I should be lost, I should be lost
 Rain fall and make this ridge green
 Make this ridge green

The head went in

Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to get rain? (1 mark)
- (b) Which functions does this song serve in this narrative? (2 mark)
- (c) Describe one character trait of the villagers in this narrative. (2 marks)

- (d) In point form, list how events follow each other in this story. (3 marks)
- (e) Identify and explain **two** features of oral narration employed in this narrative. (4 marks)
- (f) Identify two elements of fantasy in this story. (2 marks)
- (g) Describe Wanjiru's tone in the song. (3marks)
- (h) Which social/cultural practices of the Gikuyu are brought out in this narrative? (2 marks)
- (i) What does this phrase mean? "My father said I should be lost." (1 mark)
- 4 (a) Rewrite the following sentences according to the instructions. Do not alter the meaning. (3 marks)
- (i) Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)
- (ii) The nurses agreed to work after signing an agreement with the government. (Begin: Only...)
- (iii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).
- (b) Replace the phrasal verbs underlined in the sentences below with one word that means the same. (3marks)
- (i) It is wrong to look down on students from other schools.
- (ii) Teachers should not give into their students' unreasonable demands.
- (iii) The delegates came up with ten rules to guide our response to globalization.
- (c) Complete the following passage with the most appropriate forms of the words in brackets. (3marks)
- The Tsunami(cruel) destroyed lots of lives and property. For days, the survivors (agony) searched for their missing relatives. The whole experience was (horrible) traumatizing.
- (d) Fill in the blanks with the appropriate prepositions. (2 marks)
- (i) He was chargedforging property inheritance document.
- (ii) Kamau deals.....groceries
- (e) Fill the blank spaces with the correct article (2 marks)
- i) The students said they wanted.....union.
- ii) What is Ewe?
- (f) Explain the meaning of the following sentences (2marks)
- i) Lydia found the empty room.
- ii) Lydia found the room empty.

**NYANDARUA WEST CLUSTER EXAMINATION
101/3**

ENGLISH

PAPER 3

(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

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

Either

(a) Write a composition ending with the words: "It then dawned on me that perhaps this is why I had been born."

Or

(b) write a composition to illustrate the saying, "All that glitters is not gold."

2. **Novel (compulsory)** (20marks)

Blossoms of the savannah. By Henry Ole Kulet.

"Sometimes we have to do things alone to succeed, even when everyone is against us." With illustrations from ***Blossoms of the Savannah, by Henry Ole Kulet,*** write a composition to justify this statement.

With thee; but, sir, so what I plead is just.
 Why do sinners' way prosper? and why must
 Disappointment all I endeavour end?
 Wert thou my enemy O thou my friend
 How wouldst thou worse, I wonder, than thou dost
 Defeat, thwart me? Oh, the sots and thralls of lust
 Do spare hours more thrive than, that spend,
 Sir, life upon thy cause. See, banks and breaks
 Now, leavèd how thick! lacèd they are again
 With fretty cherril, look, and fresh wind shakes
 Them; birds build – but not I build; no, but strain,
 Time's enough, and not breed one work that wakes.
 Mine, O thou lord of life, send my roots rain.

- i) Identify **four** examples of assonance in the poem. (2mks)
- ii) Write out and describe the rhyme scheme of the poem. (2mks)
- iii) How would you perform the last line of the poem? (2mks)
- iv) Indicate whether the following lines in the poem would be said with a falling or rising intonation. (2mks)

- a) Why do sinners' way prosper?
- b) Disappointment all I endeavor end?

(b) **Write a word pronounced exactly the same way as each of the following.** (5marks)

- Whine
- Tire
- Stare
- Rest
- Oh
- None

(c) **Read the passage below and then answer the questions that follow.**

It's a cold July morning. You hear a sharp screeching of brakes followed by aloud bang, then screams. You rush to the scene of the crash, where you find the car overturned with a young woman with two boys inside. The woman and one of the boys climb from the wreckage unhurt; but the other boy pinned between the dashboard and the roof of the car, groaning in pain. Kru! Kru! Kru! You scratch your scalp as you try to remember your lessons in first aid.

Identify any four instances of onomatopoeia in the passage. (4marks)

(d) Place the following words in their appropriate columns to show whether it has a /z/ sound or /s/ sound.

(see, piece, scissors, season, phase, miser) (3marks)

/z/	/s/

- (e) You have met a teacher reporting to your school for the first time. He asks for direction to your school. State **four** steps you would follow in giving them a clear direction. (4marks)

(e) Read the conversation below and then answer questions that follow.

David: How are you feeling after the surgery?

Peter: I feel terrible, my entire body is aching but I can't stop shivering. My vision is blurry, my mouth is dry and I feel so weak and dizzy when I get out of bed.

David: That is to be expected after a serious operation.

Peter: I know, but I'm so hot I feel like I'm burning up and my body feels itchy. Do you think I have a fever?

David: You could have a fever and maybe an infection, describe exactly where you are aching the most.

Peter: I think my back and legs hurt the most, they are throbbing and I think they are swollen.

David: And how does your stomach feel?

Peter: My stomach is cramping and I'm very nauseous, I can't eat or drink anything without vomiting.

David: OK, I'm going to check your temperature and your pulse. You may need an antibiotic if you have an infection.

Peter: Can you please give me something for the pain, my whole body is sore and my head is aching too.

David: Yes, I will prescribe something for the pain now.

Peter: Thank you.

- i) What is the relationship between David and Peter? (1mark)
 ii) Where does the above conversation take place? Give **two** word evidences in support of this. (3marks)
 iii) Explain the formality of the language used by both David and Peter. (2marks)

KANDARA

101/2

ENGLISH

PAPER 2

(Comprehension, Literary

Appreciation and Grammar)

2½ hours

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

Some fifteen thousand years ago an artist drew on the walls of a cave in Spain a picture of his Stone-Age neighbor robbing a bees' nest of its golden store. In the centuries that have since gone by, no one has ever discovered or invented a purer and sweeter food than honey.

Because of its **chief** ingredient, Levulose, or 'fruit sugar', honey is almost twice as sweet as cane sugar. Table sugar, like salt, has but one taste. Every honey has its own. It would take an epicure's lifetime to discover, sample and enjoy all the possible vintage that bees distil from the thousands of species of nectar-bearing plants.

Honey is the purest of all foods. When properly ripened, its concentration of sugar is so high that bacteria cannot live in it for more than an hour or two. It is said that in one of the royal Egyptian tombs was found honey that was thirty-three hundred years old – darkened and thickened by time, but pure honey still. No **knavery** can corrupt honey without detection. If diluted with water, it ferments. Nor can the wax of the honeycomb, product of the bees' own glands, be successfully imitated.

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and

nectar. Some ten thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

The honey bee is the most faithful and provident of the flowers' lovers. While a butterfly or a bird would move from flower to flower, a honey- bee is loyal to one sort of flower at a time. So she brings to each bloom none but its specific pollen, and she makes but one kind of honey at a time.

At the height of the nectar flow in late spring and early summer, bees literally kill themselves with work. It is the destiny of every good worker to die flying, struggling to bring back one last load to the hive. It takes about three hundred pounds of honey just to keep one colony alive; thus to gather a surplus, so that you and I may have some, the hive's workers must fly many million miles more.

Each drop of nectar is an ocean holding minerals, enzymes and foods. It contains traces of iron, copper, manganese, potassium, sodium, phosphorous, proteins and vitamins. This explains why many diabetics can tolerate honey but not table sugar, and why it helps babies to retain calcium and so grow stronger limbs and better teeth.

Only certain plants with truly exquisite nectars produce a honey you would want to eat. Many others yield nectar from which are made dark-coloured, strong flavoured honeys that bakers and confectioners use in immense quantities. Tobacco companies buy millions of pounds of low- grade honey a year for preserving, flavouring, moistening and mellowing tobacco.

Such honeys also go into lotions and cough medicines. For thousands of years connoisseurs have been buying their honey with discrimination. The ancient Athenians got their most delicate honey from Mt. Hymettis. It was famous because it came from a little wild flower called thyme.

Perfect as it is as a food, honey is more; it is a slow- formed, perfect drop upon a growing tip of evolution. To take that drop upon the tongue is to partake of a sacrament with nature.

- a. What amazing fact about honey do we learn from the first paragraph? (2mks)
- b. Why is the bees' nest described as "golden store"? (2mks)
- c. Using information in the third paragraph and in note form, highlight the unique qualities of honey.(4mks)
- d. In what ways are bees and flowers interdependent? (3mks)
- e. This ancient and mysterious food is one of the wonders of the world.
(Rewrite adding a question tag) (1mk)
- f. What is the writer's attitude towards the bee? Give reasons from the passage to support your answer. (3mks)
- g. Identify and explain the **metaphor** in the seventh paragraph (3mks)
- h. Explain the meaning of the following words as used in the passage. (2mks)
Chief.....
Knavery

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

Krogstad : Are you aware that is a dangerous confession?

Nora: In what way? You shall have your money soon.

Krogstad: Let me ask you a question; why did you not send the paper to your father?

Nora: It was impossible; papa was so ill. If I had asked him for his signature, I should have had to tell him what the money was to be used for; and when he was so ill himself, I couldn't tell him that my husband's life was in danger- it was impossible.

Krogstad: It would have been better for you if you had given up your trip abroad.

Nora: No, that was impossible. The trip was to save my husband's life; I couldn't give that up.

Krogstad: But did it never occur to you that you were committing a fraud on me?

Nora: I couldn't take that into account; I didn't trouble myself about you at all.

Krogstad: I couldn't bear you, because you put so many heartless difficulties in my way, although you knew what a dangerous condition my husband was in. Mrs. Helmer, you evidently do not realize clearly what it is that you have been guilty of. But I can assure you that my one false step, which lost me all my reputation, was nothing more or nothing worse than what you have done.

Nora: You ? Do you ask me to believe that you were brave enough to run a risk to save your wife's life?

Krogstad: The law cares nothing about motives.

Nora: Then it must be a very foolish law.

Krogstad: Foolish or not, it is the law by which you will be judged, if I produce this paper in court.

Nora: I don't believe it. Is a daughter not to be allowed to spare her dying father anxiety and care? Is a wife not to be allowed to save her husband's life? I don't know much about law; but I am certain that there must be laws permitting such things as that. Have you no knowledge of such laws- you are a lawyer? You must be a very poor lawyer, Mr. Krogstad.

Krogstad: Maybe. But matters of business- such business as you and I have had Together – do you think I don't understand that? Very well. Do as you please. But let me tell you this – if I lose my position a second time, you shall lose yours with me. (He bows, and goes out through the hall.) Nora (appears buried in thought for a short time, then tosses her head) Nonsense! Trying to frighten me like that! – I am not so silly as he thinks (begins to busy herself putting the children's things in order) And yet -? No, it's impossible! I did it for love's sake.

- a. Briefly describe the dangerous confession Nora admits to in the onset of the excerpt (3mks)
- b. Explain why Nora did not send the paper to her father for signing. (3mks)
- c. Explain **two** themes evident in the excerpt. (4mks)
- d. Contrast Krogstad's and Nora's views on the law. (2mks)
- e. How is Krogstad portrayed in the excerpt? (2mks)
- f. The law cares nothing about motives. (add a question tag) (1mk)
- g. Krogstad informs Nora that 'one false step, lost him all reputation.' Briefly explain how. (2mks)
- h. '..... if I lose my position a second time, you shall lose yours with me.' From elsewhere in the play, show the truth of this statement (2mks)
- i. Identify and illustrate two stylistic devices evident in the excerpt (4mks)
- j. Explain the meaning of the following words as used in the excerpt. (2mks)
 - i. defiantly.....
 - ii. false step.....

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

Mid- Term Break

I sat all morning in the college sick bay
 Counting bells knelling classes to a close.
 At two o' clock our neighbours drove me home.

In the porch I met my father crying-
 He had always taken funerals in his stride-
 And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
 When I came in, and I was embarrassed
 By old men standing up to shake my hand

And tell me they were 'sorry for my troubles,'

Whispers informed strangers I was the eldest'
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,
He lay in the four foot box as in his cot.
No gaudy scars, the bumper knocked him clear.
A four foot box, a foot for every year.

(Seamus Heaney)

- a. What is the poem about? (4mks)
- b. Who is the persona in the poem? (2mks)
- c. How differently does the persona's father react to this tragedy? (2mks)
- d. Identify any two instances of alliteration used in the poem. (2mks)
- e. Contrast the father's and the mother's reactions to the tragedy (2mks)
- f. What is the mood of the poem? (2mks)
- g. How did the persona's brother die? (2mks)
- h. Has the persona expressed his reaction towards the tragedy in the poem? Explain your answer. (3mks)
- i. Explain the meaning of the following line as used in the poem. (1mk)
- He had always taken funerals in his stride
- 4 a. **Rewrite the following sentences according to the instructions given after each** (4mks)
- i) It was difficult but Alice completed the task. (Begin: Difficult...)
- ii) Kevin said he had not insulted Stella. (use: 'denied')
- iii) She is renovating her house so that she may sell it. (Rewrite using 'with a view...')
- iv) Just in case you change your mind, call this number. (Begin: should...)
- b. **Fill in the gaps with the appropriate form of the word in brackets** (4mks)
- i) Mary is the most(quarrel) of the three girls
- ii) The ODM and Wiper parties have formed an(ally)
- iii) You must write this answer in(continue) prose.
- iv) The government has put in place(punish) measures.
- c. **Appropriately punctuate the following sentences to indicate parenthesis** (3mks)
- i) The company which I talked about yesterday has been declared bankrupt.
- ii) Mwikali a young and brilliant lawyer was elected mayor.
- iii) This class and I speak from long experience is the best I have ever taught.
- d. **Fill in the blank spaces with the correct preposition** (4mks)
- i) Juma is proficient.....his work.
- ii) We are bannedbringing food to school.
- iii) We went to workfoot.
- iv) I am so taken inyour beauty.

**KANDARA
ENGLISH 101/3
FORM FOUR
PAPER THREE
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
2 1/2 HOURS**

1. Imaginative composition (20 marks)

EITHER

a) Write a story ending with:
.....when tears began to well up in her eyes, I turned and walked away

OR

b) “Technological advancement has impacted negatively on the society, especially the youth.”

2. The compulsory set text (20 marks)

“Gender inequality is tantamount to violation of human rights”. Write an essay in support of the assertion drawing your illustrations from Blossoms of the Savannah.

3. The optional set texts (20 marks)

Answer any one of the following three questions

a) The short story
Wanjala Chris, Memories we lost and other stories.

Using Leila Aboulela’s story “Missing Out”, write an essay on how Majdy’s stay in London alienates him from his people.

OR

b) John Steinbeck, The Pearl

Write an essay to show the truth of the saying, ‘What you see is not always what you get.’
Use illustrations from John Steinbeck’s ‘The Pearl’.

c) Drama: David Mulwa, Inheritance

Write an essay to show how citizens suffer due to bad leadership. Base your arguments on David Mulwa’s Inheritance.

3GR END OF TERM**ENGLISH****Paper 1****(Functional Writing, Cloze Test
and Oral Skills.)**

QN. 1. Yaswa security firm seeks to recruit guards for its newly established firm based in Bondo District. The guards will be responsible for:

- Guarding learning institutions and homes within the district
- Transporting mails to different parts of the district

Qualifications – Candidates must

- Have at least KCSE education with a mean grade of C
- Have at least C+ in English and Kiswahili
- Be fluent in both Kiswahili and English
- Be computer literate
- Be at least twenty two years of age
- Any relevant experience would be an added advantage

Interested candidates should send their letters of application to reach the Chief Executive Officer not later than Monday 1st April, 2019. Write a letter of application.

QN. 2. CLOZETEST(10 mks)

Fill in the blank spaces below with the most appropriate word.

1..... in a tattered, grey, dust coat splattered with paint grease, a grey t-shirt, beige trousers and a pair of plastic sandals, Mr. Oduor looks disturbed and 2..... in thought when the Sunday Nation team visits. He is carrying a black bag. This is not an 3..... tool bag. The bag carries his hopes as it contains 4..... academic documents that put him in a class of his own. The bag contains documents that separate him 5..... the ordinary artisans at this dusty Jua Kali garage at Kabazi Trading Centre in Subukia constituency, Nakuru County.

The soft-spoken Oduor 6..... hails from Anduro Village in Alego Usonga constituency in Siaya County, is not your ordinary school drop 7..... trying to eke a living as a Jua Kali artisan. It is when he opens his bag and 8..... his certificates with his oily hands that one is 9..... speechless by his sterling performance the Kenya Certificate 10..... Secondary Education (KCSE) examination.

(Sunday Nation, March 10, 2019)

QUESTION 3 : ORAL SKILLS**(30 mrks)**

A) **Read the poem below and answer the questions that follow:**

(6 marks)

By day the bat is cousin to the mouse
 He likes the attic of an aging house
 His fingers make a hat about his head
 His pulse beat is so slow we think him dead
 He lops in crazy figures half the night
 Among the trees that face the corner light
 But when he brushes up against a screen
 We are afraid of what our eyes have seen
 For something is a miss or out of place
 When mice with wings can hear a human face
 Theodore Roethre

(Form: Glencoe Literature: The Reader's choice: 2001)

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Questions

- i) Identify any three pairs of rhyming words in this poem. (3 marks)
 ii) How would you perform the last two lines of this poem? Be specific and clear in your answer. (2 marks)
 iii) What is the effect of the recurrence of the word "His" in his poem. (1 mark)

- B) Below is a conversation between Terry and John who are candidates. Read it then answer the questions that follow. (7 marks)

Terry: John, I am worried about my performance in Mathematics. It's not encouraging.

John: Ah! I am happy with mine in English. I got a straight A in the opening of term exam.

Terry: I really don't know what to do about Mathematics, may be -----

John: I don't like our Geography and P.E teacher. He thinks that he is the only one who can afford a Prado. My mom told me she will be buying one soon.

Terry: (*Trying to bring him back to topic.*) Tell me John, how do you revise your Mathematics?

John: Oh! Is that Pet? She promised to bring me a movie. (*Calling out*) Pet! Pet!
 Wait up. (*Then runs after her.*)

- (i) Identify the shortcomings in John's listening and speaking skills. (3mks)
 (ii) State **four** instances when interrupting during a conversation can be acceptable. (4 marks)

- C) A form one student is trying to compose a poem with alliteration. She/he has come up with the following list of words. Advise on five pairs that alliterate. (5 marks)

few	unity	shirt
cease	carrot	photic
one	chalk	when
unimpaired	own	pew
kite	chef	youth

- C) *Clearly underline the stressed syllables in the highlighted words.* (2 marks)

- i) We have to *relocate* these people.
 ii) The security officer will *punish* you if you come late.
- e) Your cousin is attending an oral interview in a multinational company. What three things **MUST** he do in preparation for the interview. (3 marks)
- f) Cut your cloth according to your **size**. (7 marks)
- i) Name the genre above. (1mark)
 ii) Describe one economic activity practised by the community in which the genre in f (i) has been taken. (2marks)
- iii) Describe a situation in which the genre in f (i) would apply. (2mks)
 iv) Give one function and one characteristic of the genre in c (i) above. (2 marks)

3GR END OF TERM
ENGLISH
Paper 2

QUESTION 2 : EXTRACT FROM 'A DOLL'S HOUSE'

Nora: But it was absolutely necessary that he should not know! My goodness can't you understand that? It was necessary he should have no idea what a dangerous condition he was in. It was to me that the doctors came and said that his life was in danger, and that the only thing to save him was to live in the south. Do you suppose I didn't try, first of all, to get what I wanted as if it were for myself? I told him how much I should love to travel abroad like other young wives; I tried tears and entreaties with him;

I told him that he ought to remember the condition I was in, and that he ought to be kind and **indulgent** to me; I even hinted that he might raise a loan. That nearly made him angry, Christine. He said I was **thoughtless**, and that it was his duty as my husband not to indulge me in my whims and **caprices**— as I believe he called them. Very well, I thought, you must be saved – and that was how I came to devise a way out of the difficulty –

Mrs. Linde: And did your husband never get to know from your father that the money had come from him?

Nora: No, never. Papa died just at that time. I had meant to let him into the secret and beg him never to reveal it. But he was so ill then- alas, there never was any need to tell him

Mrs. Linde: Good heavens, no! How could you think so? A man who has such strong opinion about these things! And besides, how painful and humiliating it would be for Torvald, with his manly independence, to know that he owed me anything! It would upset our mutual relations altogether; our beautiful happy home would no longer be what it is now.

Mrs. Linde: Do you mean never to tell him about it?

Nora: (*meditatively and with a half-smile*) Yes – someday perhaps, after many years, when I am no longer as nice-looking as I am now. Don't laugh at me! I mean, of course, when Torvald is no longer as **devoted** to me as he is now; when my dancing and dressing-up and reciting have paled on him; then it may be a good thing to have something in reserve – (*breaking off*) What nonsense! That time will never come. Now what do you think of my great secret, Christine? Do you still think I am of no use? I can tell you, too, that this affair has caused me a lot of worry. It has been by no means easy for me to meet my engagements punctually. I may tell you that there is something that is called, in business, quarterly interest and another thing called payment in installments and it is always so dreadfully difficult to manage them. I have had to save a little here and there, where I could, you understand. I have not been able to put a side much from housekeeping money for Torvald must have a good table. I could not let my children be shabbily dressed; I have felt obliged to use up all he gave me for them, the sweet little darlings.

Questions

1. Place this extract in its immediate context. (4 marks)
2. State and explain any one aspect of style used in this extract. (3 marks)
3. How is Mrs. Linde depicted in this extract? (4marks)
4. What is the attitude of Mrs. Linde towards Nora? Clearly explain. (3marks)
5. Explain how Nora's lack of good judgment later complicates the events of the play. (3 marks)
6. "Do you think that I am of no use?" With evidence from the rest of the play identify one character that makes her feel this way and briefly explain why. (3marks)
7. A wife cannot borrow money without her husband's consent. Add a question tag. (1mark)
8. Explain the meaning of the following words as used in the extract. (4 marks)
 - i) Indulgent
 - ii) Thoughtless
 - iii) Caprices
 - iv) Devoted

3GR END OF TERM

101/3

ENGLISH PAPER 3

1. Imaginative composition (compulsory) (20mks)

- a) Write a story which ends with the following words;
"I knew he would discovered within a very short time"
- Or

b) The use of social media platform should be regulated. Write a composition for or against this proposition.

2. Compulsory set text
Henry O. Kulet: Blossoms of Savannah
'Choices have consequences' Write an essay in support of the statement with illustrations from the novel.
3. The optional set text
Answer any of the following questions
Either
- a) **The novel**
John Steinbeck, The Pearl
'Our lives are controlled by destiny'
Using illustrations from 'The Pearl' by John Steinbeck, write an essay to support this statement (20mks)
- b) **The Short Story.**
Memories we lost
Discuss how the author has brought out parenting and change in the story 'Light' by Lesley Nneka Arimah (20mks)
- c) **Drama**
David Mulwa: Inheritance
Using David Mulwa 'Inheritance' write an essay showing the appropriateness of the title 'Inheritance'

3GR END OF TERM

101/1

ENGLISH

Paper 1

QN. 1. Yaswa security firm seeks to recruit guards for its newly established firm based in Bondo District. The guards will be responsible for:

- Guarding learning institutions and homes within the district
- Transporting mails to different parts of the district

Qualifications – Candidates must

- Have at least KCSE education with a mean grade of C-
- Have at least C in English and Kiswahili
- Be fluent in both Kiswahili and English
- Be computer literate
- Be at least twenty two years of age

Interested candidates should send their letters of application and curriculum vitae to reach the Chief Executive Officer not later than Monday 1st April, 2019. Write a letter of application that would accompany your Curriculum Vitae.

Sender's address – 1 mk

Date in full – 1 mk

Recipient's add – 1 mk

Salutation – 1 mk

Re – 1 mk

Main body:

Interest in the position of guard – 1 mk

KCSE mean of C- and above – 1 mk

C in English and Swa – 1 mk

Fluent in Eng and Swa – 1 mk

Computer literate 1 mk

At least 22 yrs of age – 1mk

Relevant experience – 1 mk

Conclusion: Optimism – 1 mk

Signing off – 1 mk

Language – 4 mks

Tone – 2 mks
TOTAL : 20 mks

QN. 2. CLOZE TEST(10 mks)

Fill in the blank spaces below with the most appropriate word.

1. Clad/Dressed in a tattered, grey, dust coat splattered with paint grease, a grey t-shirt, beige trousers and a pair of plastic sandals, Mr. Oduor looks disturbed and 2. deep in thought when the Sunday Nation team visits. He is carrying a black bag. This is not an 3. ordinary tool bag. The bag carries his hopes as it contains 4. vital/important academic documents that put him in a class of his own. The bag contains documents that separate him 5. from the ordinary artisans at this dusty Jua Kali garage at Kabazi Trading Centre in Subukia constituency, Nakuru County.

The soft-spoken Oduor 6. who hails from Anduro Village in Alego Usonga constituency in Siaya County, is not your ordinary school drop 7. out trying to eke a living as a Jua Kali artisan. It is when he opens his bag and 8. displays his certificates with his oily hands that one is 9. left speechless by his sterling performance the Kenya Certificate 10. of Secondary Education (KCSE) examination.

(Sunday Nation, March 10, 2019)

QUESTION 3 : ORAL SKILLS (30 mrks)

D) Read the poem below and answer the questions that follow:

(6 marks)

By day the bat is cousin to the mouse
He likes the attic of an aging house
His fingers make a hat about his head
His pulse beat is so slow we think him dead
He lops in crazy figures half the night
Among the trees that face the corner light
But when he brushes up against a screen
We are afraid of what our eyes have seen
For something is a miss or out of place
When mice with wings can hear a human face
Theodore Roethre

(Form: Glencoe Literature: The Reader's choice: 2001)

Questions

- i. Identify any three pairs of rhyming words in this poem. (3 marks)
Mouse, house ; head, dead ; night, light; screen, seen; place, face. (Any three. Mark the first three)
- ii. How would you perform line 3 and the last line of this poem? Be specific and clear in your answer. (2 marks)
– **Line 3: I would hold out my fingers and hold it above my head as though it's a hat / say it with a falling intonation**
– **Last line: use falling intonation because to show finality.**
- iii. What is the effect of the recurrence of the word "His" in his poem. (1 mark)
This repetition enhances rhythm / it makes the poem memorable and interesting.

E) Below is a conversation between Terry and John who are candidates. Read it then answer the questions that follow. (7 marks)

Terry: John, I am worried about my performance in Mathematics. It's not encouraging.

John: Ah! I am happy with mine in English. I got a straight A in the opening of term exam.

Terry: I really don't know what to do about Mathematics, may be -----

John: I don't like our Geography and P.E teacher. He thinks that he is the only one who can afford a Prado. My mom told me she will be buying one soon.

Terry: (Trying to bring him back to topic.) Tell me John, how do you revise your Mathematics?

John: Oh! Is that Pet? She promised to bring me a movie. (Calling out) Pet! Pet!
Wait up. (Then runs after her.)

- (i) Identify the shortcomings in John's listening and speaking skills.

(3mks)

MUMIAS EAST

101/1

ENGLISH

Paper 101/1(Functional Skills)

Q 1. Two of your classmates who happen to be your best friends wish to visit your home during the December holidays. Give them detailed and usable directions on how to get to your home from the school. Include a brief description of your home. Email this message to them.

Copy the same to your parents {20mks}

Q 2. Fill in each of the blank spaces below with an appropriate word{10mks}

1 _____ dead, Koffi Annan 2 _____ be remembered by
3 _____ for many years. As a true 4 _____ leader, he
5 _____ very instrumental in the 6 _____ process during 2007 post-
election 7 _____. 8 _____ it not for his relentless 9 _____, our
10 _____ would have plunged into great economic and infrastructural loses.

Q3 a. Study the story below and then answer the questions that follow {9marks}

A mother had two daughters; Simbi Nyaima and Nashikufu –the hunchback. Simbi was very beautiful. She attracted many suitors. This made her extremely arrogant. Nashikufu was ugly but well behaved. One day Simbi said “I cannot get married to a man who shits, and must bring shoes with fur on both sides as dowry”. This amazed all suitors who heard of it.

Unfortunately, an ogre was in a nearby bush and heard Nashikufu’s demands.

In a short while, an ogre, masked as a handsome young man came carrying shoes having fur on both sides. *Ngo...ngo...ngo...ngo*....the ogre knocked. He was welcomed and stayed at Nashikufu’s home for three days, eating but never went for any call. Simbi was convinced this was the right man. As Simbi’s visitor ate, Nashikufu observed that he could swallow food plus the plate and later vomit the plate. After three days he left with his wife to be. Nashikufu tried to follow her but Simbi stopped her saying; “stop following me to my new home and stay here with your hunchback”. Nashikufu turned back quickly, reached the mother and said, “Mother the visitor was not a human being but an ogre”.

Amazed, the mother called Simbi but she was gone not to be found.

QUESTIONS

- a) How would you say the first words spoken by Simbi? 3mks.
b) Explain the effect of any mnemonic device present in this story. 2mks.
c) Imagine you are Nashikufu, how would you present the words she speaks to her mother? 3mks.
d) What can you do to mark the beginning of this story? 1mk.
- 3 b. For each of the following letters, write a word in which the letter is silent but initial. 5mks.

M _____
P _____
K _____
G _____
W _____

- 3 c Against each of the following sentences, indicate whether you would end with a rising or falling intonation. 3mks.

1 Could I come with you, please? _____
2 What a tragic experience that was _____
3 What do you say? _____

- 3 d. You are listening to a speech about how to excel in quality grades by a visiting professor in your school. A few minutes into the speech, you look around and notice some students are yawning, while others are showing signs of definite restlessness.

1 What would be the likely cause of the students’ behavior? 2mks.
2 What would you do to ensure you continue listening effectively without joining them? 3mks.

- 3 e. Fill in the following conversation so that it flows naturally.

- Ethy: Linley, I like to invite you to a volleyball game at Lubinu tomorrow afternoon.
- Linley: ----- 1mk
- Ethy: Oh! Why is it that many girls are not volleyball fans? Anyway even if you don't enjoy the game you may enjoy my company.
- Linley: _____ 1mk
- Ethy: Thank you. That is so nice of you to say. So it is a deal then?
- Linley: _____ 1mk
- Ethy: And what condition is that?
- Linley: _____ 1mk
- Ethy: But I don't like swimming, _____ 1mk
- Linley: ? In that case _____ 1mk
- Ethy: wait, wait. _____ 1mk
- Linley: I don't think you are being selfish, all the same, I accept your apology.
- Ethy: _____ . I agree with your suggestion.
A volleyball game followed by swimming it shall work. 1mk

MESCET (Mumias East Sub-County Evaluation Test)
101/2
English Paper 2
(Comprehension, Literary Appreciation and Grammar)

Question 1 Comprehension. (20mks)

Read the passage below and answer the questions that follow.

Most parents innocently believe that parental guidance with regard to television watching means making sure that your child does not sit too close to the set. They believe that sitting close to the TV can hurt their eyes. Unfortunately the harmful effects of electronic media go much deeper than just the physiological damage of X-rays on the brain and eyes.

This is especially so with children under seven, whose senses are only just beginning to develop. Electronic media has been discovered to hamper young children their capacity to create their own inner pictures-which is the foundation of all creativity.

Imitation is the key at this early age. A child can only learn to be truly human from human beings themselves. Not from electronic gadgets which do not faithfully represent humanness and especially not from television. Studies show consistently how watching TV slants creative play in young children. Nightmares often ensue from the violent scenes watched (even violent cartoons.) Television anaesthetizes our higher brain function and disrupts the balance and interaction between left and right hemisphere.

It **bombards** children with ready made images, so the brain has nothing left to do, possibly leading to reading difficulties from an inability to create mental pictures of letters or words. By watching television, we miss out precious time learning about the world from primary experience. In the first three years of life, we learn to talk, walk and think conversely, TV keeps us sitting, leaves little room for meaningful conversation and seriously impairs our ability to think.

Watching television has been characterized as multi leveled sensory deprivation that may be **stunting** the growth of our children's brains. It really only presents information to two senses, hearing and sight.

In addition, poor quality reproduced sound presented to our hearing and the flashing coloured fluorescent over-stimulated images presented to our eyes cause problems in the development and proper function of these critical sense organs.

Keep the television switched off as much as possible. One author recommended avoiding television as much as possible for the first 2 years of your child's life and then encourage your child to always read the book first before watching the movie. It helps to cover the TV with a cloth or store it away in a closed cabinet or closet. Out of sight really helps the child keep the TV out of mind. Remember that what we do serves as a role model for our children. We can't really ask our children to stop watching TV if we are doing it. That will eventually lead to power struggles.

When the television is on, then try to **neutralize** its damage. Select the programmes carefully and watch TV with your child so that you can talk about what you see. Keep a light on when watching TV since that will minimize the effects of the reduced field of vision and provide a different light source for the eyes. Try to sit at least four feet from the television and eighteen inches from the computer screen. Plan to go outside for a walk after viewing television.

Read a lot of books to your children (especially ones without a lot of pictures) and tell your children lots of stories. Children love to hear stories about our lives when we were little or you can make them up. Bed-time stories and riding in the cars provide good opportunities for telling stories. Telling our children stories help **stimulate** their thinking and creative abilities.

- a) Explain the misconception presented in the first paragraph. (2mks)
- b) It bombards children with ready-made images. (Rewrite beginning with; Children.....) (1mk)
- c) Which critical senses does the TV fail to appeal to? (3mks)
- d) We can't really ask our children to stop watching TV if we are doing it. (Rewrite to begin: If.....) (1mk)
- e) Briefly explain how TV inhibits creative play among children. (2mks)
- f) Make notes on measures that can be undertaken to minimize the harmful effects of the TV. (6mks)
- g) Keep the television switched off as much as possible. (Rewrite to end with "switched off") (1mk)
- h) Explain the meaning of the following words as used in the passage. (4mks)
- bombards
 - stunting
 - neutralize
 - stimulate

Question 2. Read the excerpt below and answer all the questions that follow.

Nora: I don't believe that any longer. I believe that before all else I am a reasonable human being, just as you are-or at all events, that I must try and become one. I know quite well, Torvald, that most people would think you right, and that views of that kind are to be found in books; but I can no longer content myself with what most people say, or with what is found in books. I must think over things for myself and get to understand them.

HELMER: Can you not understand your place in your own home? Have you not a reliable guide in such matters as that?-have you no religion?

Nora: I am afraid, Torvald, I do not exactly know what **religion** is.

HELMER: What are you saying?

Nora: I know nothing but what the **clergyman** said, when I went to be confirmed. He told us that religion was this, and that, and the other. When I am away from all this, and I am alone, I will look into that matter too. I will see if what the clergyman said is true, or at all events if it is true for me.

Helmer: This is unheard of in a girl of your age! But if religion cannot lead you alright, let me try and awaken your **conscience**. I suppose you have some moral sense? Or-answer me-am I to think you have none?

Nora: I assure you, Torvald that is not easy question to answer. I really don't know. The thing **perplexes** me all together. I only know that you and I look at it in a quite a different light. I am learning, too, that the law is quite another thing from what I suppose; but I find it quite impossible to convince myself that the law is right. According to it a woman has no right to spare her old dying father, or save her husband's life. I can't believe that.

Helmer: You talk a child. You don't understand the conditions of the world in which you

live.

Nora: No, I don't. But now I am going to try. I am going to see if I can make out who is right, the world or I.

Questions

1. Place this extract in its immediate context. (4 mks)
2. Discuss any two character traits of Helmer in this extract. (4mks)
3. Give evidence that Nora is an assertive character (2 mks)
4. From elsewhere in the play how is Nora portrayed in a different light? (2mks)
5. I do not exactly know what religion is? (Rewrite adding a question tag) (1mk)
6. In which way does Nora conflict with the law? (2 mks)
7. Discuss one major issue of concern addressed in this context. (3mks)
8. What is the mood in this context? Explain. (3mks)
9. What is the meaning of the following words as used in this excerpt? (4mks)
 - i) Religion
 - ii) Clergyman
 - iii) Conscience
 - iv) Perplexes

Question 3. Read the story below and then answer the questions that follows.

Once upon a time, there was a beautiful maiden. She was so beautiful that whoever saw her had to turn and gaze at her. She had the qualities of beauty of her time; dimples in her cheeks, dark skin on her face, a gap in her upper teeth, large white and black eyes that kept rolling in the sockets and a long creased neck. She was the only daughter of her old parents and used to **work herself to the bone** in order to help them. She would fetch water from the well collect firewood and graze the goats. Whenever she went to the shamba, her mother had to remind her to come back home, for she could easily work the whole day. Accordingly, this girl was given the privilege of selecting her own husband who would not have a bride price to get her. Many men came to court her including the chiefs from various places. She refused all of them, including the chief of her own village, for she was in love with a young man whom she hoped to marry. This young man, Tutu, was a peasant and a native of the girl's village. He was a man of great physical powers, a great warrior yet at the same time kind-hearted. He loved the girl whole heartedly and looked forward to their marriage. One day, a neighbouring village declared an attack on the girl's village. The chief knowing that if Tutu was dead, he would be able to marry the beautiful girl himself, rounded the village warriors up, gave them the news of an imminent battle to take place a short distance away, made Tutu the head warrior. He knew that Tutu would then be subjected to attack and hoped he would be killed. As he said goodbye to the girl, Tutu did all he could to assure her that he would return soon with victory. The girl knew that Tutu was very strong and was likely to come back, but she did not like the idea of being like that. She wept endlessly and could not be consoled even by her old mother who became anxious about her daughter's health and future.

The battle went on for days and the girl remained hopeful though no news came from Tutu. At last she became uneasy. Her instinct warned her against hope as she imagined how Tutu was leading warriors. She longed to go and see him herself but that was beyond her powers. She wanted to send somebody there but she had no one to send. She became even more desperate when more suitors seeing that Tutu was absent- came to court her, bringing her presents which she could not accept. The village chief was confidently among these suitors.

At last the girl could bear it no longer. She had stopped working and eating, her lower eyelid was twitching regularly, as a sign of bad luck. The butterflies used to watch her crying and they pitied her and surrounded her. She told them her troubles and they were sympathetic and asked her if they could do anything to help her, she asked them to fly over to the battle field, only to find

Tutu wounded and lying flat on the ground with a spear in his chest. Tutu had been speared by one of his own warriors who had been ordered to do so by the chief of the village. The battle was still going on. The butterflies were moved with pity and they did not dare to go back and tell the girl about it. So they flew over Tutu's body which was now lifeless, mourning naturally.

Meanwhile, when the girl would not see the butterflies, she became so impatient that she asked the sun to cast his rays and see if Tutu was safe in the battle. The sun squinted and saw Tutu dead on the battle field. The battle was

ended and Tutu's side had the victory. The warriors had captured the wounded. The sun from its stationary throne looked at the girl and his rays became blurred; he was so moved with compassion that he asked the girl if he could help her.

The girl paralyzed with grief begged the sun to lift her and take to Tutu. The sun rays stretched-out, lifted the girl gently and carried her to her lover's body. When she got to the body, she collapsed instantly and for the whole day, she did not regain consciousness. The sun grew uncomfortably. The sun announced the death of the two lovers everywhere. Tutu and the girl were buried in the same grave and warriors, shaking their heads in wonder about such true love said, 'we shall report this at home' as they left for their village. The butterflies remained there. After sometime, the sun smiled at the grave of Tutu and the girl. The seedling was a strange species and it grew into a huge tree which the father sun nursed and tendered. It blossomed in bright red flowers became the home for the loyal butterflies. The tree was named 'ekinyhalisa' or the flame tree in English. It signifies the love of a woman that is violent like a flame and the soft heart of a woman that is easily broken.

Questions

- Classify the above narrative giving illustrations from the story (3mks)
- Identify any one character trait of the girl (2mks)
- Identify an instance of superstition in the story (2mks)
- Explain the moral lesson learnt from the story (2mks)
- Give an economic activity of the community portrayed in the narrative (2mks)
- Identify and illustrate 2 oral narrative devices employed in the poem (4mks)
- Comment on any theme portrayed in this narrative (3mks)
- Explain the meaning of the following words as used in the passage: (2mks)
 - Imminent
 - Worked herself to the bone

Question 4

Rewrite the following sentences according to the instructions given after each do not change the meaning.

(5 mks)

- Kalande's handwriting is better than anyone else's in this sub-county. (rewrite using best instead of better.)
- Without your help, I would be stranded. (Rewrite beginning; But...)
- The firemen took a long time to arrive at the scene of the accident. (Rewrite to remove gender bias)
- "Consider the consequences of your behaviour," the visitors advised. (Rewrite beginning; The visitors advised the students.....)
- Stop there a car coming. (Punctuate correctly)

3. Replace the underlined phrasal verbs with other words that mean the same. (3 mks)

- The children kept breaking in on our conversation.
- The girls take after their mother.
- No teacher can put up with a lazy student.

c) The following sentences have errors. Rewrite them correctly. (4 mks)

- The newly bought dog is playing with its tail.
- The area member of parliament pledged to construct a new dining hall for the school.
- The driver reversed back that car before speeding off.
- It is this kind of repetition that annoys the audience.

d) Underline the main clause in the following sentences. (2 mks)

- If it rains, we shall plant maize.
- He saw the man who abducted the girl.

e) Some countries still have.....(discriminate) rules. (Fill the blank with the correct form of the word given in brackets.) (1 mk)

MUMIAS EAST SUBCOUNTY EVALUATION TEST 2019.**101/3.****ENGLISH.****PAPER 3.****1 IMAGINATIVE COMPOSITION*****Either***

- a) Write a composition to illustrate the proverb:
"As you make your bed, so must you lie on it"

OR

- b) Crime rate has been on the increase in our country. Explain what you think the government should do to curb it. 20MKS.

2 COMPULSORY SET TEXT.***H.R OLE KULET; Blossoms of the Savannah***

The society in Blossoms of the Savannah has some cultural practices which have no place in the present world. Drawing illustrations from the text, justify the above statement. 20mks.

3 OPTIONAL SET TEXT.**ANSWER ONLY ONE QUESTION.**The short story: MEMORIES WE LOST *compiled by Chris Wanjala***How much land does man need?-LEO TOLSTOY**

- a) The story "How much land does man need?" portrays members of the society who have insatiable greed and ambition. How true is this statement basing your illustrations on the short story. 20mks.

THE INHERITENCE-DAVID MULWA

- b) Selfishness is a vice which can only lead to suffering. Argue for this statement using "Inheritance' ***BY David Mulwa.*** 20MKS.

THE PEARL-JOHN STEINBECK

- c) Juan is the voice of reason in the Novel "***The pearl***" by ***John Steinbeck.*** Write an essay in support of the above statement. 20MKS.

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**UASIN GISHU JOINT EXAMINATION FOR SECONDARY SCHOOLS
JULY -2019
ENGLISH PAPER 1**

1. FUNCTIONAL WRITING [20 MARKS]

Imagine that your friend who was on the way visiting you has called to say that he/she is stuck at a bus stop in one of the towns.

Write a telephone conversation that ensued between you and him/her as you offer him /her directions to reach your home . Include the following:

- I. Visitor to board two vehicles and a motor bike.
- II. Walk a distance that has two important landmarks.
- III. Advice on which junction you will be waiting for him/her.

2 . CLOZE TEST [10 MARKS]

An idiom.....a group of in a particular syntactic relationship. It has a special meaning is different the meanings of all or some of the individual words . For example , you cannot guess the meaning of ‘ **out to lunch**’ (talking or behaving in a strange way) from the meaning of the words in the idiom. Idioms are normally used in a veryand limited way. If you want to say that someone is talking or behaving in a strange....., you can say that they are ‘ **out to lunch**’ and not that they have gone out to lunch. If you say for.....that someone is ‘**cold towards you**’ , you are notthe word **cold** in its literal You are speaking a metaphorical way.

3. ORAL SKILLS (30 MARKS)

a) In the following sentences , the speaker made errors . Rewrite the sentences correctly replacing the underlined words and expressions with appropriate ones to communicate the intended meaning.

- i) I am sorry to say , Sir Anthony , that my affluence over my niece is very small.
- ii) An usher will sew you to your sheet.
- iii) You have hissed all my mystery lessons
- iv) He is the very pineapple of eloquence.
- v) She loves to pedal gently round on a well-boiled icicle

b) Supply homophones to the following words (5marks)

- i) Maize
- ii) Symbol
- iii) Wretch
- iv) Fowl
- v) But
- vi) Isle
- vii) Ail
- viii) Beer
- ix) Medal
- x) Prophet

c) Read the poem below then answer the questions that follow.

INFANT SORROW

My mother groaned , my father wept,
Into the dangerous world I leapt;
Helpless , naked , piping , loud ,
Like a friend hid in a cloud,

Struggling in my father’s hands ,
Striving against swaddling –bands ,

Bound and weary I thought best ,
To suck upon my mother's breast.
(William Blake)

- i) Work out the rhyme scheme in this poem. (2marks)
 - ii) Mention two non-verbal cues you would use to enhance a recitation of the poem . State in which lines you would use them. (4marks)
 - iii) What effects does the rhyme pattern in (a) above bring ? (2marks)
- d) Read the song below then answer questions that follow :
- Tausi ndege wangu,
Ndege wangu wa fahari,
Ndege uliotoka mbali,
Sasa natafakari.
- i) Identify elements that qualify this as an oral poem. (2marks)
 - ii) Using illustrations, explain the problems one is likely to encounter when translating this song. (3marks)
- e) Your desk –mate intends to take part in a debate for the first time. Give him / her any five guidelines that he/she should observe before and during the debate. (5marks)
- f) What do the following body movements imply during speech delivery? (2marks)
- i) Pacing up and down
 - ii) Moving close to the audience

**UASIN GISHU JOINT EXAMINATION FOR SECONDARY SCHOOLS
JULY -2019
Paper 2 (COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
ENGLISH
Paper 2**

Comprehension

Question 1

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

Society has failed and parents have not played their role fully in raising their children. This is according to Jeff Ngari, a counseling psychologist and a deacon with the Reformed Catholic Church. Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. He adds that today, children lack the guidance they require when it comes to having independent social interactions.

“The idea is not to block them from forming their own relationships, but to make them understand what it means to be in a relationship, especially with the opposite sex, and how far this relationship should go,” says Jeff. And just like the rest of the society, parents have not been spared by the wave of moral decay and thus, according to Jeff, they have failed as role models for their children. Due to this, many teenagers are picking up social ills from their parents – the very people they are supposed to look up to.

“For instance, a teenager who has seen his or her mother repeatedly sleep out or home in the wee hours of the morning will most likely be excited about staying out late of curiosity,” he says, adding, “this is happening to most of our homes today.”

Jeff says many parents are engaging carelessly in extra-marital relationships that leave very little to the imagination of their children, and this is likely to be seen as a normal thing by children, especially teenagers. As a result, there are many avenues through which teenagers can explore the issue of sex and the greatest worry is that girls need to be rescued. "The boy invariably walks away scot-free as the school, society and church turn their full attention on the girl and judge her," he says that the adding that it is one of the issues that the Reformed Catholic Church is trying to address so that children such as these can be recognized instead of being neglected.

"This is not to say that teenage pregnancy is right, but it is a social ill that must be fought from family level, within the school setting, in the church and the wider society," he says. Most teenage mothers experience rejection and abuse by their families, friends and wider community, including the church. "No wonder these girls abandon their babies either in toilets or litter bins. The effects of rejection can be fatal. Rejection by society is the worst thing anybody can suffer. It kills from within. That is why teenage motherhood is a cry for help and family support is very important, as the result is children giving birth to, and trying to raise babies." Jeff notes that without any know-how, finances or proper structures, teenage mothers face a big challenge. Add to this the stigma that comes with being regarded as immoral. "Yet we know that not all teenage sex is consensual. There are cases of grown men preying on innocent girls."

Abortion, or an attempt to carry it out, complicates an already complicated situation, especially if crude methods are used. Besides, there is a post-abortion self-stigma that does not go away. "In the course of my career, I have met mature women who tell me they had abortions when they were very young and they still feel guilty decades later. Some even go to the extent of saying, "My first-born would be this or that age. It is very painful."

In Kenya, four in every 10 women who die from unsafe abortion are adolescents; 70% of adolescents engage in high-risk unprotected sex. This is according to a research paper presented by Dr. Richard O. Muga of the National Coordinating Agency for Population and Development, Nairobi-Kenya, 2006.

The alarming figures are why Margaret Muyanga, a counseling psychologist, says open communication between teenagers and parents can be very instrumental in curbing any post-pregnancy abortion or even worse, suicidal tendencies.

(Adopted from Daily Nation, Wednesday July 30th, 2008)

Questions

- Explain how parents have contributed to the moral decay of their children. (2mks)
- Give the factors leading to teenage pregnancy according to the passage. (3mks)
- What is the consequence of the rejection and abuse that teenage mothers experience? (2mks)
- Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. **(Rewrite the sentence above in direct speech.)** (1mk)
- In not more than 50 words, summarize the consequences of teenage pregnancy. (4mks)
- What solution does the writer offer to curb teenage pregnancy? (2mks)
- Identify and explain an instance of irony in the passage. (3mks)
- Explain the meaning of the following words as used in the passage: (3mks)
 - Scot-free
 - Stigma
 - Consensual

Question 2

Literary Appreciation

Read the following excerpt from A Doll's House and answer the questions that follow.

(25 marks)

Nora: Call her back, Torvald! There is still time. Oh Torvald, call her back! Do it for my sake – for your own sake – for the children's sake! Do you hear me, Torvald? Call her back! You don't know what that letter can bring upon us.

Helmer: It's too late.

Nora: Yes, it's too late.

Helmer: My dear Nora, I can forgive the anxiety you are in, although really it is an insult to me. It is, indeed. Isn't it an insult to think that I should be afraid of a starving quill-driver's vengeance? But I forgive you nevertheless, because it is such eloquent witness to your great love for me. *(Takes her in his arms.)* And

that is as it should be, my own darling Nora. Come what will, you may be sure I shall have both courage and strength if they be needed. You will see I am enough to take everything upon myself.

Nora: (*in a horror-stricken voice*) What do you mean by that?

Helmer: Everything, I say –

Nora: (*recovering herself*) You will never have to do that.

Helmer: That's right. Well, we will share it, Nora, as man and wife should. That is how it shall be. (*caressing her*) Are you content now? There! There! – Not these frightened dove's eyes! The whole thing is only the wildest fancy! – Now, you must go and play through the Tarantella and practice with tambourine. I shall go into the inner office and shut the door, and I shall hear nothing; you can make as much noise as you please. (*turns back at the door*) and when Rank comes, tell him where he will find. (*nods to her, takes his papers and goes into his room, and shuts the door after him*)

Nora: (*bewildered with anxiety, stands as if rooted to the spot and whispers*) He was capable of doing it. He will do it. He will do it in spite of everything. – No, not that! Never, never! Anything rather than that I – Oh, for some help, some way out of it! (The door-bell rings.) Doctor Rank! Anything rather than that – anything, whatever it is! (*She puts her hands over her face, pulls herself together, goes to her door and opens it. RANK is standing without, hanging up his coat. During the following dialogue it begins to grow dark.*) Good day, Doctor Rank. I knew your ring. But you mustn't go in to Torvald now; I think he is busy with something.

Questions

- | | |
|--|--------|
| a) Briefly explain what happens before the events in this excerpt. | (3mks) |
| b) Why is Nora anxious about the letter? | (3mks) |
| c) What does Helmer attribute Nora's anxiety to? | (3mks) |
| d) Explain the reaction of Krogstad when he receives the letter. | (3mks) |
| e) Describe the character traits of Helmer. | (4mks) |
| f) Identify and explain the mood of this excerpt? | (3mks) |
| g) Why do you think she lies to Doctor Rank that he cannot see Helmer? | (1mk) |
| h) How does Doctor Rank further complicate Nora's life after this excerpt? | (2mks) |
| i) Give the meaning of the following expressions as used in the excerpt | (2mks) |
| i) Quill-driver | |
| ii) Bewildered | |

Question 3

Read the following oral poem and answer the questions that follow.(20 MARKS)

Weakened and weeping, i remain among the ruins.
 Weakened and weeping, I remain amid trackless plains
 Tell me, what is this place where I remain?
 By my father's name, with whom do I remain?
 They dwindle, the, people, the unworthy ones stay on
 They dwindle, the people, with whom do we remain?
 Weakened and weeping, I remain among the ruins
 When the sun has sunk under the earth
 I go to the door,
 I go stealthily and on tiptoe:
 Imagine he is coming
 Imagine he comes carefree from the hunt
 They die, do the people, with whom do we remain?
 They die, do the people, we remain among the ruins.
 They die, do the people, we remain amid trackless plains.

Questions

- | | |
|---|--------|
| a) Categorise the above song. | (2mks) |
| b) Describe the tone of this song. | (2mks) |
| c) What is the effect of using rhetorical questions? | (2mks) |
| d) Identify two features of songs used in this poem. | (4mks) |
| e) How do the people suffer and what has caused this suffering? | (4mks) |
| f) Give evidence from the song to show the singer is anxious. | (2mks) |

- g) What is implied when the singer says: 'Trackless plains?' (2mks)
- h) Give the meaning of the following expressions as used in this song: (2mks)
- i) Dwindle
 - ii) The sun has sunk under the earth

Question 4**Grammar**

- a) **Rewrite each of the following sentences according to the instructions given in brackets. (3mks)**
- i) Ndeti did not attend the meeting. He did not send in an apology. (**Join the sentences using 'neither'**)
 - ii) The visit to London was wonderful but we still wanted to go back home. (**Begin: Wonderful**)
 - iii) The suspect pleaded with the police officer for hours. The police officer insisted he was guilty. (**Combine the two sentences using 'however'**)
- b) **Use the correct form of the verb in brackets to complete each of the following sentences. (4mks)**
- i) It has been long since I (grind) millet.
 - ii) They claim to have (pay) the shopkeeper.
 - iii) The youth (creep) quietly into the house.
 - iv) They had (swim) for hours in the sea before they were rescued.
- c) **Replace each of the following underlined adverb phrases with an adverb of the same meaning. (3mks)**
- i) It was just on this spot that he died.
 - ii) I thank you with all my heart.
 - iii) The wind blew with great violence.
- d) **Give the two possible meanings of the following sentence. (2mks)**
Driving alone is dangerous.
- e) **Fill in the blanks with the correct form of the words in brackets. (3mks)**
- i) The (grand) of their house awed the visitors.
 - ii) To prevent the (seep) of sewer water into the river, the drainage had to be repaired.
 - iii) The judge asked if there was any (prove) that Christopher had committed the offence.

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TRIAL 1
101/1
ENGLISH
PAPER 1

1. FUNCTIONAL WRITING (20MKS)

Due to rampant hopping of students from one club to another especially in the event of club trips, write an internal memo as the captain in charge of clubs and societies asking club chairpersons to warn their member over the same and to ensure the following:

- (i) That they keep a register of all the members of their clubs.
- (ii) That they issue club identity cards to their members.
- (iii) That they have specific venues for the meetings of their clubs. (20 marks)

2. CLOZE TEST (10 MARKS)

Mark was (1) kind of person (2) would see walking and dreading alone. He values his (3) company. The other boys would (4) him (5) he would tell them, "the real brave (6) is the one who walks away from a bad situation." For this some boys thought him a (7), but Mark did not care. He had faith in (8) and (9) what he wanted in life. He went for it with (10)

3. ORAL SKILLS (30 MARKS)

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

The life-giving Dove

A long time ago there was a man and his wife. They had a girl. The girl fell sick many times. She dies. When she died, she was thrown away and a dove came and put her together again. The dove took the girl to a cave where she lived. But after a short while the girl said that she wanted to go back to her mother. The dove told the girl that she must stay in the cave, but the girl went. Now when she went home, she fell sick again. She died and she was thrown away again. The dove came, put her together and took her away. But the girl went home again intending never to return to the cave. Now when the dove came to fetch her, he stood outside and sang;

Uu ai uuui! give me my ornament give me back

Then I can go back home where the rain comes down

With ta, ta, ta

The parents closed the door but they forgot to close the window and so the dove slipped in through the window straight where the girl was sleeping. She took away what she had given to the girl and the girl was all again. These bones were thrown away and as usual the dove found them and put them together. She took to a very far place and they lived there forever.

Questions

- i) What **two** nonverbal skills would you use in narrating the story? Show where you would use each of them. (2 marks)
- ii) What two things would indicate to you that the audience is following the story? (2 marks)
- iii) What is the effect of repetition in the first paragraph? (2 marks)
- iv) What is particularly striking about the line "With ta, ta,ta". (1 mark)

(b) Where there is a will there is a way.

- i) Classify the above gear. (1 mark)
- ii) Identify one instance of alliteration from the genre above. (1 mark)
- iii) Give two examples of assonance from the above genre. (2 marks)

(c) Replace the underlined words with another one that is pronounced the same way.

- i) I haven't seen the sun today.
- ii) Where exactly is the boarder?
- iii) I do not want another role.
- iv) What are you saying?

(d) **The underlined indicates the stressed word in the sentences below. Briefly explain what each sentence means.**

- i) Rehema saw Fadhili yesterday.
 - ii) Rehema saw Fadhili yesterday.
 - iii) Rehema saw Fadhili yesterday.
 - iv) Rehema saw Fadhili yesterday.
- (e) You have been asked by the guidance and counseling master to prepare an oral presentation on the 'Importance of Good Hygiene'. How would you prepare for it? (4 marks)
- (f) Why is it important to look directly at people when you are making an oral presentation? (2 marks)

(g) **Read the following dialogue and answer the questions that follow**

(Sharlyn is walking in the market looking for quality rice from the sellers)

Seller: (Looking up smiling). Welcome madam. This is pure pishori rice. A kilo goes for only a hundred and fifty shillings. This is the best offer you can get in this market today.

Sharlyn: (Showing interest as she samples the rice). It might be pishori rice but the price is very high. What about a hundred shillings.

Seller: Customer, just look at the grains, they are a proof of well dried rice before milling. For ten kilos, I can reduce the price to a hundred and forty shillings.

Sharlyn: Well, times are hard. Why don't we talk of a hundred and twenty shillings for the ten kilos.

Seller: (Smiling while packing) You are so good at bargaining. It's a deal.

Sharlyn: (smiling back at her as she hands over the money). Thank you. I will see you next time.

- (i) How do both seller and Sharlyn contribute to the success of the negotiation? (5 marks)

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ENGLISH

PAPER 2

(Comprehension, Literary, Appreciation and Grammar)

1. Comprehension

(20 marks)

Social networking websites are causing alarming changes in the brains of young users, an eminent scientist has warned. Sites such as Facebook, Twitter and Bebo are said to shorten attention spans, encourage instant gratification and make young people more self-centred. The claims from neuroscientist Susan Greenfield will make disturbing reading for the millions whose social lives depend on logging on to their favourite websites each day.

But they will *strike a chord* with parents and teachers who complain that many youngsters lack the ability to communicate or concentrate away from their screens. More than 150 million use Facebook to keep in touch with friends, share photographs and videos and post regular updates of their movements and thoughts. A further six million have signed up to Twitter, the 'micro-blogging' service that lets users circulate text messages about themselves.

But while the sites are popular – and extremely profitable – a growing number of psychologists and neuroscientists believe they may be doing more harm than good. Baroness Greenfield, an Oxford University neuroscientist and director of the Royal Institution, believes repeated exposure could effectively *rewire* the brain.

Computer games and fast-paced TV shows were also a factor, she said. 'We know how small babies need constant reassurance that they exist,' she told the Mail. 'My fear is that these technologies are infantilising the brain into the state of small children who are attracted by buzzing noises and bright lights, and who live for the moment.'

Her comments echoed those she made during a House of Lords debate. Then she argued that exposure to computer games, instant messaging, chat rooms and social networking sites could leave a generation with poor attention spans.

'I often wonder whether real conversation in real time may eventually give way to these sanitised and easier screen dialogues, in much the same way as killing, skinning and butchering an animal to eat has been replaced by the convenience of packages of meat on the supermarket shelf.'

Lady Greenfield told the Lords a teacher of 30 years had told her she had noticed a sharp decline in the ability of her pupils to understand others. 'It is hard to see how living this way on a daily basis will not result in brains, or rather minds, different from those of previous generations.' Psychologists have also argued that digital technology is changing the way we think. They point out that students no longer need to plan essays before starting to write – thanks to word processors they can edit as they go along. Satellite navigation systems have negated the need to decipher maps. A study by the Broadcaster Audience Research Board found teenagers now spend seven-and-a-half hours a day in front of a screen.

Educational psychologist Jane Healy believes children should be kept away from computer games until they are seven. Most games only trigger the 'flight or fight' region of the brain, rather than the vital areas responsible for reasoning.

Sue Palmer, author of *Toxic Childhood*, said: 'We are seeing children's brain development damaged because they don't engage in the activity they have engaged in for millennia. 'I'm not against technology and computers. But before they start social networking, they need to learn to make real relationships with people.'

Questions:

- i) Why does the writer say that the claims from neuroscientist Susan Greenfield will make disturbing reading? (2 marks)
- ii) How, according to the passage, does digital technology contribute to reduced mental activity? (2 marks)
- iii) Make notes on the effects of social network sites on its users. (4 marks)
- iv) Psychologists have also argued that digital technology is changing the way we think. (Begin: *The way we think...*) (1 mark)
- v) Identify and explain an instance of figure of speech in the passage. (3 marks)
- vi) Mention two measures suggested in the passage to mitigate against the deleterious effects of modern technology. (2 marks)
- vii) What is the writer's ultimate aim in this article? (1 mark)
- viii) Identify and explain an instance of irony in the passage. (3 marks)
- ix) Explain the meanings of the following expressions as used in the passage: (2 marks)
 - (a) Strike a chord
 - (b) Rewire

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

Nora: It's a shame to say that. I do really save all I can.

Helmer: (laughing) That's very true, - all you can. But you can't save anything!

Nora: (smiling quietly and happily) You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

Helmer: You are an odd little soul. Very like your father. You always find some new way of **wheedling money out of me**, and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

Nora: Ah, I wish I had inherited many of papa's qualities.

Helmer: And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

Nora: do I?

Helmer: You do, really. Look straight at me.

Nora: (looks at him) well?

Helmer: (wagging his finger at her) Hasn't Miss Sweet Tooth been breaking rules in town today?

Nora: No; what makes you think that?

Helmer: Hasn't she paid a visit to the confectioner's?

Nora: No, I assure you, Torvald-

Helmer: Not been nibbling sweets?

Nora: No, certainly not.

Helmer: Not even take a bite at a macaroon or two?

Nora: (going to the table on the right) I shouldn't think of going against your wishes.

Helmer: No, I am sure of that: besides, you gave me your word- (Going up to her) Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.

Nora: Did you remember to invite Doctor Rank?

Helmer: No. But there is no need; as a matter of course, he will come to dinner with us. However, I will ask him when he comes this morning. I have ordered some good wine. Nora, you can't think how I am looking forward to this evening.

Nora: So am I! And how the children will enjoy themselves, Torvald!

Helmer: It is splendid to feel that one has a perfectly a safe appointment, and a big enough income. It is delightful to think of, isn't it?

Nora: It's wonderful!

QUESTIONS

1. What leads to the events in this excerpt? (2 marks)
2. Explain the dramatic irony in this extract (2marks)
3. Apart from irony, identify and illustrate two other styles used in this excerpt (2 marks)
4. Who is Dr.Rank? What role does he play in the text? Use your knowledge from elsewhere in the text.(2marks)
5. What issues of concern emerge in this extract? Illustrate your answer (4 marks)
6. How has the writer achieved foregrounding in this extract? (2marks)
7. What do we learn about the character of Nora in this extract. (4 marks)
8. Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald (2 marks)
9. What happens immediately after this excerpt? (2marks)
10. Explain the meaning of the following expressions as used in the extract? (3 marks)
 - i) Wheedling money out of me
 - ii) appointment
 - iii) you gave me your word

ORAL LITERATURE

Read the following narrative and answer questions that follow.

(20 marks)

Long ago the hen and the vulture used to live on excellent terms, helping each other at times when they needed hand to procure their domestic necessities.

One day the hen thought of borrowing a razor from the vulture to shave the little ones. The shaving was already much overdue but it couldn't be helped because she had no razor and depended on the kindness of her neighbours. So when the hen went to the vulture and said, "Dear Vulture, I would like to borrow your razor; mine got lost months ago. My little ones are looking very ugly, and also very untidy with their unkempt hair overgrown."

The vulture listened to the hen with great concern and, after a short silence, said, "Hen, I cannot refuse you this favour. Tomorrow perhaps I might need your help too, and we must help each other. However, you must remember one thing. You know what the razor means to me. I have no other income except the rent of that razor; so that razor is my field, whence I get my daily food. I do not intend to ask any fee as I do with others; but please be careful to return to me as soon as you have finished your shaving."

"Thank you, brother vulture, I quite understand what you say, and I am very grateful. I'll bring it back very soon."

The hen was very glad of the favour, and as soon as she arrived home, made arrangements to be shaved by another woman. The following morning she also shaved the little ones, so that the whole family was now shining like the moon. Then, instead of immediately returning the razor to the owner, she put it in a leather purse that was hanging in a corner of the hut.

The days passed, and passed like the water under the bridge, but the hen never thought again of returning the razor to the vulture. She forgot about it completely. The vulture grew impatient, and deeply resented in his heart the unkindness, nay the ingratitude of the hen. Pressed by necessity, he decided to go personal to the hen and demand his razor.

“Oh, dear Vulture, forgive me, am so sorry for my negligence. I really intended to return your razor very soon, but I put in my leather purse, and forget it completely. Let me go and get it; You will have it in half a minute.” “Yes I know you are a forgetful creature, but look at the damage you have caused me. You have deprived me of my sustenance for many days. Mind you, if you have lost it, you will pay for and very dearly, said the vulture.” The hen rushed into the hut to fetch the razor. She plunged her hand into the lather purse, but alas! It was empty; there was no razor in it. Hen was very shocked at the unpleasant discovery. She looked under the children’s bed, near the firestones, in the store, but there was no sign of it. Tired and defeated, she came out and, imploring, said, “O dear friend and master, I can’t find it. Have mercy on me! I will search better; I am ready to demolish my hut altogether, and search diligently until I find it and return it to you.” “I told you to be very careful, and I repeat it: I want my razor back! But mind, I want the very one I gave you, and no substitute.”

The poor hen spend all day searching, but nothing came to light. She demolished her hut, and started searching in the roof-grass, among the rubble pit, but nothing was found.

The following day the vulture came to see the results of the searching. He found the hen still scratching the ground around among a heap of dry grass and ox dung, but no razor was yet discovered.

“I am very sorry, dear Hen,” said the vulture, “but now I cannot wait any longer without compensation for my razor. For today you must give me a chick. Tomorrow I will return and see what has happened in the meantime.”

So the vulture flew away with a chick gripped within his talons under his breast. The following day he returned to the hen. She was still scratching the ground, but she could not see any razor. Another chick went with the vulture. And the same happened in the following days until today. That is the reason the hen is always scratching the ground, and the vulture is swooping on chicks even in our days. The hen is still scratching for the razor, and the vulture is compensating himself for his loss.

Questions

- What type of narrative is this? Give a reason for your answer. (2mks)
- Identify three features of oral narratives present in this narrative and give their significance. (6mks)
- Describe the character of the following (4mks)
 - Hen
 - Vulture
- State ONE economic activities of the community from which the narrative is collected. (2mks)
- “If you have lost it, you will pay for it and very dearly,” said the vulture (Change this into reported speech. (1mk)
- State the mood that is achieved in paragraph 8 as the hen searches for the razor. (1mk)
- What is the moral lesson of this narrative? (2mks)
- Name one problem you are likely to encounter this oral narrative in your field work and say how you would overcome it. (2mks)

GRAMMAR

- Rewrite the following sentences according to the instructions give. (3mks)**
 - After Julia finished her work, the teacher allowed her to go out and play. (Begin: Having...)
 - Jimmy made his speech so persuasively that the audience listened to him. (Begin: So...)
 - If we start saving early in life we shall have little regret in old age. (Begin: The earlier.....)
- Fill in the blanks with the correct form of the word in brackets. (3mks)
 - I (bid) them goodbye last evening
 - The(certain) of the petition outcome has made him very nervous. Majority of the male candidates won the (governor) seat in the just concluded election.
- Fill in the blanks with the appropriate complex preposition. (3mks)**
 - He stood the class and confessed his guilt.

- ii) Whether he is guilty or not, a suspect must be treated the law.
 iii) He has a lot to say his new job.

d) Rewrite the sentences below by replacing the underlined words with the correct phrasal verbs formed from the words in brackets. (4mks)

- i) I met my friend accidentally in town (run)
 ii) The city council askaris demolished kiosks in the city (bring)
 iii) John visited us on his way home(call)
 iv) Simon was shocked by the news of the closure of Nakumatt supermarket (take)

e) Arrange the adjectives in the following sentences in the correct order. (2mks)

- i) After the rains there were many (greenish, big, ugly) flies.
 ii) They bought the (tasty, Kenyan, curved, yellow) bananas.

TRIAL 1

101/3

ENGLISH

PAPER 3

(Creative Writing and Essay based on Set Texts)

1. (a) Write a composition agreeing or disagreeing with the statement... “Enhancing security is the responsibility of every citizen, not just the government.” (20 mks)
 (b) Write a story starting with “As a rule I do not like suffering for no purpose...” (20 mks)

2. The Compulsory Set Text: Blossom of the Savannah, Henry Ole Kulet

“Resian has been wronged more by her father than the Nasilian society.” Write an essay in agreement with this statement basing your illustrations from the text Blossoms of the Savannah by Henry Ole Kulet. (20 marks)

3. Optional Text: The Pearl : John Steinbeck

“The discovery of the pearl exposes the worst out of people.” Write an essay in support of this statement basing your arguments on ‘The Pearl’ by John Steinbeck. (20 marks)