

- c) Underline the silent letter(s) in the following words (3 mks)
- Restaurant
 - Fracas
 - Secretary
- d) Pick the odd one out according to the pronunciation (3 mks)
- Enough Bough Dough Though
 - Aunt August Author
 - April Ape Apart
- e) Underline the correct syllable to be stressed in the word written in italics (2 mks)
- What is the address of your school?
 - We are meeting again tomorrow to try and progress the matter.
- f) A teacher of English was in class during a lesson. He realized that the students had poor reading habits. Mention three of these habits he might have observed (3 mks)
- g) You have had a successful group discussion on 'A Doll's House' by Henrik Ibsen. Mention three factors that made the group discussion effective. (3 mks)
- h) Study the following situations and write down what you would say in each case (4 mks)
- When walking along a corridor, you accidentally bump into somebody out of your own clumsiness
 - You are engaging in a conversation and you catch yourself interrupting the other person.

CEKENA

101/2

ENGLISH**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR****PAPER 2****1. COMPREHENSION (20 marks)****Read the comprehension below and answer the questions that follow:**

Labour migration is a global phenomenon. Many states are now countries of origin, transit and destination for migrant workers. It's for this reason that the UN's sustainable development goals (SDG) target 8.8 calls on member countries to "protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment". At least 80 per cent of labour migration in Africa is intra-regional, contrary to the popular belief that African workers mostly migrate to the Middle East and Gulf Cooperation Council (GCC), Europe and America.

Labour migration in Africa is mainly driven by economic reasons as workers seek better jobs and wages and it has a great impact on the social and economic well-being of countries of origin. In destination countries, migrant workers help meet the demand for skills, contribute to the growth of sectors such as agriculture, mining, construction and services and promote entrepreneurship. Countries of origin benefit from remittance flow, transfer of skills and technology.

When properly managed, labour migration has far-reaching potential for the migrants and their communities in the countries of origin and destination. However, despite the efforts made to ensure the protection of migrant workers, many remain vulnerable and are exposed to significant risks such as human trafficking. Therefore, there are ongoing efforts at a continental, regional and national level to protect migrant workers.

At a continental level, the International Labour Organisation (ILO) worked closely with the African Union Commission (AUC), the United Nations Economic Commission for Africa (UNECA), and the International Organisation for Migration (IOM) to develop a Joint Labour Migration Programme (JLMP) for Africa that was adopted in January 2015.

JLMP focuses on facilitating the free movement of workers as a crucial means of advancing regional integration and development in Africa. At a regional level, the Intergovernmental Authority on Development (IGAD) has a draft Protocol on Free Movement of Persons which provides a clear regulatory framework for free movement of workers. In East Africa, labour migration has been harmonized through the Protocol for the Establishment of the East African Community Common Market. Article 11 of the Protocol is intended to actualize free movement of labour within partner states undertaking to mutually recognize the academic and professional qualifications, experience obtained, requirements met, licenses or certifications granted in other partner states.

Partner states have also committed to harmonise their educational curricula, examinations, standards, certification and accreditation of education and training institutions. On the other hand, Article 12 provides that, partner states will harmonise labour policies, laws, and national laws and programmes to enable free movement of labour within the Community. In addition, national social security policies, laws and systems of partner states are expected to be reviewed and harmonized.

Questions:

1. What does the UN call on country members to do? (3 mks)
2. What is untrue about labour migration in Africa? (1 mk)
3. In note form, highlight the benefits of labour migration. (5 mks)
4. Mention two risks that migrant workers face. (2 mks)
5. Which efforts are made to protect migrant workers (4 mks)
6. Identify the tone of the writer. (2 mk)
7. Explain the meaning of the following as used in the passage. (3 mks)
 - (i) Phenomenon _____
 - (ii) Precarious _____
 - (iii) Vulnerable _____

2. **ORAL LITERATURE (25 MARKS)**
BLOSSOMS OF SAVANNA

Read the excerpt below and answer the questions that follow

Regrettably, Oloisudori had got his way, even if partially. Ole Kaelo's shut eyes rolled in their sockets as he painfully bit his lips that were caught between his tightly clenched teeth. Since the time he heard them, Oloisudori demands had not ceased to anger him. Even then, as he lay on his bed, he was still seething with impotent fury. When he first heard Oloisudori say that his daughter Resian had interested him, he did not understand what he had meant. But when he said he had a friend who he thought would be interested in Taiyo, and he therefore intended to take them both, he was shocked.

He had then given thought to the girls. As a father, it was his responsibility to bring them up, care for them, educate them and guarantee their safety at all times. He could see them in his mind as they played around when they were helpless babies; skipping up and down as toddlers and thereafter as they walked around proudly and carefree as grown-up happy daughters that they were.

It excruciatingly pained him to think that circumstances would force him to hand any of them to a man who was not, their choice. He thought of Taiyo, his favourite daughter and the apple of his eye. How terrible it would be, he thought sorrowfully, to see her cry forlornly, while questioning the sincerity of his love for her, and asking him the reason for his betrayal. Even Resian, with her sullenness and gracelessness that he disliked, he had found out surprisingly that he had a soft spot for her. He cried and his heart bled for her, when after an intense hardtackling haggles amid Oloisudori's threats of fleeing him and ensuring that he did not have a penny in his name, they had eventually agreed that she was to be the sacrificial lamb.

Questions

1. Show how Oloisudori has partially found his way (3 mks)
2. Identify and illustrate one thematic concern evident in the excerpt? (2 mks)
3. How does Ole Kaelo come out in this excerpt (2 mks)
4. From elsewhere in the text, show how Ole Kaelo stands to gain after Resian is given up as a sacrificial lamb (3 mks)
5. Briefly describe the atmosphere in this excerpt (2 mks)
6. What parental role has Ole Kaelo failed to live upto in this excerpt (2 mks)
7. What stylistic device is present in the passage above? (2 mks)
8. Using clear evidence, later in the text, give two episodes when Oloisudori is determined to get Resian but loses desparately. (4 mks)
9. What Maa cultural value does Ole Kaelo break as seen in the passage. Give evidence (2 mks)
10. Give the meaning of the following words and phrases as used in the passage. (3 mks)
 - a) Forlornly
 - ii) Clenched
 - iii) Apple of his eye

3. LITERARY APPRECIATION (20 MARKS)

Read the poem below and answer the questions that follow.

LOVE IS NOT ALL: IT IS NOT MEAT NOR DRINK

Love is not all:- It is not meat nor drink
 Nor slumber nor a roof against the rain
 Nor yet a floating spar to men that sink
 And rise and sink and rise and sink again
 Love cannot fill the thickened living with breadth, nor set the fractured bone.

Yet many a man is making friends with death
 Even as I speak, for lack of love alone
 It well may be that in difficult hour
 Pinned down by pain and moaning for release
 Or nagged by want past resolution's power
 Or trade the memory of this night for food.
 It maybe – I do not think would

Questions

- (1) What evidence does the persona give to show that love is not everything. (6 mks)
- (2) Explain what love can do from the persona's perspective (3 mks)
- (3) Briefly identify and explain the persona's attitude of love that is reflected in the poem (4 mks)
- (4) Identify the use of personification and its effect in the poem (3 mks)
- (5) What is the theme of the poem (2 mks)
- (6) Explain the meaning of the following lines (2 mks)
 Yet many a man is making friends with death
 Even as I speak, for lack of love alone.

4. GRAMMAR (15 MARKS)

- (a) Change the following sentences into interrogatives using a relative pronoun (2 mks)
 - i) These book belong to someone
 - ii) Students are making noise
- (b) Replace the underlined phrasal verbs with one word with the same maening (3 mks)
 - 1) The plane touched down at 8.00 O'clock
 - 2) John must have made up the story
 - 3) The father promised to Standby his errant son.
- (c) Re-write the following sentences according to the instructions given. Do not change the meaning (3 mks)
 - (i) She left the village crying with regret and shame.
 (Begin . Crying _____)
 - (ii) Had they not helped him, there would have been many problems in the family.
 (Begin. But _____)
 - (iii) Though Muthaga is rich, he does not spend enough money on food.
 (Begin: Rich _____)
- (d) Complete the following sentences with the correct form of the words in bracket's (3 mks)
 - (i) The gas was stored in a _____ container (pressure)
 - (ii) Marriage _____ is just but a dream. (blissful)
 - (iii) The _____ of the shamba has been stopped. (sell)
- (e) Supply the statements below with appropriate question tags (2 mks)
 - (i) Let him come in.
 - (ii) The look on Kaelo's face immobilized her.
- (f) Give the difference in meaning (2 mks)

- a) The young man who is in a black suit is my son
- b) The young man, who is in a black suit, is my son.

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

Q1. Imaginative composition (20 mks)

Either

- a) Write a composition ending with the sentence.
..... This event marked a turning point in my life. (20mks)
Or
- b) Write a composition to illustrate the saying.
A bird in hand is worth two in the bush. (20mks)

Q2. COMPULSORY TEXT „A Doll’s House“ (20 mks)

Parenting is a serious issue of concern in the modern society. Validate this statement drawing illustrations from Henrik Ibsen’s play A Doll’s House.

Q3. THE OPTIONAL SET TEXTS (20 mks)

Answer any one of the following three questions

Either:

- (a) **The short story: Memories we lost and other stories**
Drawing examples from Lidudumalingani Mqomboti’s *Memories We Lost*. Write an essay to justify the declaration that “The chronic ailment of any family draws extreme agony on the victim and others around them”
Or
- (b) **The play Inheritance by David Mulwa**
Write an essay showing how “Bad leadership is dehumanizing.” Draw your illustrations from David Mulwa’s *Inheritance*.
Or
- (c) **The novel: The pearl by John Steinbeck**
Kino’s obsession leads to his downfall.” Write an essay with close reference to The pearl. By John Steinbeck.

KIRINYAGA WEST
101/1
ENGLISH
PAPER 1 (Functional skills)
DECEMBER 2020

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

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

- (a) Write a reminder that the principal might have written to you. (12 marks)
 (b) Prepare a diary for the three days. (8 marks)

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

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

With learners at home due the Covid - 19 (1) _____, most are (2) _____ risk of being exposed (3) _____ drugs and substance abuse, outdated practices and bad company

(4) _____ could cut short their education and ruin their future.

(5) _____ parents and guardian are hardly spending enough time with their (6) _____ as they have to work extra hard to provide for their families and at least pay rent, among the other expenses.

The most (7) _____ are girls, who are at risk of being exposed to Female Genital Mutilation (FGM) and (8) _____ marriages in many parts of the country, which could cut short their education.

Unlike in the period before the (9) _____ struck, when the girls used to be supplied with sanitary towels, staying at home for close to a year with no regular supplies has made (10) _____ vulnerable.

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

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

There was a great famine in the land where Obunde and his wife, Oswera, lived with their nine children. The only creatures who had some food were the ogres and before they would part with their food, they demanded a lot of things.

One day, Oswera went to one ogre's home and asked him for some food, for by then her children were almost dying of hunger.

—I have no more food except sweet potatoes, the ogre told her.

—I shall be happy to have the potatoes. We have nothing not a grain of food at my house and the children are starving. Please let me have some and I shall repay you after the harvest.”

—No, if you want food you must exchange with something right now. Will you give me one of your children in exchange for my potatoes? Oswera hesitated, her children were dear to her, but then they would die without food.

—Yes, I shall let you have one of them for this meal, if only you could let us have some potatoes,” Oswera answered. Then she took a big basket full of potatoes and told the ogre the exact time he could go to her home to collect one of her children for a meal.

Oswera thought hard and she decided she should not give a single one of her children to the ogre for a meal. She therefore cut young bananas stalks and cooked them nicely.

When the ogre came, she gave them to him and the beast greedily went away satisfied, Soon the potatoes were finished and she had to go to the ogre again.

Oswera and Obunde, her husband kept on cooking banana stalks for the ogre each time he came for one of their children, until one day, she had no more banana stalks to cook for the animal.

—You have now eaten all my children, yet we still need the potatoes. What shall we give you now?” Oswera asked in despair.

—Then I shall come for you and your husband,” the ogre replied angrily as he helped Oswera to load her basket on her head.

—Yes come tomorrow at the usual time in the afternoon and get me.. I shall have cooked myself for you,” Oswera said calmly.

The following day the ogre went promptly as Oswera had told him and he found the home almost deserted. He looked everywhere but a part from Obunde there was no trace of anybody. Then he looked at the usual place and found a huge bowl of a big meal Oswera had cooked for him. The ogre did not realize they had prepared a dog instead of Oswera. When he had eaten the ogre told Obunde he would come for him the following day. Obunde got very worried and the night he could not sleep. The following day he started crying.

–Ah Oswera my wife, how did you cook yourself and how shall I cook myself for the ogre.” He sat down in the dust of his compound and wept. Oswera became very annoyed with her husband.

You, you stupid, foolish man! Why sit and cry there all day long? How do you think I cooked myself? Take one of the dogs and quickly prepare it for the ogre!”

Very quickly Obunde got up, caught, killed and prepared a dog for the ogre. Then he joined his wife and children in a huge hollow part of a tree in his compound where they had hidden. That day the ogre knew he was going to have his last meal of juicy human flesh. Being a generous and unselfish ogre, he brought many of his fellow ogres. They were going to have a feast.

Suddenly as they were eating, they heard a man singing very happily. No they could not believe it! It was Obunde singing! And he was boasting of how he had cheated the ogre.

The greedy ogre ate banana stalks
 Not my family;
 The greedy ogre ate a dog
 Not Obunde Magoro!
 The greedy ogre ate banana stalks
 Not my family;
 Now come and get Obunde,
 His children and wife.

Obunde sang the words and the ogres got very angry. The first ogre rushed into the hollow of the tree, but Oswera had heated a long piece of iron until it was white. She pushed the iron into the ogre’s mouth. The beast fell down dead. The next one rushed into the hollow and Oswera killed him in the same way. In this way she killed all the ogres and saved her husband and all their children.

My story ends there.

Questions.

- i) Identify **three** features that show that this story is an oral narrative. (3 marks)
- ii) Give **two** ways you would use to capture the audience attention before narrating the story. (2 marks)
- iii) How would you say the words of the ogre, –I have more food except sweet potatoes”? (2 marks)
- iv) As a narrator, what would indicate to you that your audience is not attentive? (3 marks)

(b) **From the list below, classify words according to the sound of the underlined letters. An example of each sound has been given.** (4 marks)

(Branch, Chauvinism, Champagne, Cholera, Cholesterol, Machete, Chaos)

(s)	/tf/	/k/
machine	chips	charisma

(c) You have just been invited for an interview to work as an accountant in a certain company. What would you require to do before and during an interview to ensure you succeed? (4 marks)

(d) **In the words below, underline the part that should be stressed.** (5 marks)

- i) Chal.lenge
- ii) Pro.se.cute
- iii) A.larm
- iv) A.gree.ment
- v) Ap.proach

(e) One evening you find yourself at the police cell for being out after the curfew hours and worse, you had no mask. Below is a conversation between you and the police officer at the station. Fill in the gaps.

You: _____ (2 marks)

Police officer: Silence! Give me your full name, age and your residence first.

You: _____ (2 marks)

Police officer: Can you explain why you are roaming the streets after the curfew hours and why you have no mask.

You: _____ (2 marks)

Police officer: I am sorry for your dad. I will send my officers to investigate about that accident. Get out and ensure you go straight to your home.

You: _____ (1 mark)

KIRINYAGA WEST

101/3

ENGLISH

PAPER 3

(Creative Writing and Essays Based on the Set Texts)

DECEMBER 2020

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

EITHER

- (a) Write a composition illustrating the saying, –As you sow so you shall reap.”

OR

- (b) Write a composition ending with the following words.

..... as prison warders led me out of the court, I curse myself silently.

2. **The compulsory set text.**

A Doll’s House: by Henrik Ibsen.

Marriage should be built on honesty, understanding and mutual respect. Validate this statement with close reference to Helmer and Nora’s marriage in Henrik’s A Doll’s House. (20 marks)

3. **The optional texts. (20 marks)**

Answer any one of the following questions.

EITHER

- (a) **The short story: Memories we lost and other stories by Chris Wanjala.**

Drawing illustrations from the short story Hitting Budapest by No violet Bulawayo, write an essay on the devastating effects of poverty. (20 marks)

OR

- (b) **Drama.**

Inheritance by David Mulwa.

Bad leadership can lead to suffering of citizens of the country. Basing your arguments on inheritance by David Mulwa write an essay to support his statement. (20 marks)

OR

- (c) **The novel:**

The Pearl by John Steinbeck.

Human beings are naturally opportunistic. Justify this statement with reference to the Pearl by John Steinbeck. (20 marks)

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KIRINYAGA WEST**101/2****ENGLISH****PAPER 2 (Comprehension, Literary Appreciation and Grammar)****DECEMBER 2020****TIME: 2½ HOURS****1. COMPREHENSION.****Read the passage below and answer the questions that follow.** (20 marks)

When schools welcomed Grade Four, Standard Eight and Form Four learners on Monday, it brought to the fore the huge economic gulf among Kenyans. While some learners who have not had any form of formal instruction in seven months got back to rundown schools with overgrown grass, buckets for hand washing points and with no running water, others have the luxury of delaying their reporting as they have been offering instructions effortlessly.

While teachers and learners in public schools will undertake a crash programme to squeeze the second term curriculum content into 11 weeks, those in some private institutions are already in the third term work. Despite the different circumstances, learners in all these schools will sit the same national tests. The gap gains astronomical proportions when public school learners are compared to their counterparts in international schools.

Learners from Kathuriri Primary School in Embu County, for example, will remain at home longer. They were turned away on Monday as their school has no toilets. Kathuriri is one of the many public schools struggling to put in place the right infrastructure to comply with the Ministry of Education guidelines to keep Covid - 19 at bay.

Public primary schools, attended by a majority of children, are most unprepared to cope with the challenges posed by the pandemic. Classrooms in most of these institutions, especially in urban areas, are congested - at times having more than 100 learners. Social distancing will obviously be the greatest problem the schools will face when the other children are recalled in just two weeks. This is in sharp contrast to classrooms in middle-level and upmarket private schools, where even before Covid-19, the average size was 25.

Private learning institutions have been pressing for resumption of in-person schooling, saying they are compliant.

International schools have also been allowed to reopen. Most of the challenges faced by public schools are alien to them.

Brook House in Nairobi, for instance, instructed learners and employees to go for a Covid-19 test 10 days before reporting to school. The students and workers have been told to avoid social and public gatherings, according to a return-to-school handbook Brook House has published. And when the students report back a team will be deployed to clean and sanitize every area used at the beginning and end of every day. Every student will be provided with a safety pack containing branded face masks, sanitizer and information on virus.

International schools have stipulated staggered arrival and pick up times. This is not possible with students and pupils in public schools who have to use matatus and other public service means of transport.

As public schools shop for hand-held thermo guns, learners in some private institutions have been given a unique QR code that records their temperature and sends it to a central analyzing device and their parents mobile phones.

Learners and teachers in public schools had hoped that the government would provide them with face masks and personal protective equipment as earlier promised. Later, Education Cabinet Secretary George Magoha went back on his word, leaving them to their own devices. A number of them reported to school without the masks or those of poor quality. Some of the washable ones are made of simple cloth and not a three-ply as recommended.

At Makini School Nairobi, parents were invited to inspect the measures put in place to protect their children on Monday, a chance rarely granted to Kenyans with children in public schools. Satisfied with the preparations, they sent their children to school yesterday. The turnover for Form Four was put at 90 per cent where-as Grade Four and Standard Eight was 80's.

(Dairy Nation, Friday, October 16, 2020)

Questions.

- (a) According to the passage, why are public primary schools most unprepared to cope with the challenges posed by Covid-19 pandemic? (2 marks)
- (b) Give **two** instances of irony brought out in the passage. (2 marks)
- (c) The passage exposes technological gap between public schools and private schools in their preparation for reopening of school. Explain how this has clearly been expressed in the passage. (2 marks)
- (d) Make notes on the measures that have been put in place by Brook House School to curb the

- spread of the pandemic. (4 marks)
- (e) What is the attitude of the writer toward reopening of schools for Grade Four, Standard Eight and Form Four learners? (3 marks)
- (f) Why did some pupils report to school without safety masks? (1 mark)
- (g) Read the statement below and answer the question that follows. (1 mark)
They were turned away on Monday as their schools had no toilets. (Rewrite using a participle)
- (h) Explain the meaning of the following words and phrase as used in the passage (4 marks)
- (i) Alien
(ii) Staggered
(iii) Astronomical
(iv) Leaving them to their own devices
- (i) Supply the passage with an appropriate title. (1 mark)

2. Blossoms of the Savannah.

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

The man's words shocked Resian and she backed away from him. In the process, she collided with a nearby coffee table and nearly lost her balance.

–Sorry,” she said regaining her balance and composure.

–But we always serve tea to our visitors even when our mother has not told us to do so.”

–In that case, I must apologise for my mistaken thought,” Oloisudori said as he took a cup of tea. He let a small suggestive silence grow between them before saying, –I'm indeed sorry, pretty lady.” Then he smiled at her; a demonic and intrusive smile.

For the very few minutes she stood before him, she felt his black languorous eye move up and down her face and body with a relentless intimacy that nearly immobilised her with embarrassment. She felt as if his hands were all over her body caressing her against her will. She even felt angry with herself, when she reasoned that by standing she was encouraging him to humiliate her. But somehow, it was as if he had hypnotised her, for as much as she had wanted to flee, she found her feet rooted to the spot. As inexperienced as she was in the way men behaved, she could tell from his smile his pleasure in her obvious fear and confusion. And instinctively, she sensed cruelty in him. Sweat trickled down her stomach, broke out on her face, before becoming clammy on her cheeks. She shook her head as if to check whether she was really awake.

–Yeiyo told me to tell you,” she said, like one who was awakening from sleep, –she is busy preparing lunch. She asks that you make yourself comfortable and wait for *papaai*. He is about to come.”

–Very well,” he said authoritatively and then added quickly in a changed soft voice.” –By the way, you haven't told me your name.”

–Resian,” she whispered.

–What a beautiful name,” he said once more in his intimate voice, his huge, slanting eyes probing her, stripping her naked, assessing her, shaming her and judging her. –Resian *ene* Kaelo,” he added.

Just then, Resian heard her father talking to someone outside. She all but ran to the kitchen to announce to her mother that her *Papaai* had come then she rushed back across the living room, down along the corridor that led to the small hall, to the door. She clumsily threw the door open and collided head on with her father.

–Have you run amok, child?” her father asked irritably aghast at Resian's queer behaviour. –Why do you run like one who has seen an apparition?”

–I'm sorry, *Papaai*,” she said with utter embarrassment.

–There's man in our living room who has come to see you.”

–Is he a cannibal that you have to run away from him so recklessly?” He asked sarcastically and then added acidly, –sometimes your behaviour borders on imbecility. Who is he?”

–He says his name is Oloisudori,” she said in a subdued voice, her eyes downcast.

–Oh my God!” Her father exclaimed under his breath, straightening up, his eyes suddenly dilating widely, –Oloisudori of all the people! Oh my God! I wonder what has gone wrong for him to come looking for me!”

–I don't know, *Papaai*,” Resian said concernedly, worried at the turn of events. –He was saying ...”

Questions.

- (a) What happens before this extract? (2 marks)
- (b) From the extract, what is outstanding about the family mentioned. Illustrate your answer. (2 marks)
- (c) Describe **one** character of:- (4 marks)
Resian
Oloisudori
- (d) What kind of relationship does Resian share with her father? Give evidence from elsewhere in the novel to support your answer. (3 marks)
- (e) Identify and illustrate any **three** stylistic devices evidence in the extract. (6 marks)

- (f) What is the meaning of rooted to the spot as used in the passage? (1 mark)
- (g) Describe **one** major thematic concern brought out in the extract. (2 marks)
- (h) What happens immediately after this extract? (2 marks)
- (i) Give the meaning of the following words as used in the extract. (3 marks)
- Imbecility
hypnotised
amok

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

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still;
Rock and New England quarried;
Now granite in a granite hill.
The golden brooch my mother wore
She left behind for me to wear;
I have nothing I treasure more;
Yet, it is something I could spare.

Oh, if instead she'd left to me
The thing she took into the gravel!
The courage like a rock, which she
Has no more need of, and I have.

(Had - Edna St. Vincent Millay)

Questions.

- (a) Briefly explain how the poem is about. (4 marks)
- (b) Is the speaker male or female? How do you know? (2 marks)
- (c) What does the speaker wish the mother had left behind? Why can't the wish be fulfilled? (2 marks)
- (d) Describe the character trait of the mother in the poem. (2 marks)
- (e) Identify and illustrate the imagery used in the poem. (4 marks)
- (f) What is the speaker's attitude towards the mother and the golden brooch in the poem? (3 marks)
- (g) Describe the tone of the poem. (2 marks)
- (h) Explain the meaning of the statement below. (1 mark)
- Has no more need of, and -I have".

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

- (a) **Rewrite each of the following sentences according to instructions given after each.** (2 marks)
- (Do not change the meaning.**
- (i) If you work hard now you will pass your examination. (use unless)
- (ii) "I have eaten an orange," said Peter. (Rewrite in reported speech)
- (b) **Fill in the blanks with the correct preposition.** (2 marks)
- (i) Their expenditure _____ stationery has reduced following the tax waiver.
- (ii) Dr. Karani is a specialist _____ early childhood education.
- (c) **Use the correct form of the verb given in brackets** (2 marks)
- (i) The ministry of health has _____ an extensive inoculation program for children under five years. (begin)
- (ii) Our chicken _____ two eggs yesterday. (lay)
- (d) **Supply an appropriate question tag to each of the following sentences.** (2 marks)
- (i) There is no need to start _____
- (ii) Let us go now _____
- (e) **Join the following pairs of sentences using the most appropriate correlative conjunctions.** (2 marks)
- (i) Otieno has passed with flying colours.
Otieno has won a scholarship.
- (ii) The rain will not stop the match today.
The heat will not stop the match today.

- (f) **Using a suitable quantifier from the ones given in brackets, fill in the blank spaces.** (2 marks)
 (i) As it was raining not _____ people turned up for the party. (few, a few)
 (ii) She complained about the _____ pocket money she got from her parents. (little, a little)
- (g) **Construct two sentences using the verb wrote as a transitive and intransitive verb.** (2 marks)
 Transitive
 Intransitive
- (h) **Explain the difference in meaning between the following pairs of sentences.** (1 mark)
 (a) The police commissioner has put on extra patrol to watch the villages even for the smallest sign of poaching activity.
 (b) The police commissioner has put on extra patrol to watch even the villages for any sign of poaching activity.

**KIRINYAGA WEST
 SCHOOL BASED EXAMINATION - FORM FOUR 2020
 ENGLISH 101/1
 MARKING SCHEME PAPER 1**

1.(a) Reminder

Format - 6 mks

Title - 01
 To - 01
 From - 01
 DATE - 01
 SUBJECT - 01

Signing off - Both signature and name $\frac{1}{2}$

Designation $\frac{1}{2}$

Content

Body - 4 mks

Reminder and Dean of studies about ;

1. Bench - marking
2. Some students ($\frac{1}{2}$ mk) and teachers ($\frac{1}{2}$ mk) to attend.
3. Venue - Elimu High School - 01

NB: *Must be a single paragraph.*

Language - 2 mks

- Must be brief and precise.

Sample:

HEKIMA HIGH SCHOOL
 P. O. BOX 90
 NAIROBI
 Email: elimuhighschool@yahoo.com

REMINDER $\frac{1}{2}$

TO: $\frac{1}{2}$ DEAN OF STUDIES $\frac{1}{2}$

FROM: $\frac{1}{2}$ THE PRINCIPAL $\frac{1}{2}$

DATE $\frac{1}{2}$: 5TH NOVEMBER - 2020 $\frac{1}{2}$

SUBJECT: $\frac{1}{2}$ BENCH - MARKING $\frac{1}{2}$

Please remember about the bench - marking $\frac{1}{2}$ visit to Elimu High $\frac{1}{2}$ School starting on 1st December, 2020 $\frac{1}{2}$ to 3rd December, 2020. Kindly inform the teachers $\frac{1}{2}$ and students $\frac{1}{2}$ involved.

(signature)

Name $\frac{1}{2}$

Principal $\frac{1}{2}$

(b) Diary

Monday, 1st December, 2020

KAKAMEGA

ENGLISH

101/1

NOVEMBER/DECEMBER, 2020

Question 1 – Functional writing – 20 mks

You have reported back to school after a six month break due to the covid-19 outbreak. Your principal has requested you to write a notice to be placed at the gate informing people of the protocols to be followed at the entry point and within the institution, to prevent the spread of the disease. Remember to include the consequences one will face if they fail to follow the protocols.

Question 2 – Cloze test – 10mks

Fill in each blank with the most appropriate word.

An effective vaccine 1..... Covid-19 is among the best strategies to return to normalcy. Research 2..... a vaccine for the coronavirus commenced immediately 3..... first case was reported in Wuhan, China, late last year. 4.....two dozen are in clinical trials and 140 others in the early stages of development. 5 South Africa is the only country conducting clinical trials. A few 6 African countries have institutes working on earlier stages of a vaccine. The Kenya Medical Research Institute is, fortunately, one of 7.....

An African developed 8..... will ensure its continuous supply and access on the continent. It will also ensure safety and efficacy among the population, who 9..... to be experiencing comparatively less morbidity and mortality to Covid-19 than others. A 10..... developed vaccine will ensure the authenticity and quality, increasing uptake.

(From Daily Nation, Sept, 15, 2020)

Question 3 – Oral Skills – 30mks

A. Read this poem and answer the questions that follow.

Dream Deferred
What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore –
And then run?
Does it stink like rotten meat?
Or crust and sugar over-
Like a syrupy sweet?
Maybe it just sags
Like a heavy load.

Or does it explode?

Questions

- i) Give the rhyme scheme of this poem. (2mks)
- ii) Identify one example of alliteration. (1mk)
- iii) Which intonation would you use in saying line 3 ‘Like a raisin in the sun’ (2mks)

B. Identify the word with the different sound. (4mks)

- i) Foul, loud, go
- ii) Bead, bear, great
- iii) Believe, lied, grieve
- iv) Bit, sit, mite

- C When given the task of reading silently in class, Jane noticed that Juma was not following the correct silent reading habits. What could Juma be doing that is wrong? (3mks)
- D i. Give **two** phrases used when interrupting courteously. (2mks)
 ii. State **three** instances when one can interrupt. (3mks)
- E Explain the meaning of these sentences according to the stressed word. The stressed word has been underlined. (2mks)
- i) I don't think she will listen to him.
 ii) I don't think she will listen to him.
- F Give one word that is pronounced exactly the same as the following. (5mks)
- i) Rode
 ii) Side
 iii) Style
 iv) Source
 v) All
- G A guest speaker has been in your school to give a talk on motivation in learning. After the talk several students say that the speaker was a poor one,
- i) State **three** non-verbal problems with the speaker which could have led to this conclusion. (3mks)
 ii) State **three** verbal problems with the speaker which could have led to this conclusion. (3mks)

KAKAMEGA

101/2

ENGLISH

PAPER 2

(Comprehension, literacy Appreciation and Grammar)

TIME: 2 ½ hours

1. Read the following passage and then answer the questions that follows:

Almost half of all sick children in public hospitals do not have their vital signs recorded at admission, as required, a study has said. The largest ever study on nursing care of children, which was conducted over two years, also show one in 10 children die mainly due to lack of basic care.

The survey conducted in 13 referral county facilities and covering 54 000 admission was carried out by the clinical information network (CIN) a collaboration of the Ministry of Health, Kenya Medical Research Institute ,University of Nairobi and Kenya Pediatric Association.

The survey found out that the vital signs in 43 per cent of the children had not been taken at admission. Body temperature, pulse and respiratory rates ae supposed to be recorded and monitored throughout the hospital stay. However, this was only consistently done in 13 hospitals. In some facilities, less than two per cent of children had their vital signs recorded. More than eight per cent of children did not have any of their vital signs recorded while 0.2 per cent had their pulse rate taken.

Once admitted, the researchers said it was a requirement that patients' vital signs be monitored and recorded at least three times in every 24 hour. Again, this was only consistently done in three of the 13 hospital.

Even when monitoring was done, the quality of recording was poor; with evidence showing most of the nurses had recorded estimates. For example, most of the recorded data were round-up figures or most ended in even numbers. This, the authors said, was an indication that the figures were estimates.

–Our data raise concern that in practice, inaccurate respiratory rate measures are likely to result in misclassification of pneumonia, poor targeting of treatments and inability to detect **deterioration** or improvement,” says the study. The CIN group said it was disturbing that pneumonia and respiratory illness remained major problems in almost all hospitals despite availability of protective vaccines. –The high proportion of children admitted with pneumonia is worthy of note despite more than 10 years use of flu (HiB) vaccine and use of PCV10 Pneumonia vaccine.”

Two recent studies at Gertrude’s Children Hospital and Kenyatta National Hospital have questioned the effectiveness of pneumonia and rotavirus vaccines. The researchers further investigated the cause of children’s neglect in **top-tier** public hospitals, which they identified as **acute** shortage of nursing staff.

“In these hospitals each qualified nurse is typically responsible for between 10 and 40 beds. There can be two or more children to a bed,” says the report.

In five of the 13 hospitals, typically one qualified nurse was present on a shift whereas in the other eight, there were only two nurses. Data from the Health Ministry indicate there are 20,981 nurses in public hospitals against a requirement of about 52,000.

QUESTION ONE COMPREHENSION (20MARKS)

1. What is the biggest risk of not taking a child’s vital signs? (1mk)
2. Briefly describe what should be done from the time a child arrives in a hospital to discharge (3mks)
3. What evidence is there in the passage that most data in hospitals is mere estimate (2mks)
4. List three dangers of using inaccurate figures for medical decisions (3mks)
5. In note give challenges of public hospitals (4mks)
6. Whom do you think should take responsibility for the problems affecting public hospitals (2mks)
7. What is the general tone of the passage? (2mks)
8. Explain the meaning of the following words and phrases as used in the passage (3mks)
 - a) Top – tier
 - b) Deterioration
 - c) Acute

QUESTION TWO

“You are mad!” Resian screamed at him. “You are stark mad if you think I am your wife. I can only be your wife over my dead body. Yes, you and my father can kill me and carry my dead body to your **palatial** home.”

He was stunned by those harsh words. He winced as if he had been struck. The already harsh line of his mouth tightened and he stood tense for a moment. Then he relaxed and watched her mockingly. “You can never escape Resian,” he repeated quietly, smiling. The very normality of his voice as he spoke those monstrous words was most shocking and disturbing to her “Whether you scream your heart out, or jump into the deep sea, Resian, you are mine. You are my wife from now henceforth!”

“I want to go now,” Resian announced angrily, shuddering with **disgust** and terror.

“You want to go?” he asked, the contemptuous quiet of his voice a menace by itself. “Go! You want to be persuaded, coaxed and **pampered** to marry Oloisudori Loohkiiyaa? Sorry I will not do that! If you want to go, please yourself. You may opt to go, but when you are mine, you will do as I please. No one plays games with Oloisudori. Ask your father he will tell you.”

“Stop it! Stop it! Resian screamed excruciatingly pained by the disdainful remarks of Oloisudori. Putting her hands over her ears, she made a dash for the door. He made no effort to stop her but she flung it open and turned to glare at him with tearful eyes.

“You are mad!” she screamed again sobbingly. “you are stark mad! You hear me? You are nothing but ol-ushuushi.” She walked away and as she did so, she heard his soft laughter behind her behind her.

QUESTION 2: EXCERPT (25MKS)

1. Say what happens before this excerpts (3mks)
2. How is Oloisudori portrayed in this excerpt (4mks)
3. Describe the feeling of Resian in this excerpt (2mks)
4. From other areas of the novel, state other crimes that are practised by Oloisudori (4mks)
5. Mention any two aspects of irony used in this excerpt (4mks)
6. “You are my wife from now henceforth.” Rewrite in the reported speech (1mks)
7. Explain the meaning of the following words (4mks)
 - a) Pampered
 - b) Disgust
 - c) Mad
 - d) Palatial

8. What happens immediately after this extract? (3mks)

QUESTION 3

NO EASY TASK SON

My son
Stop gazing at me
And walk straight ahead;

I know
There is no road a head
But open your eyes
And walk through
That fog of reality;

Keep running my son
Keep running, for unto the unknown
You may stumble upon your
Fortune of happiness;

Ignore the mutilated bodies
My son
Ignore the easy pleasures

That appear and disappear
Like bubbles in a stormy sea;
Open your eyes wide
And hear the message
Of the whispering voices
Open your eyes and avoid the ditches
Son,
Being alive is no easy talk.

By Langston Hughes

QUESTION 3. POETRY (20MKS)

1. Who is the persona in this poem? (2mks)
2. Explain the meaning of this line in stanza two. (2mks)
–And walk through
That fog of reality”
3. Identify and explain the figure of speech in stanza four. (4mks)
4. The son is told to avoid ‘ditches’ What do you think the ditches are? (2mks)
5. Briefly describe three character traits of the speaker in this poem. (6mks)
6. Paraphrase the poem bringing out the full message intended by the poet (4mks)

QUESTION 4 GRAMMAR (15MKS)

1. Use the correct form of words in brackets to complete each of the following sentences (3mks)
 - a) Nobody expected the company to make _____ (lose)
 - b) The three _____ (passer- by) were arrested.
 - c) She has spent a lot of time _____ (beautiful) her compound.
2. Change the following sentences into passive (3mks)
 - a) They will have been washing our clothes
 - b) Maintain silence
 - c) Who saw it?
3. Fill in the blanks forming adjectives from the words given in the brackets (3mks)
 - a) John was _____ of his neighbors’ success (envy)
 - b) I felt _____ about not being able to help (awe)
 - c) He took a _____ leave after the father died (compassion)
4. Fill the blank spaces with the correct preposition
 - a) I am indebted _____ him for the help he gave me.

- b) She has always confided _____ him.
c) The ailing man has been in bed _____ the whole week
5. Rewrite the following sentences according to the instructions given. Do not change the meaning.
- a) He threatened us. He was insolent (Begin: Not only)
b) If he comes, he will not be punished (Begin: Unless)
c) When the people burst into the councilors office he had not even sat down. (Begin: Hardly)

KAKAMEGA
ENGLISH 101/3
December 2020
Paper 3

Imaginative Compositions & Essays Based On Set Texts

1. Imaginative Composition (Compulsory) (20 Marks)

Either

- (a) Write a composition beginning with –It was on Sunday evening and everybody was busy doing her home work. Suddenly a loud bang was heard near the school gate...

Or

- (b) Write a composition entitled –How to Curb Drug Menace in the Country”.

2. The Compulsory Set Text (20 Marks)

A Doll’s House by Henrik Ibsen

Drawing your illustrations from **A Doll’s House**, write an essay showing how Norah justifies her break-up with Torvald.

3. The Optional Set Texts (20 Marks)

(a) Drama

Inheritance By David Mulwa

Abuse of power has led to failure of many countries in Africa and elsewhere in the world. With relevant examples from **Inheritance**, write an essay to illustrate this statement.

Or

(b) The Novel

The Pearl By John Steinbeck

Materialism and greed are inherent nature of human beings. Discuss the statement basing your arguments on **The Pearl**.

Or

(c) The Story

Memories We Lost And Other Stories By Chris Wanjala

Painful experiences need not lead one to hopelessness. With illustrations form the story “***Mr. President***” by Mariatu Kamara, show the validity of this statement.

**KAKAMEGA
NOVEMBER/DECEMBER, 2020
FORM FOUR EXAMINATION**

English Paper 1 Marking Scheme

Question 1

Must be a notice. If not deduct -2AD

Must have the following

Format – name of institution – 1mk

- Notice – 1mk
- Heading -1mk –eg Covid 19 Regulations/ Guidelines
- Ownership – signature + title (Principal) – 1mk – Do not score if it is not from the principal
- Border -1mk

Total = 5 mks

Content- addressee eg to all visitors – 1mk

- Protocols – wearing of masks
 - sanitizing/ washing of hands
 - temperature taking at the gate 1mk each
 - recording of contact details
 - social distancing
 - consequences –at least one eg- denial of entry /denial of services /isolation of people with symptoms -1 mk
- * points should be presented as a list with any system of numbering

Total = 7mks

Language – 8mks

- A – 7-8mks –excellent, fluent, no mistakes or gross errors
- B – 5-6mks –flows effortlessly but with a few spelling errors
- C – 3-4mks – fair, can be understood. Jerky flow. Quite a number of errors
- D – 1-2mks – many gross errors, mother tongue translations. Broken English

*body in prose deduct -1AD

QUESTION 2 CLOZE TEST

1. against
2. into
3. the
4. Nearly/ Almost
5. But wrong spelling = 0
6. other wrong capitalization = 0
7. them
8. vaccine
9. seem
10. locally

QUESTION 3 – ORAL SKILLS

A i- abcdcefeghh – irregular rhyme scheme since it does not follow any pattern

ii – dream dfferred

- syrupy sweet sound must be underlined to score
- does dry

iii rising intonation- 1mk

it is a question that requires a yes/no answer – 1mk

B i – go

ii – bear

iii – lied

iv – mite

C

- moving his lips
- turning his head to follow the words
- pointing at or tracing the words with a finger as he reads

D i

- Excuse me
- pardon
- sorry for interruption

- ii
- when one has not hear what a speaker has said
 - when extremely wrong information has been given by a speaker
 - when important information has been left out by a speaker.
- E i – It is not true that I think that
 ii – I think that someone other than she will listen to him
- F i – road
 ii – sighed
 iii – stile
 iv – sauce
 v – awl
- G i - non-verbal
- poor dressing/ grooming
 - not looking at audience
 - poor/inappropriate use of gestures
- mark only the first three points
- ii -verbal
- poor pronunciation of words
 - inaudibility of speaker
 - inappropriate intonation
 - wrong pace i.e too fast or too slow
 - (accept any other relevant answers)

**NOVERMBER DECEMBER EXAM 2020
 ENGLISH PAPER TWO MARKING SCHEME
 QUESTION ONE**

1. Death√1
2. The vital signs be taken√1
 - The vitals should be monitored √1
 - The vitals should be recorded at least every 24 hours √1
3. The figure are rounded up√1
 Most figures ended in even numbers√1
4. Misclassification of disease like pneumonia
 - Poor targeting in treatment √1
 - Difficult to detect deterioration or improvement √1
5. Main points
 - Congestion/sharing of beds √1
 - Inadequate staff √1b
 - Ineffective vaccine √1c
 - Carelessness in staffing √1d
 - Overworking of staff √1e

N.B Must be in point form
 if not deduct ½ mark from total
 (Any 4 points)
6. The government. Most of the problems are beyond the hospitals like staffing
7. Pessimistic /resigned
 There seems to be no hope for patients as no solution is sought
 Critical – the flaws and challenges facing health institutions.
8. a) top -tier – best /high level/end
 b) Deterioration – worsening
 c) Acute - severe

QUESTION 2

1. Oloisudori informs Resian of the benefits she will get for marrying him
 - Resian gets very annoyed and speechless
 - Resian learns that her father has already received dowry for her marriage to Oloisudori.
 - He reports to her that their fate is sealed.
2. Contemptuous —He asked, the contemptuors quiet of his voice a menace by itself”.
 Proud – He feels superior and egocentric —No one plays games with Oloisudori Asked your father , he will tell you.” (Identification -1mk , Illustration-1mk .) Any 2 =4mks

3. She is feeling disappointed and desperate of her father's action of receiving dowry with an aim of sealing her marriage with Oloisudori. She feels;really betrayed.
4. Extortion
 - Assassinations
 - Shadowy businesses
 - Sexual immorality
 - Robbery
 - Smuggler
 - Poacher
5. It is ironical that Oloisudori who is older than Resian's father plans to marry Resian a young girl even after he is told her wish is to study at the university. It is also ironical that Kaelo has already picked dowry from Oloisudori and has never bothered to inform Resian of it. (any 1 point, 2 marks)
6. He told her that she was his wife from then henceforth √1
7. Treat with excessive care √1
 - Strong loathe /dislike V1
 - Insane √ 1
 - Grand /like a palace √1
8. Resian runs blindly knocking a chair and a table and disappears past Oloisudori's driver
 - She goes to her father's shop
 - She is raving mad with indignation (Any 3 points)
 - She becomes very disappointed with the father

QUESTION 3

1. A parent/father/mother/elder person √1
Because he/she says —my son
2. The lines mean that the son should continue living with determination √1 despite the uncertainty /unknown future/situation √1
3. Simile √1
—easy pleasure that appear and disappear like bubbles in a stormy sea,” √1
It depicts the pleasure /passions of this world as transient/short lived/lasting for a short time √1 and so the son should not indulge in them if he is to succeed.√1
4. The ditches could be referring to the traps/ dangers/ obstacles/problems in life
5. Wise /experienced - √1 he is a ware of the difficulties /traps dangers/obstacles/problems in life √1
Caring /concerned √1 – he advises his son to endeavor to succeed in life.
Cautious/Encouraging /optimistic /hopeful – —keep running ; for into the unknow you may stumble upon your fortune of happiness.
Realistic /practical/honest/ —I know there is no road ahead √1 (1mk for identification √1 illustration √1) Any 3 points .
6. The persona is telling his/her son that his future depends on him and not his father/mother. He has to fight his own battle. That though the future appears to be uncertain, he should not give up /he should endeavor to succeed in life. There are prospects that he should overcome whatever difficulties there may be and that the son should be aware of dangers in life and be wise. This way he is sure to succeed.
Key ideas
 - determination
 - Avoid dependence
 - Should not give up
 - He has to fight his own battles
 - Endeavour to succeed in life
 - Pleasure is short lived- should be avoided.

QUESTION 4 GRAMMAR

1. a) losses
b) passers-by
c) beautifying
2. a) our clothes will have been being washed (by them)
b) silence is to maintained

LANJET CLUSTER JOINT EXAMINATION - 2020

101/1

ENGLISH

PAPER 1

FUNCTIONAL SKILLS, CLOZE TEST AND ORAL SKILLS

DECEMBER, 2020

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

Imagine you are the principal at Kilimambogo Teachers Training College. Lydia Moraa, a former employee at the college, has been invited to attend an interview at Rift Valley Institute of Technology. The principal has written to you requesting that you provide information about Moraa's; professionalism, inter-personal relationship, reliability, mastery and content delivery and her general conduct. Send this information to the principal via an email. Copy in, the chairperson of the board without the Principal knowing that the chair has the same information.

2. **Read the passage below and fill in the blanks with the most appropriate word.****(10marks)**

The world is fast hurtling 1 _____ self-imposed isolation, with Denmark 2 _____ Italy as the other European Nation 3 _____ quarantine. Indications show that 4 _____ more countries will go down that 5 _____ as the corona virus that caused Covid-19 spreads 6 _____ the world.

The World Health Organization (WHO) declared the Corona virus a global 7 _____ on Wednesday evening. WHO Director-General Tendros Adhanom Ghebreyesus said 8 _____ a terse statement that this is the first time the world is battling a pandemic 9 _____ as corona virus 10 _____.

(Adopted from the Daily Nation Friday, March 13, 2020 by Elizabeth Merab and Nasibo Kabale)

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

a. Read the narrative below and answer the questions that follow.

THE BEAST WHO BOASTED

Once upon a time, an elephant, a lion, a fox and a peacock met at a pond in the forest. The Elephant began flapping his huge ears, looked down at the others from his great height and blew his trumpet.

–You have agreed that I am the strongest of all the Beasts”. With my tusks, I can tear through the thickest forest. Trees are like twigs to me” he trumpeted.

–You may be strong,” roared the lion, –but nothing compares to my bravery. It is because I am brave that I am the king of the forest.”

–Not at all. Brains are more important than bravery and more strength,” said the fox. –I live extremely well just by my wits.”

–To be able to crash through woods, or leap into thin air, or sneak into the chicken yard is worthless compared to beauty,” said the peacock. He demonstrated this by preening his colorful feathers in a dance. All this while, an ugly toad, whom no man had ever hunted, had been listening to the beasts bragging. –Men kill the elephant to make boxes and jewellery from the ivory of his tusks,” he said. –They hunt the lion and decorate their walls with his skin because his courage leads him to prey on their heard. Because he can find his way into the farmyard the fox's fur is used on the collar of a robe. The peacocks' glorious blue gold feathers are used to make a fan for a lady. It is what you boast of that is indeed your downfall.”

(Adopted from Oral literature of Asians in East Africa by Mubina Hassanali. Kirmani and Sanaullah Kirmani. Nairobi, East Africa Education Publisher 2002)

- i) Identify any three examples of onomatopoeia in this narrative. (3 marks)
- ii) Which words would you particularly emphasize in the elephant's speech? (2 mks)
- iii) How would you deliver the speech by the ugly toad? Explain. (3 mks)

b. *for each of the following words indicate the stressed syllable using a stress marker, so that it gives the meaning of the definition given after it.* (4 marks)

- i) Re.fuse -(rubbish/waste)
- ii) Re.bel -(a person who fights against an established government)
- iii) De.sert -(To abandon)
- iv) Pro.gress -(To advance or develop)

c. *Imagine you meet a stranger who is asking for direction to a neighboring school. Write the dialogue that took place between you and the stranger. You may use some or all of the following landmarks in your dialogue: a shopping center, a primary school, a church, an unfinished house, a water tank and a maize plantation.*

(6 marks)

d. *In the following sets of words identify the underlined speech sound that is odd.* (4 marks)

- i) Gene, Judge, June, Gore.
- ii) Exhort, Exist, Exile, Exhibit.
- iii) Joy, Just, Gaoler, Gate.
- iv) Ambush, Amass, Amoeba, Amaze.

e. *You have been appointed to a committee to interview candidates who have applied for the post of your school patron.*

- i) What two things would you do before the date of the interview to ensure that you are well prepared?

(2mks)

Apart from the interviewee's oral presentations, what other two communicative competencies would you lookout for during the interview?

(2mks)

f. *Read the following telephone conversation between Mato and the secretary and then answer the questions that come after it.*

Mato: I am Mato and want to speak with the manager.
 Secretary: Why? What do you want with him?
 Mato : That is none of your business. I want to speak with the manager now.
 Secretary: He is not in. Say what you wanted and I will tell him.
 Mato: Why are you wasting my time? Tell him to call me.
 Secretary: How will he reach you? What is your telephone...
 (Phone is disconnected)

- 1. Identify any four instance of lack of telephone conversations etiquette in the above conversation. (4marks)

LANJET CLUSTER JOINT EXAMINATION - 2020

101/2

ENGLISH

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

1.Comprehension (20marks)

Read the passage below and then answer the questions that follow

People must be careful the kind of personal information they post on sites. It is difficult to imagine life in what seems like a century ago without the internet and the cell phone. Just how did we manage our lives before the age of instant communication at a fraction of the cost of the landline?

As a little child in 1960's, I could not visualize what my teenage sons do with technology today.

Could I have even dreamt of a cell phone, a device that I could have taken to school with me and been able to chat with my friends wherever I was and whenever I wanted? You know the answer. However, today's heaven of instant communication can easily turn into the hell of deadly sin. I mean quite literally.

Instant communication devices and portable entertainment products could of course be addictive to anybody, but such addiction can be particularly destructive to young people in school. They can distract students from homework and house chores. They can also damage ear drums. Think of the **ubiquitous** iPod which the youth equate to oxygen without which life is unsuitable!

I have even seen some grown men behaving like teenagers with iPods! Last year, a person was killed by a vehicle that spun out of control and hit him as he crossed the road somewhere in the United States. The footage showed clearly that the victim could have heard or seen the rogue vehicle had his ears not been plugged up to loud music.

While I do not want to sound like a Neanderthal, I nevertheless would like to reflect on the perils of this new gadgetry and technology. The first obvious point is that not all technology is good. Think of the A-Bomb for example, and you get my point.

I disagree with those who argue that it is not technology that is bad, but the users who misapply it. This is how some scientists justify their abdication of social responsibility. Thus we do not have to buy every little silly gadget that market puts out. Haven't you noticed that the companies always time the release of these gadgets to Christmas, or some other consumer holiday? They surely know how to apply peer pressure and pit children against parents as a marketing tool. Sometimes I wonder whether capitalism can be any more devious!

To be sure I cannot gainsay the benefits of new technologies. The computer and the internet are without doubt the greatest inventions of our age. Information and knowledge that was inaccessible just several decades ago is now a click away even in the remotest village in the world. And it is all quite cheap. Access to information and knowledge is being democratized in a way that was unthinkable just a few decades ago. Think about the revolution of the cell phone for the individual communication and business transactions. Landlines are becoming virtually obsolete. It is this revolution that should lift millions out of poverty in the near future.

But these advances come with perilous clouds over them. I particularly, I want to focus on social networking sites and the dangers of the instant transmission of information and images. We have known for a long time that the internet is the new Wild West where everything goes.

Countries that are afraid of democracy and dissent, like China or Syria, limit, monitor, control, censure or deny access to the internet. They claim they must keep at bay pornography and sexual predators like pedophiles who troll the internet with demonic schemes. These are real problems, but do not think that censorship is the answer. Cyber surveillance by law enforcement and the prosecution of these malignant forces is the only effective and civilized response.

But individuals must themselves act responsibly. Ultimately, the **pivot** of any democracy responsible citizen action. This is where parents, civil society and the media come in. Take Face Book, the wildly popular social networking site, for example. Some of the things I have seen there are downright stupid, dangerous, malevolent or just plain crazy. Teenagers on these sites sometimes communicate with imposters bent on luring the naïve to a dead end. How many times have we seen reports of some 60-year-old pervert posing as a teen? Even scarier, how many times have we read about such rendezvous ending in a fatality? There are other less deadly, but very destructive dangers. Prospective employers are increasingly looking into social networking sites for personal information about applicants. Even some colleges are snooping around for information about prospective students. There are reports that some people have been rejected because of the personal information they posted to the sites. Such information has ranged from **lurid** pictures to abusive language.

This means that young folks must be very careful about posting intimate details including personal pictures and other personal data such as birth dates, personal ID numbers and home address on such sites. Such information about yourself can only hurt you if displayed for the entire world to see. Teenagers need to be particularly careful about the new fad of **–sexting**". This is an epidemic in New York among teenagers. Teens and other young people are sending nude pictures of themselves to their friends or lovers. A large number of such pictures have been shared widely beyond the intended audience. In one case, a child whose nude pictures were revealed took her own life. It can cause untold grief.

Questions

1. Why not censor modern technology? (2mks)
2. What is the purpose of a cell-phone? (2mks)
3. make notes on the dangers of modern technology. (6mks)
4. What is the attitude of the author towards modern technology? (2mks)
5. How do scientists justify their innovations. (1mk)

6. What is implied by the expression –perilous clouds” (2mks)
7. Write the following sentence in indirect speech. (1mk)
I wonder whether capitalism can be more devious!
8. Explain the meaning of the following words; (4mks)
- Lurid
 - Pivot
 - Sexting
 - Ubiquitous

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

"Who? Not me," Resian said vehemently "I don't want to be a parent. At least not in the foreseeable future. I want to study. When I'll have obtained my degree, other peripheral matters such as a husband, children and such may be considered."

They were walking back to the homestead talking animatedly when they were accosted by a tall heavysset young man with a thick dark beard and moustache. He wore a pair of faded jeans and a dirty blue shirt. On his face was a wide impudent grin. Taiyo glanced at the young man and looked away. She moved closer to Resian and nudged her to change direction. But the man walked directly to Taiyo. On seeing the man approaching, a heavy knobkerry in his hand, Resian almost fainted.

"Please do not harm us," she pleaded. "We do not have any money with us."

"Who told you I want any money?" the man jeered as he strode menacingly towards them. "Are you not the *intoiyenemengalana* from Nakuru town?" he asked laughing contemptuously. "I want to have a good look at you and know what kind of stuff you are made of!" He roughly grabbed Taiyo's arm.

"Leave my sister alone!" Resian hissed indignantly lifting her eyes and glaring into his. "Let go her arm at once!"

"Let go of my hand," Taiyo demanded, trembling with anger. "We are not the kind of women you have in mind!"

"What women!" the man retorted acidly. "Soon, you will be able to differentiate decent women from *intoiyenemengalana*."

Taiyo tried to wrestle her arm from the man's grip without success. But suddenly, he seemed to change his mind. With a sour smile, he spat and glared at the girls. Then, releasing Taiyo's hand, he told them: "You have not seen the last of me. Soon you will come to know that there is no place in our society for women of your ilk." He turned and disappeared down the road as suddenly as he had appeared.

The two girls sighed heavily and shook their heads as they watched him walk away. Although they had put up brave faces, they were terribly shaken.

"Thank God his intention was not to rape us," Resian said tears streaming down her face. "We would have been helpless in the hands of such a brute."

Taiyo bit her lower lip struggling to maintain control. "His intention could have been worse than rape," she said, tears of anger and indignation welling up in her eyes.

They quickened their steps to their uncle's home. True, the incident had taken the sparkle from the day that had begun so joyfully, but they reasoned that it could have been worse.

The girls debated as to whether to inform their parents of the ordeal. They knew their mother would understand and empathize with them. But judging from past experience, their father would be less supportive. He would blame them for having dared venture into an unknown territory without his approval. Finally, they decided to keep the incident to themselves.

- (a) Briefly discuss the events leading to Resian's question –Who?" in the excerpt. (3marks)
- (b) "Thank God his intention was not to rape us," Resian said tears streaming down her face. "We would have been helpless in the hands of such a brute." (*Rewrite as a reported speech*) (1mark)
- (c) Describe two similar traits demonstrated by both Resian and Taiyo in the excerpt. (6marks)
- (d) Discuss two stylistic devices used by the author in the excerpt. (4marks)
- (e) Highlight and illustrate two themes presented in the excerpt. (4marks)
- (f) –But judging from past experience, their father would be less supportive." Point out two incidences in which the father shows less support to his daughters from what happens in the rest of the novel. (2marks)
- (g) What happens immediately after this excerpt? (2marks)
- (h) Give the meaning of the following words as used in the excerpt. (3marks)
- vehemently.....
 - accosted.....
 - ilk.....

3. Read the poem below and answer the questions below 20marks)

Advice to my son

The trick is, to live your days
 as if each one may be your last
 (for they go fast, and young men lose their lives
 in strange and unimaginable ways)
 but at the same time, plan long range
 (for they go slow: if you survive
 the shattered windshield and burning shell
 you will arrive
 at our approximation here below
 or heaven or hell)

To be specific, between the peony and the rose
 Plant, squash and spinach, turnips and tomatoes;
 beauty in nectar
 and nectar, in desert saves
 but the stomach craves stronger sustenance
 than the homed vine.
 therefore, marry a pretty girl
 after seeing her mother;
 speak truth to one man,
 work with another;
 and always, serve bread with your wine.

But son,
 Always serve wine

(Peter Meinke)

- a) Who is the speaker in the poem. Illustrate your answer. 2marks
- b) In what circumstances do many young people die? Illustrate your answer from the poem. 4marks
- c) What do heaven and hell symbolize? 2marks
- d) Identify items in the poem that represent life's necessities on one hand and life's luxuries on the other. 2marks
- e) Identify and illustrate the use of the paradox in the poem. 3marks
- f) What does the persona mean by marry a pretty girl after seeing the mother?" 2marks
- g) The stomach craves stronger sustenance. (Rewrite using (What")) 1mark
- h) Give two meanings of each of the following words. 2marks
 - Last.....
 - Fast.....
- i) Give the meaning of the last two lines. 2mark

4. GRAMMAR (15MKS)

a) Rewrite the following sentences according to the instructions given (6mks)

- a) He will not be given a driving license. He passes the road test (Rewrite as one using unless')
- b) The woman left the child with a neighbor and went to the market. (Begin: leaving....)
- c) The boys went to play in the field (underline the adverbial)
- d) He said that he had not insulted me. (Use: denied')
- e) Write the following sentence 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)

b) Supply the correct preposition to complete the sentences given. (3mks)

- i. Property worth millions of shillings went up flames.
- ii. The three boys shared the breadthemselves.
- iii. 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)

- i) The audience was offended by the (sense) of the speaker.
- ii) The(acquire) of a university degree is a great milestone to a student.
- iii) Everyone should obey the law (regard) of their position in the society.

d) Use the correct alternative to complete the sentences below (3mks)

- i) Teaching(practice/practice) is not an easy job for teacher trainees.
- ii) The prophet's (prophesy/prophecy) was misleading to his audience.
- iii) He ((insured/ensured) his car with Madison.

LANJET CLUSTER JOINT EXAMINATION - 2020

101/3

ENGLISH

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

DECEMBER, 2020

1. Imaginative Composition (Compulsory)

Either

- (a) Write a story that ends with the following sentence.
I never believed that I would see Kisali again.

Or

- (b) Write a composition explaining what Kenyan youths can do to help in the fight against corruption.

2. The Compulsory Set Text

Henrik Ibsen, A Doll's House

–Appearances are often misleading.” Validate this statement basing your illustrations from Henrik Ibsen's A Doll's House.

3. The Optional Set Texts

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

Either

(a) The Short Story

Memories We Lost and Other Stories

Using Leo Tolstoy's story –How Much Land Does Man Need,” write an essay to prove that –He who wants all loses all.”

Or

(b) Drama

David Mulwa, Inheritance

The peace, stability and growth of a nation is dependent on the people in leadership. Write an essay in support of this assertion using illustrations from Inheritance.

Or

(c) The Novel

John Steinbeck, The Pearl

Kino was never meant to be rich. Discuss using The Pearl as basis for your argument.

INTRODUCTION

When Kino finds the pearl of the world, he sees a bright future both for himself and his family. It is expected that Kino would finally put off the garment of poverty and become rich just like the King of Spain who equally became rich after getting a pearl. This however does not come to fruition as he ends up throwing the pearl back into the sea.

POINTS OF INTERPRETATION

- Out of the pearl, Kino wants Coyotito to be baptized and get educated, he wants Juana and himself to get married in Church and acquire a rifle and replace a harpoon he had lost. He does not attain any of these since he ends up throwing the pearl into the sea after Coyotito's death.
- When Kino gets the pearl, there are several attempts made by attackers to dispossess him off his pearl. He, however, manages to fight all of them.
- Kino is offered a very low price by the pearl buyers. They only offer 1500 pesos yet Kino wants 50000 pesos. As such, he opts to go and sell his pearl to the capital.
- On his way to the capital, he is tracked down by people intending to take the pearl from him. Though he successfully kills all the trackers, his son Coyotito is shot and he ends up back to La Paz and throws the pearl back to the sea.
- In addition to losing his own son, Kino goes back to nothing since his brush hut had been set ablaze by people in search of the pearl. In addition, his boat had been splintered. The boat was vital as it sustained his livelihood and with it any man would assure the family of food.

CONCLUSION

It is crystal clear that despite Kino's attempt to better his life and overcome poverty, he ends up more poor than he was initially, losing his property and his only son.

Marks 3:3:3:3 = 12 marks

MOKASA JOINT EVALUATION EXAMINATION

101/1

ENGLISH

Paper 1

(Functional Skills)

1. Imagine you are the school captain. One of the students in your school has been invited for a two weeks Young Leadership Program to be held during the holiday. The organizing committee requires further information about the student and has asked you to write a recommendation letter. Write the **Recommendation letter** addressed to;

The Secretary,
Young Leadership Program
P.O Box 16950,
00100
Nairobi
2. *Read the passage below and fill the blanks provided with a suitable word. (10 marks)*

Conducting a job search 1 _____ the Internet has definitely 2 _____ how job seekers contact hiring 3 _____. The availability of copying and pasting a text version CV into a format 4 _____ company's Website has laid the foundation for an easier and 5 _____ convenient process. 6 _____ the Internet's convenience, a breeding ground for scam artists continues to 7 _____ each year as well. Identity thefts have increased to an overwhelming 10 million 8 _____ per year and many of them are the result of phishing-not surprisingly, the employment industry is 9 _____ attack as well. Knowing what to look for and how to stop fraud can be the best deterrent to ensuring you have a safe experience while conducting your 10 _____ search.
3. *Oral skills*
 - a) Read the poem below and answer the questions that follow

MOKASA JOINT EVALUATION EXAMINATION**101/2****ENGLISH****Paper 2****(Comprehension, Literary Appreciation and Grammar)**

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

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or resume with no spelling or grammatical mistakes is essential if you want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web page may cause potential customers to doubt the credibility of the website and the organization.

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

If you are unconvinced about the importance of accurate writing, think of the clues we use to identify spam emails, "phishing" websites, and counterfeit products: poor grammar and spelling.

Similarly, some employers state publicly that any CV or resume containing spelling or grammatical mistakes will be rejected immediately, whilst a BBC news article quotes research that calculates spelling mistakes cost online businesses "millions" in lost sales.

Checking for poor writing and spelling mistakes should be seen as a courtesy to your readers since it can take them much longer to understand the messages in your writing if they have to think and re-read text to decipher these.

All written communications should therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors. Do not assume that spelling and grammar checkers will identify all mistakes as many incorrect words can indeed be spelt correctly (for example, when "their" is used instead of "there" or "principle" instead of "principal") or entire words may be missing. If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

Even if you know spelling and grammar rules, you should still double-check your work or, even better, have it proof-read by somebody else. Our brains work faster than our fingers can type the accidental typographical errors (typos) inevitably creep in.

The good news is that writing is a skill which can be learned like any other. One trick for checking and improving your work is to read it aloud. Reading text forces you to slow down and you may pick up problems with the flow that your eye would otherwise skip over.

As well as grammar, spelling and punctuation, it's important to remember your audience.

Always write with your audience in mind, and it can also help to bear in mind the medium in which you plan to publish. This knowledge will help you decide whether you need to write in a formal style or a more informal one, and will also help you to decide on a suitable structure.

1. Why are good writing skills important? (3 marks)
2. What effect does poor writing skills have? (2 marks)
3. In a paragraph of not more than 50 words, summarise the steps involved in good writing. (5 marks)
 Rough copy
 Final copy
4. Explain the irony in paragraph three. (3 marks)
5. 'The good news is that writing is a skill which can be learned like any other.'
 Rewrite beginning with a participle. (1 mark)

6. Mention four things, apart from grammar, spelling and punctuation that the writer advocates we should remember when writing. (2 marks)
7. Explain the meaning of the following expressions as they are used in the passage. (4 marks)
 - i) Counterfeit products
 - ii) Decipher
 - iii) Phishing
 - iv) Typographical errors

2. Read the passage below and answer the questions that follow 25 marks

Nasila River – cool, smooth and silent – swirled quietly about the boulders that were half submerged in it. It was deep and wide. She stood at its bank for a long time, staring down, into the water. Could the answer to her woes be in that river? Yes, it could be! Just a swift, cold shock as she fell into the water and then there would be peace. Yes, peace all over, from her father, from Oloisudori and from the fact that she had failed to get admission to Egerton University. As the idea floated in her mind, she felt a tap on her shoulder. Shocker, she turned around. It was Olarinkoi.

–“What are you doing here at the river side?” he asked with little interest.

–“Nothing,” Resian said nonchalantly. –“I am just relaxing.”

–“Don’t be foolish, little girl,” Olarinkoi said seriously. –“You may not want to tell me what is happening, but I am not foolish and I can put one and one together. Oloisudori’s men are now looking for you everywhere. They have instructions to seize you and take you to Nakuru to be his wife.

–“Just leave me,” Resian said angrily, –“Go tell them to come and find me here.”

–“Listen, you stupid girl,” Olarinkoi said in his caustic language. –“If you do not want to marry Oloisudori, I can rescue you the way I rescued you from those vagabonds who had accosted you and your sister. I know where Minik ene Enkoitai the *Emakererei* lives and where she keeps girls rescued from the situation you are now in. There is no need to despair in life. There is always another chance.”

That could be something to consider, Resian thought, new hope rising in her heart. Yes, it would be wonderful to be received by *Emakererei*. And who knows, there could still be a chance to enrol at the Egerton University, through *Emakererei*.

–“How could we ever get there?” asked Resian a flicker of hope lighting her heart. –“I hear it is very very far from here.”

–“Yes it is far,” confirmed Olarinkoi. –“But where there is hope things always work out. The *Maa* people say home is never far for one who is still alive.”

- a) Place this excerpt in its immediate context. (4 Marks)
- b) Describe the incident that Olarinkoi claims to have rescued Taiyo and her sister. (2Marks)
- c) Discuss a thematic concern found in the excerpt. (2 marks)
- d) What does the author imply when he says, –“could the answer to her woes be in that river?” (2 marks)
- e) Explain the irony in the excerpt. (2 marks)
- f) Apart from irony, comment on any other **two** aspects of style that the writer has used in the excerpt. (4 marks)
- g) From elsewhere in the novel, state the prophecy that Olarinkoi is trying to fulfill when he plans to rescue Resian. (3 marks)
- h) Comment on the **character** of Olarinkoi later in the novel. (2 marks)
 - i) What is the **attitude** of Resian towards Oloisudori’s proposal? (2 marks)
 - j) Give the meaning of the following words. (2 marks)
 - i) Nonchalantly
 - ii) Put one and one together

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

NATURALLY

I fear the workers: they writhe in bristling grass
 And wormy mud: out with dawn, back with dusk
 Depart with seed and return with fat-bursting fruit
 And I eat the fruit

And still they toil: at boiling point
 In head-splitting noise and threatening saws
 They suck their energy from slimy cassava
 And age-rusty taps: till they make a Benz

And I ride in the Benz: festooned

With striped rags and python copper coiling monsters
 While the workers clap their blistered hands
 And I overrun their kids

They build their hives: often out
 Of the broken bones of their mates:
 And I drone in them – ‘state-house’
 Them, ‘collegize’ them, ‘officialize’ them

And I . . . I whore their daughters
 Raised in litter-rotting hovels
 And desiring a quickquick highhigh life
 To break the bond

And I tell the workers to unite
 Knowing well they can’t see hear or understand:
 What with sweat and grime sealing their ears
 And eyes already blasted with wielding sparks
 And me speaking a colourless tongue

But one day a rainstorm shall flood
 The litter-rotten hovels
 And wash the workers’ eyes clean
 Refresh the tattered muscles for a long-delayed
 Blow

(By Austin Bukenya in An Introduction to East African poetry)

- (a) Who is the persona in the above poem? (2 marks)
- (b) What is the poem about? (3 marks)
- (c) Identify and comment on any **two** stylistic devices used in this poem. (4 marks)
- (d) Describe the **tone** of the poem. (2 marks)
- (e) Identify **one character trait** of the persona as shown in the poem. (2 marks)
- (f) Explain the meaning of the following lines as used in the poem. (4 marks)
- (i) Depart with seed and return with fat-bursting fruit
 And I eat the fruit
- (ii) But one day a rainstorm shall flood
 The litter-rotten hovel
 And wash the workers’ eyes clean
 Refresh the tattered muscles for a long-delayed
 Blow
- (g) Identify **two** instances in the poem which describe the workers living in deplorable conditions. (2 marks)
- (h) Comment on the use of coordinating conjunction –‘And’ in this poem. (1 mark)

4. GRAMMAR

- a) Rewrite the following sentences according to the instructions given without changing the meaning. (3 marks)
- i) Maria said the young men had stolen her sweet potatoes. (Rewrite beginning with: Maria accused...)
- ii) It required a lot of planning and great courage to introduce free primary education in Kenya. (Begin: The...)
- iii) The judges declared that Cheptoo had won. (Finish: winner)
- b) Rewrite the following sentences using participle phrases (3marks)
- i) Some people who are afraid of technology believe that technology will take over their lives.
- ii) He knew nothing about the area so he decided to look for a house at a different place.
- iii) The teacher repeated his favourite joke as he was encouraged by the applause of the students.
- c) Use the correct form of the word in brackets in each of the sentences below (3 marks)
- i) Your performance was..... (theatre)
- ii) Maimuna is an girl. (adventure)
- iii) Do you think the seats will fit in the space? (avail)
- d) Complete the following sentences with a phrasal verb that begins with the word in brackets. (2 marks)

- i) The athlete his competitors in the 800 metres race. (drop)
ii) Despite the court order, the governororganizing the county meeting. (go)
- e) *Correct the underlined idiomatic expressions.* (2 marks)
i) After the thorough beating by the crowd, the thief was living a borrowed life.
ii) The young man was asked to clean up his state by the counselor.
- f) *Explain two different meanings of the following sentence.* (2 marks)
i) The chicken is ready to eat.

MOKASA JOINT EVALUATION EXAMINATION

101/3

ENGLISH

Paper 3

(Creative Composition and Essays Based on Set Texts)

1. Imaginative composition. (Compulsory) (20marks)

Either

a) Write a story ending with: . . . *I wish things did not end like this.*

OR

b) Write a story to illustrate the saying: Pride comes before a fall.

2. Compulsory Set Text

A Doll's House by Henrik Ibsen

Women in *A Doll's House* challenge society's perception of the female gender. Write an essay justifying the assertion.

(20 marks)

3. Optional set text

Answer any one of the two questions

Either

a) The Short story:

Memories We Lost and Other stories ED. Chris Wanjala

Children are imprisoned by mental ailments because of superstitious beliefs of those around them. Write an essay in support of the above statement drawing illustrations from Lidudumalingani Mqombothi's story *Memories We Lost*.

(20 marks)

OR

b) The Novel:

The Pearl by John Steinbeck

Good fortune does not necessarily guarantee happiness. Elucidate the truth of this statement drawing illustrations from the Pearl by John Steinbeck.

(20 marks)

MOKASA JOINT EVALUATION EXAMINATION

101/1

ENGLISH

MARKING SCHEME PAPER 1

1. RECOMMENDATION LETTER

- It must be a letter if not -2AD Wrong Format
- If a friendly tone is used -1AD Wrong Tone
- Complete irrelevancy -2AD Irrelevancy

FORMAT: (6 marks)

GARISSA CLUSTER EXAMS

101/1

ENGLISH

Paper 1 (Functional Skills, Cloze test and Oral skills)

NOV/ DEC 2020

(Functional writing, cloze test and oral skills)

1. FUNCTIONAL WRITING

(20MKS)

You are the secretary of Debating Club in your school, recently the club held a meeting and the following issues were discussed;

- Election of officials
- Income generating activities in the club
- Preparation for the great debate.

In the meeting, 8 members were present, 3 including the vice chairperson sent apologies and the whereabouts of 2 members were unknown. The club patron also attended the meeting. Apart from the main issues, members raised some issues from the previous meeting. Write down the minutes of the meeting.

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

To rank or not rank? This is the (1) _____ that greeted the (2) _____ on ranking of schools and students based on their performance in national examinations.(3) _____ and cons on the decision by the government.(4) _____ been put forth with education officials giving varied (5) _____ (6) _____ the debate on the issue is gradually being relegated to the periphery, it is (7) _____ from being conducive. It is (8) _____ that scholars and education experts,(9) _____ should be the guiding lights by providing enlightened(10) _____ have been conspicuous in their silence on this burning issue

3. ORAL SKILLS

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

Ah, Are you digging on my grave?
 –Ah, are you digging on my grave,
 My loved one?- planting rue?”
 –No ; yesterday _he went to wed _
 One of the brightest wealth has bred.
 _It cannot hurt her now,” he said,
 –That I should not be true.

–Then who is digging on my grave?
 My nearest dearest kin?”
 –Ah, no: they sit and think, _what us!
 What good will planting flowers produce?
 No tendance of her mound can loose
 Her spirit from Deaths gin;”

Questions

- (a) (i) Supposing you were to perform this poem to your class how would you prepare? (3marks)
 (ii) How would you say line two stanza 1 and why? (2marks)
 (iii) Identify an instance of alliteration in stanza 1 (1mark)
 (iv) Describe the rhyme scheme of stanza 2 (2marks)
- b) For each of the following words, provide another word with similar pronunciation (4marks)
 (i) gate.....
 (ii) bread.....
 (iii) you.....
 (iv) rest.....
- c) You recently attended an interview which you failed. Mention some of the reasons that could have contributed to your failure. (4 marks)

- d) Mr. Mutiso recently brokered a deal for your school with a contractor which other teachers given the responsibility before had failed to negotiate. What skills could have given Mr. Mutiso an upper hand over teachers in negotiating the deal. (5marks)
- e) Study the following genre and answer the questions that follow.
Hurry hurry has no blessing
- (i) Identify the genre (1mark)
- (ii) Identify and name two parts of the above genre (2marks)
- (iii) Identify and illustrate any two aspects of style employed in the above genre (4marks)
- f) For each of the following words, construct two sentences to convey two different meaning as indicated (4marks)
- (i) early (as an adverb and as an adjective)
- (ii) Surprise (as a noun and as a verb)

GARISSA CLUSTER EXAMS

101/2

ENGLISH

Paper 2

(Comprehension, Literature, Appreciation and Grammar)

1. COMPREHENSION

Read the comprehension passage and then answer the questions that follow

CORRUPTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Corruption is an **intractable** problem. It is like diabetes; it can only be controlled or eliminated. It has a corrosive impact on our economy and that is why it should be eliminated.

- a) How is corruption corrosive to the economy? (2 mks)
- b) Why are the causes of corruption considered as complex? (2 mks)
- c) Identify and explain two ways in which the citizens contribute towards corruption. (2 mks)
- d) In note form, identify four causes of corruption as identified by the passage. (4 mks)
- e) Write the sentences below as one.
 - Corruption is an intractable problem. It is like diabetes. It can only be controlled and not eliminated. (1 mk)
- f) According to the passage, can corruption be eliminated? Explain (2 mks)
- g) What does the writer suggest should be done to eliminate corruption? (3 mks)
- h) Explain the meaning of the following words as used in the passage. (4 mks)
 - i) Fleecing –.....
 - ii) Malevolent.....
 - iii) Endemic -
 - iv) Intractable.....

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

Days earlier, with the help of his brother Simejen and his wives, he had gathered a retinue of young men and women from his Ilmolelian clan and charged them with the responsibility of organizing the activities and chores of the ceremonial day. And true to their calling, the young men and women from his Ilmolelian clan and charged them with the responsibility of organizing the activities and chores of the ceremonial day. And true to their calling, the young men and women immediately swung in to a variety of activities with zest. Those who belonged to the sub-clan of Iloorasha – Kineji, to which Ole Kaelo also belonged, felt that the responsibility to have the occasion succeed rested on their shoulders. Led by a young local primary school teacher called Joseph Parmuat, they took charge of the entire ceremony. Members of the other sub-clan of *lelema* graciously accepted the leadership of Joseph Parmuat and their cousins and all worked harmoniously and tirelessly to bring about the success that was already evident that morning.

From the verandah of his house, Ole Kaelo surveyed with utter satisfaction all that was happening in his homestead. He was most grateful and felt humbled by the fact that, in that ancestral land to which he belonged (body and soul); honour, brotherhood and selflessness were still virtues. In that ancestral land to which he had finally returned and to which he belonged (body and soul): honour, brotherhood and selflessness were still virtues. In Nakuru only the promise of monetary would have induced such a large number of young men and women to turn up. With trembling lips and tears welling in his eyes, he swore under his breath that never again in his life, would he ever abandon the culture of his people or live outside his clan, Ilmolelian. Its twin sub-clans of Iloorasha – Kineji and Lelema would always be like two chambers of his hearth that would incessantly pumped the blood that sustained him regaining his composure he walked back into the house.

Mama Milanoi was at the tables ensuring that the trays that came out of the kitchen laden with the meat delicacies, were sorted out and arranged appropriately. Taiyo was busy slicing chunks of oxtongue into manageable pieces, a job she did with **dexterous** fingers. When their father opened the door to let himself into the living room, Resian was transferring glasses from the sideboard onto a nearby table. The moment she saw him enter, her fingers became clumsy and she nearly dropped a glass.

—“Would you ever do anything right child?” Her father reprimanded severely. I hope you have not broken any glasses this morning”.

- a) What ceremony is going to take place? Why? (3mks)

- b) How would Joseph Parmuat be involved in the family later on? (4mks)
- c) Identify and explain two stylistic devices evident in the excerpt (6 mks)
- d) Briefly discuss any two themes present in excerpt. (6mks)
- e) Explain the relationship between Resian and her father as evident in the excerpt (3mks)
- f) Rewrite this sentence in indirect speech. —Would you ever do anything right , child?
Her father reprimanded her severely. (1mk)
- g) Explain the meaning of the following words and phrases as used in the excerpt (2mks)
 - a) Retinue.....
 - b) And true to their calling

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

It is hard to remain human on a day
 when birds perch weeping
 in the trees and the squirrel eyes
 do not look away but the dog ones do
 in pity.
 another child has killed a child
 and I catch myself relieved that they are
 white and I might understand except
 that I am tired of understanding .
 if this
 alphabet could speak its own tongue
 it would be all symbol surely;
 the cat would hunch across the long table
 and that would mean time is catching up,
 and the spindle fish would run to ground
 and that would mean the end is coming
 and the grains of dust would gather themselves
 along the streets and spell out:
 these too are your children this too is your child.

by Lucille Clifton

- 1. Who is the persona? (3 marks)
- 2. Briefly explain what the poem is about. (4 marks)
- 3. What suggests that the events in this poem are unusual? (3 marks)
- 4. Comment on the society depicted in this poem. (2 marks)
- 5. Briefly discuss the tone of this poem. (3 marks)
- 6. Discuss one stylistic device used in this poem. (3 marks)
- 7. Explain the significance of the line:
 —these too are your children this too is your child. (2mks)

4. Grammar

- (a) Rewrite the sentence below as instructed. (3marks)
 - i) Water has been being carried by the cooks (**Begin: The cooks**)
 - ii) The Executive is committed to implement the constitution (**Rewrite correctly**)
 - iii) Annabel and Mabel could sing very well _____? (**Add a tag**)
- (b) Fill in the blank with the adjective form of the words in brackets (3 marks)
 - i) The accused is yet to be proven.....(GUILT)
 - ii) The (MISCHIEF) boy startled the cat.
 - iii) Your speech was (REMINISCE) of Osama's
- (c) Fill in the blanks with the appropriate form of 'LIE' and 'LAY' (3 marks)
 - i) Jessica has..... in the shade all afternoon
 - ii) My turkey had three eggs before Christmas
 - iii) Whoever says a dog is feline must be a
- (d) Replace the underlined words in each sentence with one word with similar meaning (3 marks)
 - i) The meeting was put offfor lack of quorum
 - ii) The baby lets out..... a cry every time its mother leaves the room
 - iii) I'm sorry I can't put up the visitors; I don't have enough room
- (e) Fill the blanks with the correct word (3 marks)

- i) The girls..... their uniform on the clothesline yesterday afternoon
- ii) I entirely agree your proposal
- iii) The KCSE results were on the KNEC website

GARISSA CLUSTER EXAMS

101/3

**ENGLISH
PAPER 3**

(CREATIVE COMPOSITION AND ESSAY BASED ON SET TEXTS)

1. **COMPULSORY...** (20 marks)
Write an imaginative composition ending with
..... that is when I came to realise that I had been deceived.
Or
Write a composition to illustrate the proverb/saying –“The days of a thief are numbered.”
2. **COMPULSORY TEXTS: The play : A Dolls House by Henrik Ibsen)**
Both parents and children have an obligation to take care of each other. Write a composition in support of this statement basing your argument on events in
A Doll’s House. (20 Marks)
3. **OPTIONAL TEXTS (Novel: The Pearl by John Steinbeck**
Write an essay on how the theme of greed is illustrated in Pearl by John Steinbeck? (20marks)
- 4 David Mulwa: The Inheritance: Write an essay showing the results of bad leadership. (20 marks)

**GARISSA CLUSTER EXAMS
FORM FOUR EVALUATION TEST NOV/ DEC 2020
Kenya Certificate of Secondary education
ENGLISH
Paper 1**

MARKING SCHEME

FUNCTIONAL WRITING

FORMART

8marks

Heading: Minutes of Debating Club... must have purpose, venue, date and time @ ½ mk (2mks)

List of attendance; Present ½ mk

Apologies ½ mk

Absent ½ mk

In attendance ½ mk

Preliminaries 1 mk

Matters arising 1 mk

A.O.B ½ mk

Adjournment ½ mk

Signing off (the secretary and chairperson- must be left blank) 1mk

CONTENT

8marks

Matters arising- should mention 2 @1mk –(2mks)

Election –must have a list of officials 2mks

Income generating activities- at least 2 @1mk (2mks)

The great debate 2mks

LANGUAGE

4mks

A- 4

B- 3

C- 2

D- 1

CLOZE TEST

1. question
2. ban
3. Pros
4. have
5. reasons
6. although
7. far
8. surprising
9. who
10. opinions

NOTE

- Expect only one word per blank space
- Alternatives where one is wrong award 0
- Misuse of capital letters award 0
- If spelling is wrong award 0

3. ORAL SKILLS

a (i)

- read the poem to myself to understand it.
- recite the poem in front of a mirror
- As my classmates to observe as I rehearse my performance.
- Decide on the intonation I would use at what point.
- Decide on when and where to use gestures.
- Ask myself and decide on the pace of delivery (any 3 x1=4 mks)

3. ORAL SKILLS

a (i)

- read the poem to myself to understand it.
- recite the poem in front of a mirror
- As my classmates to observe as I rehearse my performance.
- Decide on the intonation I would use at what point.
- Decide on when and where to use gestures.
- Ask myself and decide on the pace of delivery (any 3 x1=4 mks)

ii) With a rising intonation – it is a yes / no question

iii) Went to wed

iv) a, bcccb – irregular rhyme

- b) i) gate – gait
ii) bread – bred
iii) you – ewe
iv) rest – wrest

c)

- Lateness
- Lack of etiquette
- Improper dressing
- Poor research / preparedness
- Lack of confidence / obvious show of nervousness

d)

Good listening skills

- ability to quickly and accurately grasp the issues at stake
- ability to comprehend the conflicting views of a matter
- Capacity to assimilate, interpret and use figures and facts in a manner to support a given view.
- determining the bottom line beyond which he couldn't go

- Exercise patience and restraint
 - Ability to extract information without being offensive
 - Maintain confidentiality (5 x 1 =5 mks)
- e) i) proverb (1 mk)
- ii) hurryhurry has no blessings, (2 mks)
Proposition competition
- iii) Repetition – hurry hurry
Alliteration hurry hurry has
- f) i) We went home early. (adverb)
The early bird catches the worm. (adjective) (2 mks)
- ii) It was a surprise that he came to my wedding. (noun) (2 mks)
I will surprise you one of these days, (verb)
- ii) With a rising intonation – it is a yes / no question
- iii) Went to wed
- iv) a, bcccb – irregular rhyme
- b) i) gate – gait
ii) bread – bred
iii) you – ewe
iv) rest – wrest
- c) Lateness
Lack of etiquette
Improper dressing
Poor research / preparedness
Lack of confidence / obvious show of nervousness
- d) Good listening skills
- ability to quickly and accurately grasp the
 - Issues at stake
 - ability to comprehend the conflicting views of a matter
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The early bird catches the worm. (adjective) (2 mks)
- ii) It was a surprise that he came to my wedding. (noun)
I will surprise you one of these days, (verb) (2 mks)

LAINNAKU I FORM FOUR JOINT EVALUATION 2020

101/1-

ENGLISH - Paper 1

(Functional Skills)

1. Imagine you are the secretary of Mtaa Wetu Youth Group in your community. You are required to take minutes of the proceedings of their meeting. Include the following information in the minutes.
 1. 6 members are present, while 2 have apologies.
 2. The area youth officer is present in the meeting.
 3. The Agenda includes – Area security, Drugs and substance abuse among the youth and Mtaa Wetu Market clean up campaign
 4. A.O.B includes – Invitation of guest speaker.

2. Read the passage below and fill each blank space with the most appropriate word. (10mks)

Speaking is the primary form of communication for all communities, literate or non-literate. The difference (a) oral and written discourse is that they use different channels. (b) writing requires devices such as pen and paper, speech requires aural (hearing), oral (speaking), and (c) (seeing) channels. Another major difference is personal contact, (d)..... is face to face in oral communication, except in telephone conversations, though even here one's feelings can be (e) from the tone of voice.

A (f) must be fluent and articulate from the start. Because there are no bold prints, quotation marks, paragraphs and other devices usually used to (g) certain words, a speaker must substitute these devices with vocal nuances, body movements, glances (h) other non-verbal substitutes. Oral (i) requires a greater variation in sentence length, that is, sentences that are less involved, (j) personal pronouns and more use of rhythmic phrasing.

3a) Read the following poem and answer the questions that follows.

O whisper, O my soul! The afternoon
 Is waning into evening, whisper soft!
 Peace, O my rebel heart! For soon the moon
 From out its misty veil will swing aloft!
 Be patient, weary body, soon the night
 Will wrap thee gently in her sable sheet
 And with a leaden sigh thou wilt invite
 To rest thy tired hands and aching feet.

The wretched day was theirs, the night is mine;
 Come tender sleep, and fold me to thy breast.
 But what steals out the gray clouds like red wine?
 O dawn, O dreaded dawn! O let me rest
 Weary my veins, my brain, my life! Have pity!
 No! Once again the harsh, the ugly city!

By Claude Mckay.

- i) Describe the rhyme scheme of this poem. (3 Marks)
- ii) Identify and explain any two features that would make this poem easy to recite. (4 Marks)
- iii) In an oral performance of this poem, how would you say the second line of the second stanza? (2 Marks)
- b) You are one of the main speakers in a symposium held in a neighbouring school, the participants keep interrupting. Give any **five** possible reasons for this. (5 Marks)
- c) Provide another word pronounced the same as the following (5 Marks)
 - i) Birth:.....
 - ii) Fur:.....
 - iii) Arms:.....
 - iv) Coup:.....
 - v) Medal:.....

- d) Underline the stressed syllable in the following words. (5 Marks)
- Palatial
 - Police
 - Approach (noun)
 - Colleague
 - Misuse
- e) For each of the situations below, write what you would say.
- Do you mind a cup of coffee? (1 Mark)
 - Thank you for visiting us. (1 Mark)
 - Your friend has lost a close relative. (2 Marks)
 - You were not able to attend a meeting because your child was sick. (2 Marks)
- (e) Identify a sound feature in each of the short forms given below. (6 marks)
- She shyly shook her shapely shoulders.
 - Challenger: A lion roaring in the bush.
Respondent: Boiling water.
- i) A good wife and health are man's best wealth.

LAINNAKU-1 FORM FOUR JOINT EVALUATION

Kenya Certificate of Secondary Education

101/2

ENGLISH

(Comprehension, Literary Appreciation and Grammar)

1. Read the passage below and then answer the questions that follow.
- You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight and **ward off** major illness?

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

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

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

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

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

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

Will the wonders of food ever cease? Not if researchers in nutrition keep their pace. Let them keep the good news flowing – such as the fact that we don't have to starve ourselves to lose weight and keep diseases at bay

(Adapted from Reader's Digest, January 2004)

- (a) What is the benefit of eating the right food at the right time? (3 marks)
- (b) In what two forms can antioxidants be consumed? (2 marks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer. (2 marks)
- (d) According to the passage, how can you use up excess fat? (2 marks)
- (e) Identify and illustrate the use of irony in the passage. (2 marks)
- (f) You can now see why antioxidant foods should be consumed in generous portions.
(Rewrite in the passive) (1 mark)
- (g) Make notes on the effects of eating carbohydrates as compared to proteins. (4 marks)
- (h) What is the attitude of the author towards calcium as weight cutting measure? (2 marks)
- (i) Explain the meaning of the following expressions as used in the passage. (2 marks)
- (i) less daunting
 - (ii) ward off

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

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

The man who came out of the car was a sight to remember. It was evident that he meant to be ostentatious. Right from the designer shoe thrust out of the high-sided vehicle; the blue pin-striped designer business suit; the golden watch that dangled from his hand; the golden bracelet matching cuff links; and the golden chain that adorned his neck, all were flaunted in a show of opulence. That was Edward Oloisudori Lonkiyaa.

And when his three friends alighted, Taiyo and Resian shuddered at their sight. Even Taiyo who was not interested in discerning appearances, got alarmed and wondered what the men's mission was. All the men looked alike; they were of the same height and possibly weighed nearly the same. Like a bridegroom and his escorts, they wore matching suits and adorned expensive golden ornaments like those of Oloisudori. Only one of them had an extra adornment: a golden tooth that shone brilliantly when he smiled.

Resian's words in a way were prophetic, Taiyo thought; not only dislike Oloisudori the moment he walked through the door to their house, but she also immensely hated the pomposity that he and his friends displayed. The tall, muscular and distinguished looking Oloisudori, was indeed exactly as Resian had described him. He was bad mannered, discourteous and certainly overbearing. With sure feminine instincts, Taiyo sensed that the man's mission in their home was more than a business excursion.

She was alarmed, even fearful when it dawned on her that the evil looking man was probably targeting her sister Resian, and hence his demand that she be there to serve him on that day. His pretentious warmth and charms he greeted them, was nothing but an empty façade, she concluded. Taiyo thought the man's obvious disdainful regard for their father was enough to make her consign to him to the dustbin. Even the very many gifts he brought for every member of the family did not impress Taiyo. They all paled in her eyes and looked worthless. And like the demon that she thought he was, Oloisudori doled out the gift gleefully.

Questions

- (a) Place this extract in its immediate context. (4mks)
- (b) Explain three aspect of style from this extract. (6mks)
- (c) Referring to other incidents in the book, when else does Oloisudori visit Kaelo's home? (4mks)
- (d) What main theme emerges from this excerpt (2 marks)
- (e) According to this extract, identify two character traits of Oloisudori. (4mks)
- (f) Mention any one gift brought to Ole Kaelo. (1 mark)
- (g) Resian words are almost prophetic. Explain. (2mks)
- (h) What is Taiyo's attitude towards their father's visitor? (2mks)

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

The Twist

In a little shanty town
Was on a night like this

Girls were sitting down
Around the town
Like this

Some were young
And some were brown
I even found a miss
Who was black and brown
And really did
The twist

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

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

- (a) Briefly explain what the poem is about. (3 marks)
- (b) What do we learn about the persona? (3 marks)
- (c) Explain the main theme of this poem? (2 marks)
- (d) What is the prevailing mood in the poem? (2 marks)
- (e) Identify and explain any three poetic devices used in this poem. (6 marks)
- (f) What are the achievements of the persona on this night? (2 marks)
- (g) Explain the meaning of
- (i)miss who was brown and black. (1 mark)
- (ii) Twist the music out of hunger. (1 mark)
4. (a) Write the following sentences according to the instructions given after each (4 marks)
- (i) It is a joy to see you today in this school.
(Begin: What.....)
- (ii) –Did you see who stole the pen?” Jane asked Mary. (Rewrite in reported speech)
- (iii) He will not be given a driving license. He passes the road test.
(Rewrite as one using unless)
- (iv) The police are looking into the case. (Rewrite to end with:.....the police.
- (b) Use the correct form of the verb given in the brackets to fill in the blanks. (3 marks)
- (i) The concert.....as soon as the audience kept quiet. (begin)
- (ii) Neither Sam nor Silafor the function. (go)
- (iii) Among those presentGovernors and Members of Parliament. (be)
- (c) Fill in each blank space in the following sentences with a correct preposition. (3 marks)
- (i) Congratulationsyour success!
- (ii) We need proofhis story.
- (ii)Thursday next week, we shall have flown to Mombasa.
- (d) Fill in each blank space with the correct alternative from the given choices. (3 marks)
- (i) Alice andwent to the mall. (she/her)
- (ii) I wondered who they were but since I hadtime to spare, I walked away. (little/ a little)
- (iii) A.....was imposed on the hunting of wild game. (ban/bun/burn)

- (e) *Choose the best connector from those given in brackets.* (2 marks)
- (i) She was very tired.....she did not bother to cook for herself.
(but, thus, nevertheless)
- (ii) The room was dark;we could not work properly.
(however, consequently, nevertheless)

LAINNAKU I FORM FOUR JOINT EVALUATION 2020
Kenya Certificate of Secondary Education
101/3-
ENGLISH
(Imaginative Compositions &Essays Based on Literature Texts)

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 bitten twice shy”.

2. COMPULSORY TEXT: *A Doll’s House* HENRIK IBSEN (20MKS)
- A marriage founded on falsehood and secrets is bound to fall apart. Write an essay to illustrate the truth of this statement drawing your illustrations from the play *A Doll’s House*.

3. OPTIONAL SET BOOKS (20MKS)

Either

- a) Human beings are naturally opportunistic. "Justify this statement with close reference to *The Pearl* by John Steinbeck.
 Or
- b) Drawing illustrations from the short story *Hitting Budapest* by No Violet Bulawayo, in the anthology, *Memories We Lost and Other Stories*, write an essay on the devastating effects of poverty.
 Or
- c) "Greed is an inherent trait of most Africans in absolute power." With reference to the play *Inheritance* by David Mulwa, validate this statement.

LAINNAKU 1
JOINT EVALUATION 2020
ENGLISH PAPER 1 MARKING SCHEME.

- i) **Q1. a Minutes**

Format

- Title 1 mk – Must be full to earn a full mark; if item is missing do not award
- Present 1 mk
- Apologies ½ mk
- Absent ½ mk
- In Attendance ½ mk
- Preliminaries 1 mk
- Adjournment ½ mk
- Confirmation/signing of minutes mk1

Total 6 marks

Content

- Confirmation of previous minutes 1 mk
- Matters Arising 2 mk

- Area security 1 mk
 - Drugs and substance abuse among the youth 1 mk
 - Mtaa Wetu Market clean up campaign 2 mks(date must be given)
 - A.O.B
- (The items must be mentioned, discussed and agreed upon)

Total **8 mks**

Language **4 mks**
Tone- Formal tone **2 mks**

2. (a) between
 (b) Whereas
 (c) visual
 (d) which
 (e) detected
 (f) speaker
 (g) emphasize
 (h) and
 (i) communication
 (j) more
3. a)
 i) ababcdcdefefgg- regular rhyme
 ii) Use of rhyming words eg soft/aloft, night/invite
 Use of alliteration eg waning...whisper, o dawn, o dreaded dawn
 Use of assonance eg soon....moon, misty...will...swing, wrap...sable
 (any 2, 1 mk for illustration, 1 mk for illustration)
- iii) Use a soft gentle voice when saying come tender sleep to capture the calm mood.
 Use gestures to beckon sleep to come and hold the chest to indicate thy breast.
 With a falling intonation since it is a statement

b)

Audience Factors	Speaker Factors	Environment factors
They wanted to ask questions	They wanted to seek clarifications because the speaker was not eloquent	Room was not conducive e.g stuffy, noisy, poorly lit etc
Topic was beyond their level of understanding	They wanted to correct wrong information or distorted facts	
Not attentive enough	The speaker was inaudible.	
Poor listening skills evident in poor sitting posture, conversing among themselves when the speaker is delivering	The speaker did not use appropriate non-verbal cues.	
	Not well groomed	

- c) i) Berth
 ii) fir
 iii) alms
 iv) Coo
 v) Meddle
- d) i) palatial
 ii) police
 iii) approach
 iv) colleague
 v) misuse

- e) i) No/I don't mind, please or I am sorry I can't, I'm full/okay...
 ii) You are welcome, It was our pleasure
 iii) I am very sorry for your loss
 iv) I am sorry I couldn't attend the meeting because my child was sick(reason must be mentioned)
- f) i) Alliteration- /sh/ sound
 ii) Onomatopoeia- roaring
 iii) Rhyme- health...wealth or Assonance /e/ in health best wealth.

LAINNAKU 1
JOINT EVALUATION 2020
ENGLISH PAPER 2 MARKING SCHEME.

1. (a)
 – help increase energy.
 – manage weight
 – ward off major illness. **(3 marks)**
 (b)
 – in foods
 – in pills **(Expect the two points 2 marks)**
 (c) They damage arteries and body cells if they are not neutralized by antioxidants. **(2 marks)**
 (d) through taking calcium . **1 mk**
 taking a balanced diet inclusive of fruits and vegetables. **1mk**
 (e) there is irony in the recommendation to eat more in order to lose weight yet it is generally believed that eating more food contributes to weight gain. **(2 marks)**
 (f) Why antioxidant foods should be consumed in generous portions can now be seen. **1 mk**
 (g)
 – carbohydrate meals are absorbed quickly.
 – takes your appetite away.
 – depletes your energy.
 – carbohydrates send blood sugar on a roller coaster ride. **(expect 4 points 4 marks)**
 (h) Approving/ Appreciative-the writer recommends its use because he describes it as 'magic' and the latest weight star _
 to appear on the scene. **(2 marks)**
 (i) (i)-without difficulty/ easy/less difficult/ less challenging **1mk**
 (ii)-to protect/ to defend **1mk**
2. (a) **before** Oloisudori arrives in a precession of four chauffeur driven cars to come for Resian.Ole Kaelo welcomes them nervously. **2mks**
After-Oloisudori comes with many gifts for Kaelo's family and Oloisudori together with his friends were well received. Ole Kaelo thinks that he is in the same league with Oloisudori and the friends. **2mks**
- (b) (i) Vivid description-Oloisudori is wearing a designer shoe blue pin-striped suit, a golden watch and a bracelet.
 (ii) simile-like a bridegroomand his escorts, they wore matching suits/ like demon...
 (iii) metaphor-the gifts paled in Taiyo's eyes
 Iv) Hyperbole-shuddered at their sight **2mks**
 v) Foreshadowing/ foreboding
(Expect 3 illustrated devices =6 mks)
- (c) (i) Oloisudori visits Kaelo's home the first time to demand for his money. **(2 mks)**
 (ii) He also visits the home to execute his abduction plans; he plans to abduct Resian. **(2mks)**
- (d)
 – Extravagance-Oloisudori brings many gifts to the kaelos/ he wears expensive clothes.
 – Immorality- Oloisudori's demand that he be served by Resian is an indication of his evil intentions towards her
 Forced marriage- the visit was more than business . **(any one theme 2 marks)**

SUKEMO JOINT EXAMINATION TEST - 2020

101/1

Oct/Nov 2020

English Paper 1

1. Imagine you are the school captain. One of the students in your school has been invited for a two weeks' Young Leadership Program to be held during the holiday. The organizing committee requires further information about the student and has asked you to write a recommendation letter. Write the recommendation letter addressed to;

The Secretary,
Young Leadership Program
P.O Box 16950,
00100
Nairobi.

(20 marks)

2. Read the passage below and fill the blanks provided with a suitable word. (10 marks)

Conducting a job search 1 _____ the Internet has definitely 2 _____ how job seekers contact hiring 3 _____. The availability of copying and pasting a text version CV into a format 4 _____ company's Website has laid the foundation for an easier and 5 _____ convenient process. 6 _____ the Internet's convenience, a breeding ground for scam artists continues to 7 _____ each year as well. Identity thefts have increased to an overwhelming 10 million 8 _____ per year and many of them are the result of phishing-not surprisingly, the employment industry is 9 _____ attack as well. Knowing what to look for and how to stop fraud can be the best deterrent to ensuring you have a safe experience while conducting your 10 _____ search.

3. Oral skills (30 marks)

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

Breakthrough

When I reached the threshold
The gate was quickly locked
Though loud and long knocked
They left me in the cold

I stood outside for long
Wondering what was wrong
Honour wouldn't let me
A peeping tom be

When night tiptoed behind
Me a stranded pilgrim
Ah, I made up my mind
To fight on for my dream

I crashed open the gate
Uncaring it was wrong
Wow, I was hugged with a song –
A welcome initiate

(Anonymous)

- i) How has rhythm been achieved in the poem? (2 marks)
ii) How would you say the last two lines of the poem and why? (2 marks)
iii) Which words would you stress in line 4 of this poem? (2 marks)
- b) Underline the silent letters in the following words (4 marks)
- i) Honour
ii) Could
iii) Badge
iv) Receipt
- c) Identify the odd one out in each of the following sets of words (4 marks)
- i) Respect, resist, religion, referee

- ii) Resign, resolve, advise, waste.....
 iii) Usual, visual, pleasure, passion.....
 iv) Chef, chin, chic, chauffeur.....
- d) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means. (3 marks)
- i) Amanda rode the bus to school
 ii) Amanda rode the bus to school
 iii) Amanda rode the bus to school
- e) A non-governmental organization is seeking to recruit four graduates to serve as clerks. You have been invited for an interview. Explain briefly, what you will do before and during the interview. (6 marks)
- f) **Read the following telephone conversation and answer the questions that follow.**
Secretary: (phone rings) Hello, Masomo Secondary School. How may I help you?
Caller: I want to speak to my mother.
Secretary: May I know who your mother is please?
Caller: (impatient and irritated) I have said I want to speak to my mother.
Secretary: Excuse me, I don't know who your mother is. Could you please tell me her name?
Caller: (shouting) You have been working in that institution for the last ten years and you don't know Mrs. Marita?
Secretary: (politely) oh, Mrs. Marita? She has just stepped out shortly. May I take a message for her please?
Caller: (bangs the receiver).
- k) Identify three instances that show the caller's lack of etiquette (3 marks)
 ii) What shows that the secretary demonstrates professional conversational skills during the telephone conversation? (4 marks)

SUKEMO JOINT EXAMINATION TEST - 2020

101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

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

20 marks

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or resume with no spelling or grammatical mistakes is essential if you want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web page may cause potential customers to doubt the credibility of the website and the organization.

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

If you are unconvinced about the importance of accurate writing, think of the clues we use to identify spam emails, "phishing" websites, and counterfeit products: poor grammar and spelling.

Similarly, some employers state publicly that any CV or resume containing spelling or grammatical mistakes will be rejected immediately, whilst a BBC news article quotes research that calculates spelling mistakes cost online businesses "millions" in lost sales.

Checking for poor writing and spelling mistakes should be seen as a courtesy to your readers since it can take them much longer to understand the messages in your writing if they have to think and re-read text to decipher these.

All written communications should therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors. Do not assume that spelling and grammar checkers will identify all mistakes as many incorrect words can indeed be spelt correctly (for example, when ~~their~~ is used instead of ~~there~~ or ~~principle~~ instead of ~~principal~~) or entire words may be missing. If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

Even if you know spelling and grammar rules, you should still double-check your work or, even better, have it proof-read by somebody else. Our brains work faster than our fingers can type the accidental typographical errors (typos) inevitably creep in.

The good news is that writing is a skill, which can be learned like any other. One trick for checking and improving your work is to read it aloud. Reading text forces you to slow down and you may pick up problems with the flow that your eye would otherwise skip over.

As well as grammar, spelling and punctuation, it is important to remember your audience.

Always write with your audience in mind, and it can also help to bear in mind the medium in which you plan to publish. This knowledge will help you decide whether you need to write in a formal style or a more informal one, and will also help you to decide on a suitable structure.

1. Why are good writing skills important? (3 marks)
2. What effect does poor writing skills have? (2 marks)
3. In a paragraph of not more than 50 words, summarise the steps involved in good writing. (5 marks)
Rough copy
Final copy
4. Explain the irony in paragraph three. (3 marks)
5. The good news is that writing is a skill which can be learned like any other.
Rewrite beginning with a participle. (1 mark)
6. Mention four things, apart from grammar, spelling and punctuation that the writer advocates we should remember when writing. (2 marks)
7. Explain the meaning of the following expressions as they are used in the passage. (4 marks)
 - i) Counterfeit products
 - ii) Decipher
 - iii) Phishing
 - iv) Typographical errors

2. *Read the passage below and answer the questions that follow* 25 marks

Nasila River – cool, smooth and silent – swirled quietly about the boulders that were half submerged in it. It was deep and wide. She stood at its bank for a long time, staring down, into the water. Could the answer to her woes be in that river? Yes, it could be! Just a swift, cold shock as she fell into the water and then there would be peace. Yes, peace all over, from her father, from Oloisudori and from the fact that she had failed to get admission to Egerton University. As the idea floated in her mind, she felt a tap on her shoulder. Shocker, she turned around. It was Olarinkoi.

–What are you doing here at the river side”? he asked with little interest.

–Nothing,” Resian said nonchalantly. –I am just relaxing.”

–Don’t be foolish, little girl,” Olarinkoi said seriously. –You may not want to tell me what is happening, but I am not foolish and I can put one and one together. Oloisudori’s men are now looking for you everywhere. They have instructions to seize you and take you to Nakuru to be his wife.

–Just leave me,” Resian said angrily, –Go tell them to come and find me here.”

–Listen, you stupid girl,” Olarinkoi said in his caustic language. –If you do not want to marry Oloisudori, I can rescue you the way I rescued you from those vagabonds who had accosted you and your sister. I know where Minik ene Enkoitai the *Emakererei* lives and where she keeps girls rescued from the situation you are now in. There is no need to despair in life. There is always another chance.”

That could be something to consider, Resian thought, new hope rising in her heart. Yes, it would be wonderful to be received by *Emakererei*. And who knows, there could still be a chance to enrol at the Egerton University, through *Emakererei*.

–How could we ever get there?” asked Resian a flicker of hope lighting her heart. –I hear it is very very far from here.”

–Yes it is far,” confirmed Olarinkoi. –But where there is hope things always work out. The *Maa* people say home is never far for one who is still alive.”

- a) Place this excerpt in its immediate context. (4 Marks)
- b) Describe the incident that Olarinkoi claims to have rescued Taiyo and her sister. (2Marks)
- c) Discuss a thematic concern found in the excerpt. (2 marks)
- d) What does the author imply when he says, –ould the answer to her woes be in that river?” (2 marks)
- e) Explain the irony in the excerpt. (2 marks)
- f) Apart from irony, comment on any other **two** aspects of style that the writer has used in the excerpt. (4 marks)
- g) From elsewhere in the novel, state the prophecy that Olarinkoi is trying to fulfill when he plans to rescue Resian. (3 marks)
- h) Comment on the **character** of Olarinkoi later in the novel. (2 marks)
- i) What is the **attitude** of Resian towards Oloisudori’s proposal? (2 marks)
- j) Give the meaning of the following words. (2 marks)
 - Nonchalantly
 - Put one and one together

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

NATURALLY

I fear the workers: they writhe in bristling grass
 And wormy mud: out with dawn, back with dusk
 Depart with seed and return with fat-bursting fruit
 And I eat the fruit

And still they toil: at boiling point
 In head-splitting noise and threatening saws
 They suck their energy from slimy cassava
 And age-rusty taps: till they make a Benz

And I ride in the Benz: festooned
 With striped rags and python copper coiling monsters
 While the workers clap their blistered hands
 And I overrun their kids

They build their hives: often out
 Of the broken bones of their mates:
 And I drone in them – state-house
 Them, collegize them, officialize them

And I . . . I whore their daughters
 Raised in litter-rotting hovels
 And desiring a quickquick highhigh life
 To break the bond

And I tell the workers to unite
 Knowing well they can’t see hear or understand:
 What with sweat and grime sealing their ears
 And eyes already blasted with wielding sparks
 And me speaking a colourless tongue
 But one day a rainstorm shall flood
 The litter-rotten hovels
 And wash the workers’ eyes clean
 Refresh the tattered muscles for a long-delayed
 Blow

(By Austin Bukonya in An Introduction to East African poetry)

- (a) Who is the persona in the above poem? (2 marks)
- (b) What is the poem about? (3 marks)
- (c) Identify and comment on any **two** stylistic devices used in this poem. (4 marks)

- (d) Describe the **tone** of the poem. (2 marks)
- (e) Identify **one character trait** of the persona as shown in the poem. (2 marks)
- (f) Explain the meaning of the following lines as used in the poem. (4 marks)
- (i) Depart with seed and return with fat-bursting fruit
And I eat the fruit
- (ii) But one day a rainstorm shall flood
The litter-rotten hovel
And wash the workers' eyes clean
Refresh the tattered muscles for a long-delayed
Blow
- (g) Identify **two** instances in the poem, which describe the workers living in deplorable conditions. (2 marks)
- (h) Comment on the use of coordinating conjunction –And’ in this poem. (1 mark)

4. GRAMMAR

- a) Rewrite the following sentences according to the instructions given without changing the meaning. (3 marks)
- i) Maria said the young men had stolen her sweet potatoes. (Rewrite beginning with: Maria accused...)
- ii) It required a lot of planning and great courage to introduce free primary education in Kenya. (Begin: The...)
- iii) The judges declared that Cheptoo had won. (Finish:winner)
- b) Rewrite the following sentences using participle phrases (3marks)
- i) Some people who are afraid of technology believe that technology will take over their lives.
- ii) He knew nothing about the area so he decided to look for a house at a different place.
- iii) The teacher repeated his favourite joke as he was encouraged by the applause of the students.
- c) Use the correct form of the word in brackets in each of the sentences below (3 marks)
- i) Your performance was..... (theatre)
- ii) Maimuna is an girl (adventure)
- iii) Do you think the seats will fit in the space? (avail)
- d) Complete the following sentences with a phrasal verb that begins with the word in brackets. (2 marks)
- i) The athletehis competitors in the 800 metres race. (drop)
- ii) Despite the court order, the governororganizing the county meeting. (go)
- e) Correct the underlined idiomatic expressions. (2 marks)
- i) After the thorough beating by the crowd, the thief was living a borrowed life.
- ii) The young man was asked to clean up his state by the counselor.
- f) Explain two different meanings of the following sentence. (2 marks)
- i) The chicken is ready to eat

SUKEMO JOINT EXAMINATION TEST - 2020

101/3

ENGLISH

PAPER 3

(Creative Compositions and Essays Based on Set Texts)

1. Imaginative composition. (20marks)
- EITHER**
- a) Write a story ending with:I wish things did not end like this.
- OR**
- b) Write a story to illustrate the saying: Pride comes before a fall.
2. COMPULSORY SET TEXT: A DOLL'S HOUSE BY HENRIK IBSEN
Women in *A Doll's House* challenge society's perception of the female gender. Write an essay justifying the assertion. (20 marks)
3. OPTIONAL SET TEXT
- a) MEMORIES WE LOST AND OTHER STORIES ED. CHRIS WANJALA

KIGUMO

ENGLISH 101/1

1. Functional Writing

(20marks)

Your mother has assigned you the responsibility of preparing breakfast for the family. The family's favourite accompaniment is mandazi which you have been requested to cook for them. Prepare a recipe for some mandazis for the six family members. (20marks)

1. Cloze Test (10marks)

_____ (1) in the public secondary schools who get pregnant will not benefit from the free medical cover. NHIF Chief executive, Geoffrey Mwangi said the cover for students had not _____ (2) in early pregnancies. –If any of the secondary school girls gets _____ (3) they will not be covered by the NHIF. Those who will not want to be assisted may opt _____ (4) look for other sources of funding or register _____ (5) the ‘Linda Mama’ initiative,” Mr. Mwangi advised. The Linda Mama initiative is an expanded free maternal care programme for expectant _____ (6). Mr. Mwangi said the secondary school medical cover recently _____ (7) out by the government was only designed to take care of in-patient and out-patient illness. Many teenage girls drop out of school _____ (8) of early pregnancies. A United Nations Population Fund report _____ (9) last December showed that 378,000 teenage girls _____ (10) between 10 and 19 become pregnant between July 2016 and June last year.

1. ORAL SKILLS (30 MARKS)

(a) Read the poem and answer the questions that follow

I SEE HIS BLOOD UPON THE ROSE by Joseph Plumkett.

I see his blood upon the rose.
 And in the stars the glory of his eyes,
 His body gleams amid eternal snows,
 His tears fall from the skies,
 I see his face in every flower;
 The thunder and the singing of birds
 Are but his voice – and carven by his power
 Rocks are his written words

All pathways by his feet are worn,
 His strong heart stirs the ever beating sea
 His crown of thorns is twined with every thorn,
 His cross is every tree.

- i) Describe the rhyme scheme of the poem (2marks)
- ii) Which words would you stress in the last two lines of the last stanza and why? (2 marks)
- iii) Apart from rhyme, identify and illustrate one sound device in this poem (2marks)
- iv) Give two effects of the above sound pattern (2marks)
- v) How would you say the last line of the poem (2marks)

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

- i) While.....
- ii) Oh.....
- iii) Berth.....
- iv) Bough.....
- v) Cede.....

(c) Underline the stressed syllable when the following words are used as either nouns or verbs as indicated in the brackets (4marks)

- i) Refuge (noun)

- ii) Subject (verb)
- iii) Conduct (verb)
- iv) Present (noun)
- (d) Identify the silent letter in each of the following words (3marks)
 - i) Mutton.....
 - ii) Sachet.....
 - iii) Sword.....
- (e) Mr. Olunga recently brokered a deal for your school with a contractor which other teachers given the responsibility before had failed to negotiate. What skills could have given Mr. Olunga an upper hand over teachers in negotiating the deal (5marks)
- (f) Study the following genre and answer the questions that follow.
Hurry hurry has no blessings.
 - i) Identify the genre (1mark)
 - ii) Identify and name two parts of the genre (2marks)
 - iii) Identify and illustrate any two aspects of style employed in the above genre. (4marks)
- (g) Read the following conversation between Musyoka and Wanjala and then answer the questions that follow.

Musyoka : Before she died of liver cancer, my sister felt a lot of pain and lost a lot of weight.

Wanjala : Talking about that, I had a toothache last night. I tell you I couldn't sleep.

Musyoka : Yes, so about my sister....

Wanjala : (Scrolling through his phone). You remind me about my sister. In fact, she wrote to me last week telling me about her son's fees. She believes I have more money than I need and that I should give her some.

Musyoka : Well, maybe you have a lot of money. But thanks you for being such a good listener! (Stands up to go)

Wanjala : What ! Have I offended you?

Explain any 3 short comings in Wanjala's listening skill (6marks)

KIGUMO

101/2

ENGLISH PAPER TWO

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR.

TIME 2½ HOURS.

Question 1

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

Africans are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of live. The biggest challenge however, is to identify ways and means of creating an environment that is likely to encourage development in Africa.

Perhaps the greatest strategy would be to develop political structure and government institutions that have the capacity to formulate and implement genus poverty alleviation strategies. Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Government should foster exploitation and management of natural resources by providing an enabling environment. Having stable governments may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the taxpayers. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return it or face the full force of the law. Again people known to have **stashed** money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, African countries must find a way of solving their internal conflicts without involving the international community; after all, we are all brother with a common cause. The need to unite and exist as unitary state should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The African

union should be strengthened to enable it to arbitrate intra and inter-states disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity.

Another solution would be to develop rural –based economies since the bulk of our population lives in the areas. Industries that produce and those that manufacture farm inputs, machinery and implement should be located in rural areas. Similarly, mining concerns should establish processing plants near mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of infrastructure, which will open up the rural areas for business. This will further encourage agricultural expansion and increase food production to counter perennial food shortages in Africa. For instances, development of dairy and beef processing industry in the rural areas will encourage development of sustainable livestock keeping and probably bring to an end the loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the **disparity** between the rich and the poor.

We could also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africa should tap the local expertise to develop technologies appropriate to our needs. Home – grown technology should enable us alleviate Africans food insecurity for utilizing river and lake water for irrigation and by harvesting wind and solar energy.

Lastly, our regional economic units such as ECOWAS, SADC and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market.

The people of Africa should continually seek a better life. We have the resources; the manpower and the capacity to make things move.

Questions.

- a) From paragraph 1, what is the author's opinion of Africans? (2marks)
- b) What should African countries do to fight corruption? (3marks)
- c) Explain how Africans can open up rural areas. (3marks)
- d) We have the resource; the manpower and the capacity to make things move. (Rewrite adding a question tag) (1marks)
- e) Using information in the passage, summarize the ways of fostering development in African countries in not more than 50 words. (5marks)
- f) What is the tone of the last paragraph of this passage? Give reasons from the passage to support your answer. (3mks)
- g) Explain the meaning of each of the following expressions as used in the passage. (3marks)
- Stashed.....
 - Disparity.....
 - Fuel animosity.....

QUESTION 2.

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

–Fo speak the truth, brother Parmuat,” Resian said seriously, –I have never heard of patureishi.”

–Fo speak the truth, brother Parmuat,” Resian said seriously,” –I have never heard of patureishi. Does it really exist?” –It is a recent casualty of the changing trends in Nasila,” Joseph Parmuat said, his face-wrinkled with concern. –Individualism, petty jealousy and lack of trust killed that once important aspect of Nasila culture.”

–I believe culture and traditions are never static,” said Taiyo pointedly. –By being dynamic, culture shades off aspects that becomes irrelevant with time. Two examples of such moribund aspects of culture are F.G.M and the clan system that forces people who have no blood relations whatsoever not to have relationship contrary to their

wishes. These should have disappeared at the turn of the last century. But alas, they are not disappearing soon, thanks to those who continue to have stranglehold on the culture for the sole purpose of perpetuating their rule.”

—Oh, my! I didn’t know that you hold such strong views on the culture Nasila culture,” Joseph Parmuat said chuckling. —In any case, you cannot say our culture has been static. It has already shed off many negative aspects some of which were obnoxious, such as the tradition of throwing the dead and the dying to the hyenas, or the inhuman tradition of abandoning the very old and terminally ill people in deserted homestead to be disemboweled by wild animals. That was ghastly, wasn’t it?”

—Yes, those traditions were certainly ghastly,” Resian said vehemently. —They were as obnoxious as F.G.M is obnoxious today. If I had power, I would constitute a committee that would go through all the known culture with a fine tooth comb and consign all the bad and negative ones to the dustbin of history.”

—If one did that ,” said Joseph Parmuat knotting his brows to show seriousness in which he considered the matter, —that person would be as tyrannical and despotic as the old Olarinkoi was.”

—Okay, okay! Let us agree that Nasila culture will soon shed itself of F.G.M,” Resian said uncompromisingly.

—There are no two ways about it. But, the way , why is it that there is always a scramble for girls to marry in Nasila, to the extent that men are forced to book unborn baby girls, and then they still have to wait for thirteen to fourteen years for them to be mature?”

—It is simply because demand outstrips supply,” Joseph Parmuat said roaring with laughter. —You see , when one man marries seven women, he deprives another six of potential wives. It is that simple. Soon you will see Nasila men coming to your father’s home to book the two of you for marriage!”

—Not us!” said Taiyo and Resian said simultaneously. —We shall never allow it!” Taiyo added jokingly. —But why go fishing in shallow waters while the blue sea is teeming with fish? Advise Nasila men to go to Nakuru and other towns where girls cost a shilling for a dozen of them. There is an inordinate demand for men there.”

Joseph Parmuat glanced at her enquiringly. He knew Taiyo had been trying to put a message across to him all the time during that evening, but he deliberately declined to take cue. Any time she tried to look directly into his eyes, he slyly averted his and either turned and looked at Resian or looked across the distant plains and to the hill beyond.

QUESTIONS.

- i) What happens just before the extract? (2mks)
- ii) Who is Joseph Parmuat? (2mks)
- iii) Identify and illustrate two stylistic devices present in this extract. (4mks)
- iv) Identify and illustrate two themes evident in this extract (4mks)
- v) From the passage identify one character trait of: (6mks)
 - a) Joseph.....
 - b) Taiyo.....
 - c) Resian.....
- vi) Explain the meaning of the phrase, —But why go fishing in shallow waters while the blue sea is teeming with fish?” (3mks)
- vii) These should have disappeared at the turn of century.(Add a question tag) (1mk)
- viii) What happens immediately after the extract? (3mks)

QUESTION 3

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

Letter to Mama

In prison I have huddled
 Time again behind bars
 The squeal of the rusty hinges,
 Pierce my ears
 A sharp pain through my heart.
 Mama, behind bars is not a place to be.
 Please don't tell her I am behind bars again.
 She may understand the cause
 But still don't tell her
 She once said, "he stole nobody's thing"
 These are the signs of our tears.

But still I don't want her to share my pain.
 To feel the bang, click clock of the lock and
 The piercing squeal of the rusty hinges,
 Because Mama behind bars is not a place to be
 But please understand, try to,
 For I know you will.
 I hate prison in your name, mama
 But Mama I don't fear it.

(Ndungi Githuku)

Questions

- a) i) Who is the persona in this poem and why is he uncomfortable? (4mks)
- ii) What does the word "Mama" stand for? (2mks)
- b) Explain the relationship between the persona and: (4mks)
 - i) Mama.....
 - ii) Her of the poem.....
- c) Identify any three sound related features of style used in the poem and give their functions. (6mks)
- d) Give three lines from the poem that suggest that the persona has been in and out of prison. (2mks)
- e) What is ironical about this poem? (2mks)

Grammar 15mks

- 4 (a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3mks)
 - (i) The snake did not bite the boy.
 (Begin: The boy.....)
 - (ii) Joho could have passed the examination. Joho was regularly absent from school.
 (Join into one sentence beginning: Were it not.....)
- (b) Use the correct form of the word given in brackets to fill in the gap (2mks)
 - (i) The accident victims were admitted in a _____ hospital. (Refer)
 - (ii) I did not get the question because it was _____ set. (Logic)
- (c) Fill in the blank spaces with the correct preposition (3mks)
 - (i) Every member is entitled _____ one acre of land.
 - (ii) John is very excited _____ going to India.
 - (iii) He has been down _____ Corona virus for the last three days.
- d) Put the verbs in brackets in the gerund or the to infinitive. (3mks)
 - (i) I can't imagine Uhuru(go)by bike.

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MECS II CLUSTER JOINT EXAMINATION 2020
(FUNCTIONAL WRITING, CLOZE TEST AND ORAL SKILLS)

101/1

ENGLISH

QUESTION 1: FUNCTIONAL WRITING**(20 Marks)**

It has been noted that most of the students in your school flout the Ministry of Health COVID -19 guidelines. As the chairperson of the COVID -19 response committee of the student body, the Principal has requested you to form a committee to investigate and document possible causes and give recommendations. Write a report you would present to him.

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

Although the government has (1)..... a number of county schools to national status, most of them have not shown any (2)..... achievement to warrant their newly – acquired title. Thus, the (3)..... is for government to provide adequate resources to prepare the schools to take their rightful place and ultimately(4)..... alternative centers of excellence. The reason for elevating more schools to national status is (5)..... just in name, but to offer opportunities for more primary school leavers to benefit (6)..... the resources in these institutions. (7)..... that is not achieved, and then the drive to expand national schools will become an academic exercise. After form four, the (8)..... will be looking for progression to universities or other tertiary institutions. Statistics indicate that about (9)..... third of the candidate, 149,717 out of 482,133 who registered for the exams, scored grades C+ and above, (10).....for university admission.

QUESTION 3: ORAL SKILLS (30 MKS)

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

When, in disgrace with Fortune and men's eyes,
 I all alone beweep my outcast state,
 And trouble deaf heaven with my bootless cries,
 And look upon myself and curse my fate,
 Wishing me like to one more rich in hope,
 Featured like him, like him with friends possessed,
 Desiring this man's art and that man's scope,
 With what I most enjoy contented least,
 Yet in these thoughts myself almost despising;
 Haply I think on thee, and then my state,
 (Like to the lark at the break of day arising)
 From sullen earth sings hymns at heaven's gate,
 For thy sweet love remembered such wealth brings
 That then I scorn to change my state with kings.

(William Shakespeare's sonnet 29)

- i) Identify any **four** pairs of words that rhyme in this poem. (2mks)
- ii) Give **two** instances of alliteration in this poem. (2mks)
- iii) Imagine you are performing this poem to learners who are visually impaired. Explain **four** ways in which you would ensure that they get the message effectively. (4mks)

5.

a) **Underline the silent letter in each of the following words.****(3 mks)**

- i) Glistening.

- ii) Debris.
- iii) Damn.

b) Explain whether or not turn-taking has taken place in the conversation. (4mks)

Joy : Come in. oh, it is you Ben? I thought it was Grace.

Ben : No, it isn't. How are

Joy : Grace can sometimes be such a nag. Don't you think so?

Ben : (Thinking reflectively) Mm

Joy : Forget it! I can see you don't agree but that is the truth. Do you want to pretend that you don't know that she is always borrowing money? (Pauses and looks Ben directly in the eye as if in a challenge, but he doesn't respond.

Ben : That is hypocrisy on your part. Eh also she tries to eh I mean to eh Forces herself to others. (Silence. Ben has gone to the window and is looking outside)

Joy : (Continuing after a lengthy pause) Any way

Ben : (Clearly fed up) Enough! I am out of here.

c) Identify six pairs of words with the same pronunciation from the list below. (6mks)

Flour, weighed, quay, know, load, wait, key, weight, laud, flower, dew, floor, key, nor, loud, cue, due, wet, dual, no, scene, now, sin.

State the type of intonation appropriate for the following. (3mks)

i) Where is Jane?

ii) Do you like swimming?

iii) Oh my!

d) You have been asked to make a speech about the dangers of drug and substance abuse. State three effective ways of ending such a speech. (3mks)

E. The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means. (3mks)

v) Mary bought a present for John.

vi) Mary bought a present for John.

vii) Mary bought a present for John.

MECS II CLUSTER EXAM 2020
(Comprehension, literary Appreciation & Grammar)

101/2

ENGLISH

Paper 2

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

The insect is not a blind **automation**. There is a ray of conscious thought running through its whole life. This view will meet opposition: to some people, the insect is a machine without emotion; to others, it is just a shade over the mechanical, process of something called 'discernment,' but without the slightest gleam of reason.

Ants, however, show great intelligence as excavators. The ordinary plan of excavation is for ants to carry out earth and throw it outside the nest. There is nothing particular to note about it; all the ants engaged at the task behave in the same way. But one day I noticed a deviation. Some ants had made a nest on the side of a bank. The ejected earth ran down from it in a shoot, like a landslide on the face of a hill. The shoot was very steep and crumbling, and as each ant carried out its load it slipped on the loose material and tumbled down to the bottom of the slope. The ants, however, refused to be defeated. After some days of slipping and falling they managed to devise an ingenious plan for **surmounting** the serious difficulty. They assigned to one particular ant the duty of consolidating and hardening the ground. This ant set about collecting pebbles which it found near the base of the

shoot. These pebbles it carried up the shoot and then spread them out in the form of a platform at the very top; just outside the mouth of the nest.

This was tremendous labour for one ant. The carrying of the pebbles up the slippery slope was a task that lasted several days. It required the entire labourer's strength, and caused it innumerable falls. It was interesting to see selection at work. The ant never took the first pebble that offered. Several were examined, picked up and tested, until one was found that fitted the job. Moreover, it did not place its pebbles in a haphazard way: it carefully found a suitable spot for fitting of each load. The final result was a platform of pebbles on which the excavators walked easily, and no more of them fell down the slope.

Can we deny intelligence to this? Is this the action of automation, a thing that works blindly like a machine? No. intelligence runs all through the act. There is divergence from the accustomed habits; there is choice in the selection of pebbles; there is design in the making of the platform; there is the end in view, and one very much to the advantage of the ants. It was not instinct but reason at work.

I can no more deny intelligence to this ant than I can to a man who builds a **parapet** to prevent people from tumbling down a hill.

Questions

- (a) Why does the writer believe that the insect is not a blind automation? (2marks)
- (b) Identify and illustrate the figure of speech used in the second paragraph. (2marks)
- (c) How did the ants overcome the problem of tumbling down the slope? (2marks)
- (d) State how this problem was solved. (3marks)
- (e) Make **notes** on the procedure followed by the particular ant in making the platform. (6marks)
- (f) Why was there a divergence from accustomed actions of the ant? (2marks)
- (g) Explain the meaning of the following as used in the passage. (3marks)
- Automation
 - Surmounting
 - Parapet

2. EXCERPT

(25mks)

BLOSSOMS OF THE SAVANNAH

Read the following excerpt and answer the questions that follow

—Is he cannibal that you have to run away from him so recklessly?" he asked sarcastically and then added acidly sometimes your behaviour borders on imbecility. Who is he?

—He says his name is Oloisudori," she said in a subdued voice, her eyes downcast.

—Oh, my God" her father exclaimed under his breath straightening up, his eyes suddenly dilating widely. Oloisudori of all people! Oh my God I wonder what has gone wrong for him to come looking for me!"

—I don't know, Papaai," Resian said concernedly, worried at the turn of events. —He was saying..."

Her father ignored her. Brushing past her, he strode briskly into the living room with both his arms outstretched in front of him, ready to embrace his visitor.

—Oloisudori Loonkiyaa!" he called out loudly, laughing in feigned excitement. —What an unexpected pleasure to have you in my house. I hope all is well, my dear brother."

—The pleasure is mutual, brother Ole Kaelo," Oloisudori said importantly, struggling to stand in order to receive Ole Kaelo's hug. —Assure you all things are under control."

It was then that Resian, who had followed her father to then living room noted that the two men were of the same height and possibly of the same age. But what greatly perturbed her, was to hear a slight tremor in her father's voice as

he addressed Oloisudori. She certainly detected a measure of desperation and fear in him. She noticed a faint sheen of perspiration on his face and Oloisudori took advantages of her father’s discomfiture to grin at her, as if to gleefully tell her –you see, what did I tell you?”

Where is your mother?” Ole Kaelo suddenly asked turning to Resian, but before she could answer, he was already calling her out loudly using her formal maternal name, –Nngoto Taiyo.”

–Yes,” answered Resians’s mother from the kitchen.

–Come here at once.” he ordered in a panic-stricken voice. Turning to Resian once more he snapped irritably. Go to the kitchen at once and make yourself useful.”

–Yes ,*Papaai*,” Resian answered demurely. But before she disappeared, Oloisudori detained her for a moment with a wave of his hand to say, –Brother Ole Kaelo, you have a wonderful daughter here. In your absence, she received and entertained me in the most delightful manner.” Ole Kaelo snored and grunted but said nothing.

When Mama Milanoi appeared, her husband introduced her to Oloisudori. He then became quite lyrical about Oloisudori’s pivotal role that gave them the financial stability they were now enjoying in Nasila. He mentioned the contracts that he had assisted him to win and others that were still in the pipeline. –This man is more than a brother to me,” he said emotionally –There’s nothing, and I repeat, nothing that he ought to be denied in this home.”

Questions

- (a) Place the excerpt to its immediate context. (4mks)
- (b) Comment on the **tone** Ole Kaelo applies when he says _Oh my God!... (2mks)
- (c) –I assure you all things are under control.” What is Oloisudori referring to? (2mks)
- (d) –Using evidence found elsewhere in the novel, how did Oloisudori treat his victims in business that makes Kaelo very afraid when he finds him in his house? (4mks)
- (e) Identify one **aspect of style** that has been used to give the excerpt a local flavour, provide two illustrations (3mks)
- (f) Is it true that Resian was delighted in entertaining Oloisudori? Explain your answer (4mks)
- (g) What does this excerpt reveal about society treatment of women? (2mks)
- (h) _There’s nothing and I repeat nothing that he ought to be denied in this home.” How did this words come back to haunt Kaelo later on in the novel. (2mks)
- (i) Give the meaning of the following words and phrases as used in the excerpt. (2mks)
 - i) Cannibal.....
 - ii) Make yourself useful.....

3. POETRY

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 this poem. (2marks)
- c. Using the plot of the poem, explain the **major changes** in the subject matter. (4marks)
- d. What is the 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)
 - a) –As he whispered cream icing into my ears.”
 - b) –For he was my :do I”

4. Grammar

- (a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)
 - (i) Should he see you, he would be surprised. (Begin: Were ...)
 - (ii) He awoke. He found the house on fire. (Join into a single sentence using **to**)
 - (iii) I don't know how you tolerated him for so long. (Use **put** instead of **tolerated**)
- (b) Fill in the blank spaces with appropriate prepositions. (3 marks)
 - (i) Harambee Stars was no match the Egyptian team.
 - (ii) The spectators were up their feet after John scored.
 - (iii) I ran my former classmate in town yesterday.
- (c) Supply one word which means the same as the underlined phrases in the following sentences. (3 marks)
 - (i) The meeting was postponed after failing to realise the minimum required number of members.
 - (ii) The telephone rang without stopping.
 - (iii) The lawyer treated all those who required his services with respect.

- (d) **Complete each of the following sentences with an appropriate phrasal verb.** (3 marks)
- (i) Lucia was surprised when her guests late for the party.
 - (ii) Abdul noticed how cold it was when he the plane.
 - (iii) All the ideas were good, but Otieno the best plan of all.
- (e) **Supply the correct form of the verb in the following sentences.** (3 marks)
- (i) All but my father arrived (has/have).
 - (ii) Both cats chasing birds (enjoy/enjoys).
 - (iii) The Minister as well as the Permanent Secretary and the Speaker of the House present (was/were).

MECS II CLUSTER JOINT EXAM

ENGLISH 101/3

Form 4 2020.

English 101/3

(Creative Composition and Essays Based on Set Texts)

1. **IMAGINATIVE WRITING** 20mks
- a) Write a composition beginning with the following. “I knew it was going to be a promising day when...”
Or
 - b) Dealing with pandemics require a lifestyle change. Discuss.
2. **COMPULSORY TEXT- *A DOLL’S HOUSE***
- “Women are generally loving and self-sacrificing” .Write an essay in support of this statement drawing your illustration from the play *A Doll’s House*.
3. **The optional set texts: *Memories we lost and other stories*.**
- a) **The Short Story**
Window seat - Benjamin Branoff.
“*Window seat* is a mirror of the challenges facing the public transport industry.” With relevant illustrations draw from the story, Show the truth of this statement.
 - b) **Drama**
Inheritance by David Mulwa. 20mks
Citizens suffer due to bad leadership. Write a composition to qualify this statement citing illustrations from David Mulwa’s *Inheritance*.
 - c) **The novel: *The Pearl By John Steinbeck.*** 20mks
“Fortune can sometimes be tragic”
Validate this statement on reference to John Steinbeck’s *The pearl*.
-

MECS I CLUSTER EXAM 2020**(Functional Skills)****101/1****ENGLISH****Paper 1****1. Functional writing**

You are waiting to join college after your KCSE examination. While reading a newspaper, you see an advertisement for a post of a clerk typist in the County Government of Kirinyaga. The qualifications needed are; KCSE mean grade B in Mathematics, fluent in English and Kiswahili, fluent in the local language, work experience, at least be 20 years of age and demonstrate willingness to work under minimal supervision. Write an application letter in response to the advertisement. (20 marks)

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

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

Most of us just fall _____ (1) bed without a great _____ (2) of thought. But what you do right before bed has a real _____ (3) on your mood the next day. And so, successful people tend to have bedtime _____ (4) that give them a head start in the morning.

Get into that habit by _____ (5) when you need to wake up in the morning, work out from experience how many hours sleep you need, and count back the many hours, that is, so you know when to get ready for bed. Make _____ (6) a regular bedtime habit, and have a relaxed and _____ (7) bedtime routine, because both tend to ensure a good night's sleep.

You don't have to stick to business or inspirational reading. You can catch up on news stories, skim the techie blogs or browse Twitter, or even read novels, science or philosophy.

_____ (8) on your day before you settle down for the night. Think _____ (9) what went well, what you're glad about and enjoyed, what progress you've made and what you've _____ (10) so that you end the day in a positive, grateful mood.

3. (a) Read the poem below and answer the questions that follow;**Nothing Gold can stay**

Nature's first green is gold,
Her hardest hue to hold,
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.
(By Robert Frost)

Questions

- Identify 2 pairs of rhyming words. (2 marks)
- How has rhythm been achieved in the poem. (2 marks)
- Which words would you stress in line 7 and why? (2 marks)

(b) Read the following piece of art and answer the questions that follow.

Politeness for politeness doesn't burn one's mouth.

- Name the above genre and give it meaning. (2 marks)
- Give the situation in which this sub-genre can be used. (2 marks)
- Identify and illustrate a feature of style used in the above genre. (2 marks)

(c) i) Give another word that is pronounced the same as the word given below. (5 marks)

- Furs –
- Bales –
- Elicit –
- Cue –
- Descent –

- Identify the silent letter in each of the following words. (2 marks)

- a. Castle –
- b. Poignant –
- c. Deafening –
- d. Rendezvous –

(d) Why would speakers pause in mid sentences or at the end? (2 marks)

(e) Read the following dialogue and answer the questions that follow.

Manager: How are you Mr. Mwanzia? Have a seat and feel at home.

Mwanzia: (oh god I really need a job.) Thank you sir.

Manager: you applied for the job of accounts clerk?

Mwanzia: Yes sir (I wonder if he's going to give it to me.)

Manager: Do you know the duties of an account clerk? Did you read our advertisement in the newspapers?

Mwanzia: (looking absent minded, fiddling with his fingers and avoiding eye contact)

Excuse me, did you say something about the newspaper? Yes I read newspapers but not every day, you know they are expensive. Once in while I borrow from friends.

Manager: You are not listening, I asked you a question about our advertisement and requirements for the job.

Mwanzia: (oh God, I need a job badly. I don't even have somewhere to stay.)

Yes, yes you talked about listening. Yes it is important to listen to your boss.

Manager: Mr. Mwanzia, this the end of my interview. You'll hear from us in due course.

Mwanzia: Thank you sir, I hope you'll consider me for the job.

- i) Identify the shortcomings in Mr. Mwanzia's Listening Skills. (2 marks)
 - ii) Identify the specific Listening Skills Mr. Mwanzia could have used during the interview. (2 marks)
- (f) Imagine you have been invited to speak about the role of youth in community leadership at the annual get-together party of your youth group:
- (i) Mention the things that you would do to ensure that your speech is successful. (2 marks)
 - (ii) Mention three non-verbal cues you would use to make the speech effective. (3 marks)

MECS I CLUSTER JOINT EXAM

ENGLISH 101/2

English 101/2:

(Comprehension, literary Appreciation & 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 with 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) How can the culture of being a Good Samaritan be maintained? | (2marks) |
| d) In what two ways can generosity be inculcated among children? | (2marks) |
| e) The writer of the passage is a parent, explain. | (2marks) |
| f) What are the benefits of teaching children to share? | (3marks) |
| g) In note form, state the characteristics of busy people | (4marks) |
| h) Let us take the example of hunger and starvation (add a question tag) | (1mark) |
| i) Explain the meaning of the following phrases as used in the passage | (2marks) |
| a) Out of the blue | |
| b) Reaching out | |

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

No one can accuse us of laziness, cut in Taiyo happily, her spirit buoyed up by her aunt's praise, "And yeiyo here has been our ever resourceful teacher." That is as it should be," yeiyo botorr enthused. "We were taught by our mothers who were also taught by their mothers, and so on and on back to the time we ascended Kerio valley."

I have no problem acquiring more knowledge, skills and even specialized experience," Resian said in a defiant tone that had Taiyo squirming with apprehensions. "I have no problem at all and I thank yeiyo for her untiring effort in teaching us. But my question is: do we go to all these lengths to please some lazy bunch of busybodies who do nothing but lounge about in the living rooms, yawning and stretching, waiting for tasty food to land on the table before them? No, I refuse to be taught to solely please male counterparts. They can also cook, and they can, and should also learn to please us females. Period!" Yeiy botorr was shocked. Mama Milanoi was dumbfounded and was at a complete loss for words. Taiyo stared at her sister in consternation.

Resian-sake-!" pleaded Taiyo. "Please give respect to yeiy botorr and stop your uncalled for tirade." "But surely, Resian," her mother said, regaining her composure. "Have you no respect for your father who is also male? What has gotten into your child, lately?"

Turning to the girls' aunt, she added, "enkaini, yeiy botorr, this child was not like this before we came here. I don't know what has gone wrong." "Nothing is wrong with me," Resian retorted furiously. And pointing at the living room with her finger, she fiercely charged, "I have no quarrel with my father, for whom I have tremendous respect. It is the likes of Olarinkoi I am mad at and all those other males who come here ordering us to do that or the other for them, simply because they are males. When women visit us, they give us the lee way to respond to their requests. But as we burn our fingers here, Mr.

Olarinkoi is dozing off comfortably in our living room waiting for his lunch and possibly a little angry and impatient with us for delaying it."

It is enough," cried yeiyobotorr viciously. She instantly abandoned the peeling of potatoes and threw the knife into the pail that held the peeled potatoes. Supporting herself by holding onto a nearby wall, she painfully lifted her large, heavy body. "My enkaini," I agree with you that something is wrong with our child. And I think I know what ails her. Come along and I will tell you what I think ails her."

Questions

- a) Briefly explain what had happened just before the events in this excerpt. (3 marks)
- b) From the events in this excerpt, describe Resian's attitude towards the teachings of the Maa tradition. (3 marks)
- c) Would you say that Resian hates men in general? Give reasons for your answer. (3 marks)
- d) From information given earlier in the novel, suggest a possible reason why Resian dislikes Olarinkoi. (2 marks)
- e) Identify and describe two themes evident in this excerpt. (4 marks)
- f) "Nothing is wrong with me," Resian retorted furiously. (Rewrite in reported speech). (1 mark)
- g) Describe two events later in the novel where Olarinkoi displays two contrasting aspects of behaviour in his relationship with members of Ole Kaelo's family. (4 marks)
- h) Supporting herself by holding onto a nearby wall, she painfully lifted her large' heavy body. (Rewrite the sentence beginning: She (2 marks)
- i) "Come along with me and I will tell you what I think ails her" Which explanation does yeiyobotorr give for Resian's defiant behavior ? (3 marks)

3. Read the following oral poem and answer the questions that follow.

Oh beautiful bride, don't cry,
 your marriage will be happy,
 console yourself, your husband will be good.

And like your mother and your aunt, you will
 have many children in your life,
 two children, three children, four.....

Resign yourself do like all others, a
 man is not a leopard,

A husband is not a thunderstruck, your
 mother was your father's wife, it will not
 kill you to work.

It will not kill you to grind the grain nor will
 it kill you to wash the pots nobody dies from
 gathering firewood nor from washing clothes.

We did not do it for you,
 we did not want to see you go,
 we love you too much for that.

It's your beauty that did it
 because you are so gorgeous
 Ah, we see you laugh beneath your tears!

Goodbye, your husband is here and

already you don't seem to need our consolations.

Questions

- a) With evidence, classify the oral poem. (2 marks)
- b) Who do you think are the singers of the song? Illustrate. 2 marks
- c) How do the singers make the situation bearable for the lady? (2 marks)
- d) What is the attitude of the society from which the song is derived, towards women? (2marks)
- e) Identify and illustrate the use any **two** stylistic devices in this oral poem. (4mks)
- f) Identify the duties of a wife according to the song. (2mks)
- g) Explain any social aspect and one economic activity carried out in the commodity from which the oral poem is taken (4mks)
- h) Explain the irony in the 7th stanza. (2mks)

4. GRAMMAR – 15MARKS

a) Rewrite the following sentences following the instructions given without changing the meaning (2marks)

- i) Joshua would not fail his exams under any circumstances. Begin: Under no
- ii) The students had hardly got out of class when the rain started. Begin: Hardly

b) Fill in the blank spaces in the following sentences with appropriate prepositions (2marks)

- i) We prohibited.....parking our bicycles at the gate.
- ii) The carcass weighed five hundred kilograms.

c) Complete each of the following sentences using the correct phrasal verbs formed from the words in the brackets. (3 marks)

- i) The nurse was so.....that she threw the file onto the doctor's desk.(work)
- ii) The principalthe students council meeting scheduled for the weekend.(call)
- iii) The captain could not.....the laziness of the students. (put)

d) Complete the following sentences using the appropriate form of the words in brackets (2marks)

- i) The (clear) of the speech was appreciated by all
- ii) The police said it was a strange (occur)

e) Rewrite the following sentences as directed (2marks)

- 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)

f) Change the following sentences into the passive voice. (2marks)

- i) The farmer ~~had~~ such many animals.
- ii) The police are seeking the criminals.

g) Arrange the adjectives given in brackets in the correct order in the space provided (2 marks)

- i) We are proud to launch a..... drink. (refreshing sparkling new)
- ii) Our teacher imported a.....car. (German, sleek, brand-new, black)

MECS I CLUSTER JOINT EXAM

ENGLISH 101/3

Form 4

English 101/3

(Creative Composition and Essays Based on Set Texts)

1. IMAGINATIVE WRITING

a) Write a composition describing an event that has remained in your mind forever.

Or

b) Write a composition explaining how young Kenyans can help eradicate corruption in the country.

2. COMPULSORY TEXT- A DOLL'S HOUSE

“Belittling a spouse is a sure way of destroying a marriage.”

Referring to Tovald Helmer and Nora's Marriage in a Doll's House, support the truth of the above statement.

3. The optional set texts

a) The Short Story

Chris Wanjala (E.d) Memories We Lost

Poverty creates deep social contrasts in the way people live in the society. Write an essay in support of the above statement drawing illustrations from Noviolet Bulawayo's story, Hitting Budapest.

b) Drama

David Mulwa – Inheritance

Life has a way of paying back our actions good or bad. Using illustrations from the play **Inheritance** show the truth of the statement

c) The novel

John Steinbeck, The Pearl

Superstition may sometimes affect the way people live their lives.

Using the **Pearl** for illustrations validate the above statement.

MECS I CLUSTER EXAM 2020

ENGLISH 101/1

MARKING SCHEME

Question 1 (20 mks)

1. Must be a formal or official letter.

Must include the following:

- Sender's address 1 mk
- Addressee/Recipient's Address 1 mk
- Date – ½ mk
- Salutation – ½ mk
- Reference – ½ mk
- Body – ;qualifications, fluency, work experience, age, demonstrate willingness (12 mks)
- Closure – ½ mk
- Signature/Name of writer – ½ mk each

NB: Language use (3 mks)

1. Into
2. deal
3. impact
4. routines
5. planning
6. that
7. consistent

8. Reflect

9. about

10. learnt (10 mks)

NB: Observe the use of capital and small letters.

3. (a) (i) gold hold day stay
leaf grief flower hour
(Any 2, 2 mks)
- (ii) Rhyme – gold hold – 1 mk each (2 mks)
Alliteration – her hardest hue to hold, dawn goes down to day.
Dawn and day (1 mk)
- (iii) – To emphasise the idea of aging growing old.
Dawn has grown (aged) into day. (1 mk)
- (b) (i) Short form – proverb
Being polite in life is a virtue and each one should strive for it; it does not harm. (2 mks)
- (ii) To fellows who are snobbish/arrogant/proud. Especially when seeking information from another person.
- (iii) repetition- politeness for politeness 2 mks
- (c) (i) Firs (5 mks)
- (ii) Bails
(iii) Illicit
(iv) queue
(v) Dissent
- (ii) (i) Castle – t (2 mks)
(ii) Deafening – a
(iii) Rendezvous – z,s
- (d)
- Break monotony
 - Allow listeners to fill in obvious but missing information
 - Give the other party the opportunity to participate
 - Allow the listeners anticipate what is to come.
- (e) (i) He cannot relax.
- No focus in the interview
 - He's too much occupied with whether or not he get, a job; absent minded
 - Avoids eye contact
- (ii)
- Should have relaxed
 - Established eye contact
 - Shut out other thoughts
 - Should have read the advertisement and formed some idea of what to expect
 - Research on the company.
- (f) (i) Decide on the purpose of the speech.
- Analyse your audience and speech situation
 - Collect relevant information
 - Organize your points systematically and logically
 - Groom appropriately.
- (ii) Eye contact (any 3 1mk each)
- Body movement
 - Gestures
 - Pause
 - Facial expression
 - Tonal variation

MURANGA SOUTH

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

DEC 2020

1 . COMPREHENSION

(20 marks)

Read the following passage and answer the questions that follow

ACQUIRED HEART DISEASES

People who suffer from acquired heart diseases are usually born with normal hearts but contract the disease later on in life. Different heart diseases are brought about by various factors. For example, rheumatic heart disease is caused by a form of virus infection which may start with a sore throat. This is caused by rheumatic fever which affects many parts of the body such as the joints, skin, brain and the heart.

The most serious and long lasting effects are those of the heart, especially the heart valves, which becomes damaged. The valves may either become narrow preventing the free forward flow of blood or they may leak, throwing the circulation in **disarray** and inflaming all the three layers of the heart namely, Pericardium, Myocardium and Endocardium. The blood valves usually get damaged causing the heart to be inefficient in pumping blood all over the body. This results in heart failure.

Some of the symptoms associated with this disease are swelling of the joints, pain and fever. In most cases, the symptoms disappear on their own but the **toxins** still remain in the blood and once they reach the heart, it becomes infected with the disease. The disease is referred to as the poor man's disease because it normally occurs in overcrowded and unhygienic conditions. It also occurs where there is poor nutrition and inadequate health facilities. It may be cured through operation depending on the seriousness of the disease.

Another type of the acquired heart disease is the coronary heart disease. This disease causes the narrowing and roughening of the arteries which supply blood to the heart. Lack of enough blood and oxygen causes the heart tissues to die thereby causing a heart attack which is fatal. Cholesterol deposits coat the inside lining of the arteries thereby causing them to narrow. This **emanates** from eating foods like red and fatty meat, eggs and sugar. This disease may on the other hand be hereditary. Doing physical activities helps to reduce the amount of cholesterol in the blood by burning up much of the fat thereby, leaving less coating on the arteries.

This disease can be treated either through the use of drugs or through vein *grafting* where the blocked part of the artery is by-passed. In severe cases, heart-transplant maybe required. In other cases, treatment maybe through either a closed or open heart surgery.

Although cholesterol in the blood is bad for the heart, only when very large quantities are taken is there an increase in blood cholesterol levels. Therefore, eating a few eggs a week or an occasional meal of meat would do no harm. You should think of the amount of fat that your food contains. A low-fat diet will provide you with the necessary calories that the body needs. Eating fatty foods will certainly contribute to your adding on weight which is unhealthy.

Hypertension is another type of acquired heart disease. The disease is normally associated with the socio-economic problems. Victims of hypertension are usually those people who are continually anxious, tense, depressed and worried. The higher the levels of table-salt taken, the higher the risk of getting hypertension. So, consumption of table-salt should be regulated to bare minimum. **Genetic factors** may also contribute to the *contraction* of hypertension. People from a particular family may seem to be more *prone* to the disease than those from another family. Treatment of the disease may be through drugs but *counselling* in some cases may also help.

(Adapted from the Daily Nation)

1. COMPREHENSION**(20 MARKS)****Questions**

- a) What effect does the rheumatic fever have on the heart valves **(2 Marks)**
- b) Why is rheumatic fever called a 'poor man's disease'? **(2 Marks)**
- c) In a coronary heart disease, why do the heart tissues die? **(2 Marks)**
- d) Why does the author say that hypertension maybe hereditary and may also be caused by environmental factors. Support your answer **(3 Marks)**
- e) In notes form, state what one needs to do to avoid being a victim of heart attack **(4 Marks)**
- f) What is the other word for hypertension? **(1 Mark)**
- g) What are the symptoms associated with rheumatic heart disease **(2 Marks)**
- h) Give the meaning of the following words and phrases as used in the passage **(4 Marks)**
- disarray
 - toxins
 - emanates
 - genetic factors

Blossoms of the Savannah**2. Read the excerpt below and then answer questions that follow.(25 Marks)**

"Who? Not me," Resian said **vehemently** "I don't want to be a parent. At least not in the foreseeable future. I want to study. When I'll have obtained my degree, other peripheral matters such as a husband, children and such may be considered."

They were walking back to the homestead talking animatedly when they were **accosted** by a tall heavysset young man with a thick dark beard and moustache. He wore a pair of faded jeans and a dirty blue shirt. On his face was a wide impudent grin. Taiyo glanced at the young man and looked away. She moved closer to Resian and nudged her to change direction. But the man walked directly to Taiyo. On seeing the man approaching, a heavy knobkerrie in his hand, Resian almost fainted.

"Please do not harm us," she pleaded. "We do not have any money with us."

"Who told you I want any money?" the man jeered as he strode menacingly towards them. "Are you not the *intoiye nemengalana* from Nakuru town?" he asked laughing contemptuously. "I want to have a good look at you and know what kind of stuff you are made of!" He roughly grabbed Taiyo's arm.

"Leave my sister alone!" Resian hissed indignantly lifting her eyes and glaring into his. "Let go her arm at once!"

"Let go of my hand," Taiyo demanded, trembling with anger. "We are not the kind of women you have in mind!"

"What women!" the man retorted acidly. "Soon, you will be able to differentiate decent women from *intoiye nemengalana*."

Taiyo tried to wrestle her arm from the man's grip without success. But suddenly, he seemed to change his mind. With a sour smile, he spat and glared at the girls. Then, releasing Taiyo's hand, he told them: "You have not seen the last of me. Soon you will come to know that there is no place in our society for women of your **ilk**." He turned and disappeared down the road as suddenly as he had appeared.

The two girls sighed heavily and shook their heads as they watched him walk away. Although they had put up brave faces, they were terribly shaken.

"Thank God his intention was not to rape us," Resian said tears streaming down her face. "We would have been helpless in the hands of such a brute."

Taiyo bit her lower lip struggling to maintain control. "His intention could have been worse than rape," She said, tears of anger and indignation welling up in her eyes.

They quickened their steps to their uncle's home. True, the incident had taken the sparkle from the day that had begun so joyfully, but they reasoned that it could have been worse.

The girls debated as to whether to inform their parents of the ordeal. They knew their mother would understand and empathize with them. But judging from past experience, their father would be less supportive. He would

blame them for having dared venture into an unknown territory without his approval. Finally, they decided to keep the incident to themselves.

- (h) Briefly discuss the events leading to Resian's question "Who?" in the excerpt. (5marks)
- (i) "Thank God his intention was not to rape us," Resian said tears streaming down her face. "We would have been helpless in the hands of such a brute."
Rewrite as a reported speech (1mark)
- (j) Describe **two** similar traits demonstrated by both Resian Taiyo in the excerpt. (4marks)
- (k) Discuss **two** styles used by the author in the excerpt. (4marks)
- (l) Highlight **two** themes presented in the excerpt. (4marks)
- (m) "But judging from past experience, their father would be less supportive." Point out **two** incidences in which the father shows less support to his daughters from what happens in the rest of the novel. (2marks)
- (n) What happens immediately after this excerpt? (2marks)
- (o) Give the meaning of the following words as used in the excerpt. (3marks)
 - i) Vehemently
 - ii) Accosted
 - iii) ILk

3. POETRY (20 MARKS)

Read the following poem and answer the questions that follow.

PURGING

You were given to me,
 As a steward I cared for you,
 You morphed from baby to boy,
 Changed from youth to manhood,
 But death dealt a blow.
 Before you gave us a daughter-in-law,
 And grandchildren to love and spoil,
 We mourned and moiled but back,
 We couldn't bring the departed you.
 Life and death is a real dream of life,
 With no morning to wake up to.
 I wonder; do I really exist?
 I'm in a lifelong dream,
 Only to wake upon a death daybed?

Questions

- (a) Who is the persona in this poem? (2mks)
- (b) How is the title 'purging' relevant to the subject matter of the poem? (2mks)
- (c) What is the poem about? (4mks)

- (d) Explain the meaning of the following expressions as used in the poem. (2mks)
- i) But death dealt us a blow
Before you gave us a daughter-in-law
 - ii) I'm a lifelong dream
- (e) Comment on any one aspect of style used in this poem. (3mks)
- (f) Describe the persona's attitude towards the subject matter at the beginning and at the end of the poem. (4mks)
- (g) What is the prevailing mood in this poem? (2mks)
- (h) You were given to me. (Change the statement into active form. (1mk)

4. GRAMMAR (15MKS)

- (a) Fill in the blank spaces in the following sentences with the correct form of the word in brackets (3mks)
- i) The politician tried to _____ the rowdy crowd but failed. (peace)
 - ii) Juma found an old radio and _____ it trusting it would work. (wind)
 - iii) Any person taking a public office ought to be _____ (corrupt).
- (b) Replace the underlined words in each of the following sentences with an appropriate phrasal verb. (3mks)
- i) Please remove that jacket.
 - ii. We were forced to spend the night by the road side after the lights and breaks of our vehicle failed to work
 - iii. The number of smokers has decreased because of the cancer awareness campaign.
- (c) Explain the difference in meaning between the following sentences. (2mks)
- i) They collected all the money they needed.
 - ii) They needed all the money they collected.
- (d) Rewrite the following sentences according to the given instructions. (3mks)
- i) We will ring you tonight if we abandon the plan. (Rewrite beginning: Should.....)
 - ii) They became hungrier and hungrier.
So, the robbers became weaker and weaker.
(Join the sentences into one avoiding repetition. Begin: The hungrier...)
 - iii) These books belong to the daughters of our teacher.
Begin: These are
- (e) Insert the correct preposition to complete the sentences below. (4mks)
- i) It is amazing _____ any standards that a student at this level should write such an essay.
 - ii) The new manager was not acquainted _____ the problems of the company.
 - iii) Were they acquitted of all the charges preferred _____ them?
 - iv) The children were pleased _____ the news.

MURANGA SOUTH

101/3

ENGLISH

PAPER 3

NOVEMBER 2020

iv) **IMAGINATIVE COMPOSITION (COMPULSORY)**

Either

- a) Write a composition beginning:

When I saw the ministry of health officials enter our plot, I knew something was wrong..... (20marks)

Or

- b) Write a composition based on the following statement: The solution to the corruption menace is in the hands of Kenyans themselves. (20marks)

v) **THE COMPULSORY SET TEXT**

A Doll's House by Henrik Ibsen (20 marks)

Selfish individuals who only care about their reputation cause pain to themselves and others. Write an essay based on **A Doll's House** to validate this statement.

vi) **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)

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

OR

- (b) **Drama**

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

With illustrations from David Mulwa's Inheritance, write an essay explaining how moral decadence affects the society.

OR

- (c) **The Novel**

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

Greed for worldly possessions can lead to uncontrollable madness. Using Kino, draw your illustrations from John Steinbeck's **The Pearl**.

KISII DIOCESE SCHOOLS JOINT EVALUATION EXAM DECEMBER. 2020 EXAM 101/1
ENGLISH PAPER 1
(FUNCTIONAL SKILLS)
DECEMBER, 2020
2HOURS

1. You have been employed as a secretary in a multi-national organisation based in Mombasa. The organisation has just held its first board meeting where the Governor of Mombasa was present. The chairperson of the organisation and three of its four members attended the meeting. Members also deliberated on the following issues;

Opening new branches, employment of local staff, allowances for managers and purchase of new vehicles for the organisation.

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

Happy is the person .1 _____ acquired the habit of reading when still young. The blessings which the reading habit confers .2 _____ its possessor are many provided one chooses the right kind of books. When the brain is weary...3 _____ serious study it is healthy to lose...4 _____ in some absorbing story written by a master hand...5 _____ to read nothing but books of fiction is like eating nothing but cakes and sweet meats . One can ...6 _____ a taste for serious reading so that in the end, it will give them more solid pressure....7 _____ even novels and books of fiction. Poetry too should not be neglected, for the best poetry provides noble thought and beautiful imagination.

Friends may change or die but books are ...8 _____ patiently waiting to talk to you. They are ...9 _____ unwilling to converse as our friends sometimes are. ...10 _____ wonder, a reader becomes a book lover.

3. **Read the oral narrative below and answer the questions that follow.**

Once, there lived a man, his wife and their daughter. Unfortunately, the woman died, leaving behind her husband and daughter. The man soon remarried, for he was a tradesman who had to travel far and wide for many days, and he was uncomfortable leaving his young daughter all alone. He married a woman who already had a daughter, but the woman was not that good. She made a slave out of the girl whose mother had died; hoping to work her to death, for the girl was beautiful, and there was nothing extraordinary about her own daughter. Still, be that as it may, **something does not always fall where it is thrown**. The girl whose mother had died was good-natured and won the hearts of the villagers.

Her stepmother often told her, "Fetch me a whole river of water, useless child!"

Whenever this happened, the girl would run to the river, for she was very obedient, just like all of you good children, eh? and all the girls in the village would run with her. They would help her fetch so much water that there would be nowhere to put more water in her home.

Her stepmother would also shout, "Dig the whole shamba, you lazy child!"

When this happened, the girl would run to the shamba, and all the boys and girls of seven villages would run with her. To help her and the work of many days would be complete before sunset. The stepmother would be furious. The two girls grew, just as you will grow, good children. It came to a time when suitors should have been asking for the girls' hands in marriage. Do you know what strange thing happened? All the suitors were only interested in the girl whose mother had died. They were not interested in the stepmother's daughter because she was lazy and lacked social graces. This made the stepmother even more furious, so much, so that she decided to kill her stepdaughter.

One night, she crept to where the girls slept. Unbeknownst to her, the girls had switched sleeping places because her daughter felt that sleeping near the door was better than sleeping at the back of the room. So when the cruel stepmother brought down the knife on the bed nearest to the door, she ended up stabbing her own daughter.

Dear children, evil does not pay, and if it does, it pays with evil.

- a)
- i Identify and illustrate **three** features of the oral narratives evident in this narrative. (6mks)
 - ii "Something does not always fall where it is thrown."
 (a) What genre is the above statement? (1mk)
 (b) Comment on its function (3mks)
 - iii. In a live performance, how would you say the last sentence in this narrative? (3mks)
 - iv. Identify the use of hyperbole in this narrative. (1mk)
- b) Your class plans to have a picnic at a park during the Holidays. As the coordinator, you have to give directions to some of your classmates who will use public transport to get there.
 i How will you ensure that the directions you give will enable them reach there? (4mks)
- c) Imagine that you have been invited for a job interview in a week's time.
 i What would you do to look presentable? (3mks)
 ii How will you ensure your success during the interview? (3mks)
- d) During the annual Founder's Day celebration at your school, students were heard saying that the key speakers had delivered their speeches well.
 Suggest reasons why they said this? (3mks)
- e) In the following words. Underline the part that is stressed. (3mks)
- | | |
|----------------|----------------|
| In.sult (verb) | pro.ceed(verb) |
| Ap.point(verb) | suc.cess(noun) |
| Re.ward(noun) | ful.fil(verb) |

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KISII DIOCESE SCHOOLS JOINT EVALUATION EXAM.

101/2

ENGLISH PAPER 2

(Comprehension, Literary Appreciation and Grammar)

2 ½ HOURS

DEC 2020.

Question 1

Read the passage below and then answer the questions that follow

Seven months of walking down the Covid-19 road and the danger sign has remained red. But, lately, Kenyans have thrown caution to the wind.

A spot check in the CBD – the *hotbed of corona virus* in the country - shows that people have also lowered their guard. The only constant since the outset of the pandemic is that security guards are still using thermos-guns to check people's temperature.

People have generally slackened on the other measures such as masking, social distancing and handwashing. They are now holding huge parties, public gatherings, overcrowding in Matatus, big weddings and funerals without a care. This worrying trend fuels the surge of cases as the country passes the 50,000 infection mark. Experts now say that individual responsibility will help in winning this fight. They advise Kenyans to buckle up and stick to the public health measures because the journey to get off the Covid-19 road still goes on.

The World Health Organization has warned that pandemic fatigue is setting in.

Cleopa Njiru, a psychologist working with Chiromo Mental Hospitals, says the fatigue has been occasioned by the reduction in the levels of energy needed to keep the virus at bay. "When Covid-19 came in, there was so much demand for people to adapt to and change their lifestyle, and a lot of energy was being used in our bodies, and when that energy is continuous for a while, people get into distress which has other implications such as the pandemic fatigue. Some people are in a *freeze mode*. They do not care what happens so they do nothing about it. Others, out of fear and anxiety, withdraw and do nothing to save the situation."

Dr Joseph Njau, a psychiatrist working with Nakuru County, says: "Some people still believe that coronavirus does not exist, so they are *living in denial*. Other people have the notion that the disease is not so fatal and only affects those with underlying conditions."

The latest trend, Dr Njau says, has also been fueled by leaders who have been disregarding public health measures. "When people see politicians holding rallies and gatherings and those who take part have no masks, they get emboldened to do the same. They tend to point fingers at the leaders any time they are reminded to put masks on or maintain social distancing," he says.

Consultant psychologist and chief executive of Amazon Counseling Centre Silas Kiriinya likens the pandemic fatigue to what happens during war or a terrorist attack. "This happens often when people are exposed to serious danger and when they are in that environment of intense insecurity for a very long time; they get to a point where they don't care anymore and are not afraid of dying. They actually get to a point where they can expose themselves without caring if they will get injured," he says.

He adds: "Being locked down has led to mental health issues such as depression and anxiety and so people now feel there is pleasure in going out and being with others."

The general recovery rate of people who have had the disease has also been a contributing factor to the don't-care attitude. "In the beginning, there was a feeling that the disease is going to wipe people out, so they thought they were all going to die. But, since there are more recoveries than deaths, people have been careless," says Kiriinya. The experts emphasise that educating the population on why they should observe the rules should be a continuous process and some of the containment measures need to be reinforced.

"We should get back to lockdown. Even if people will suffer, we will still have our lives," says Kiriinya. "Bars are not very essential services and should not have been reopened. A lot of the infections are happening in bars."

WHO advises governments to change tack, and consider involving people as part of the solution to help reduce the pandemic fatigue.

(Hellen Shikanda 'Why Kenyans are flouting masking social distancing rules' Daily Nation, 02 November, 2020)

Questions

- a. According to the author, what has remained constant in the CBD since the outset of COVID-19 pandemic? (2 marks)
- b. Make notes on what the experts in this passage feel has occasioned pandemic fatigue. (5marks)
- c. How have the leaders fuelled the latest high trends of COVID 19 transmission? (4 marks)
- d. What containment measures are recommended to curb the worrying trend of COVID-19 in this passage? (4 marks)
- e. Explain the link between pandemic fatigue and war or terrorist attack. (2 marks)
- f. Explain the meaning of the following phrases as used in the passage (3 marks)
 - i) Freeze mode.....
 - ii) Hotbed of corona virus.....
 - iii) Living in denial

Question 2

Read the following excerpt and answer the questions that follow.

That morning’s breakfast was taken in a somber mood. Olarinkoi was the only one who did not seem to be preoccupied. His **ubiquitous** presence at every meal had now been accepted by everyone in the home. His silence and withdrawn nature nearly made him invisible, which was the opposite of Ole Kaelo whose presence dominated the room.

–*Yeiyo*, shall we prepare a meat stew or a vegetable stew to go with the rice for lunch ?” asked Taiyo as they neared the end of the breakfast.

–No, don’t prepare anything, we have asked Maison to organize lunch for you at the shop. Your father and I are going out for some business and we shall not be back until this evening.”

Ole Kaelo shot a significant glance at his wife who, **impervious**, worked with neat dexterity at her crochet. He turned and looked at Resian with a piteous mien. Resian observed that her father was troubled but she did not know the reason. She wondered if his troubles had anything to do with the business taking him the ecstatic feeling borne of their newly found love.

Taiyo’s happiness insulated her from any feelings. Her mind was preoccupied by a pleasurable expectation that seemed to drag the hours of the day. She eagerly looked forward to meeting Joseph Permuat in the evening so that she could express to him away for the day.

The girls went to the shop where they were kept busy by Maison, the manager, who gave them stock bin cards, the records of which they were to reconcile with the physical stocks. They were delighted to find that he had prepared them a delicious lunch of *Nyama choma* served with *ugali*.

Questions

- a) Place this excerpt in its immediate context. (4 marks)
- b) Describe a character trait of each of the following characters as brought out in the excerpt (4marks)
 - i. Ole Kaelo
 - ii. Resian
- c) With illustration from elsewhere in the text, explain why Ole Kaelo is troubled. (4 marks)
- d) Re-write the following sentence in reported speech (1 mark)

–*Yeiyo*, shall we prepare a meat stew or vegetable stew to go with the rice for lunch?” asked Taiyo.
- e) Identify and illustrate two stylistic device used in the excerpt. (4 marks)
- f) Who is Olarinkoi? How does he later affect the life of Resian? (3 marks)
- g) Explain the meaning of the following words as used in the passage: (2 marks)
 - (i) Ubiquitous.....
 - (ii) Impervious.....
- h) What tone is evident in this excerpt (3 marks)

Question 3

Read the poem below and answer the questions that follow

Enchained Servitude By Baya Osborn

Enchained!
Entangled by pain ordained
Ordained to my sole soul, detained.

The pain
To it a servitude
Shackled and chained with no gratitude
The pain
I have to escape
Escape from the pain I distaste
The pain
On me it rains
Tarts like rats and stains
The pain
Like rupture, so devastating
It is it is, many times capitulating
The pain
Ensuing, more I have to endure
I call, recall to all I lack and have no cure
The pain
Sweet to be left
I have to cut my leg with a cleft.
Ordained to my sole soul,
detained. Entangled by pain
ordained Enchained!

- a. What is the message of this poem? (3 marks)
- b. Give evidence from the poem of what the persona intends to do to get out of his/her current predicament. (3 marks)
- c. "I have to cut my leg with a cleft." Add a question tag (1 mark)
- d. Explain the image in the lines
"The pain on me it rains, tarts like rats and stains. The pain like rupture, so devastating" (3 marks)
- e. Identify and comment on two other styles the poet has used to reinforce the theme other than the one in (d) above. (4 marks)
- f. Comment on the tone of the poem. (2 marks)
- g. Explain any two character traits of the persona. (4 marks)

Question 4

Grammar

Re-write each of the following sentences according to the instructions after each. Do not change the meaning

1. We rarely take sugar. (1 mark)
Begin: Seldom.....
2. i. The players left the field.

ENGLISH PAPER 1,2 & 3

- ii. One of them snatched the trophy and started running. *Join into one sentence beginning: No sooner...* (1 mark)
3. The traffic officer noted serious laxity among the pedestrians. He warned them against such behaviour. *Combine the sentences using a present participle.* (1 mark)
4. *Use appropriate phrasal verbs in place of the underlined words* (2 marks)
- a. The lawyers **examined** the papers carefully before questioning the witness.
- b. Her husband **abandoned** her and their three children.
5. *Choose the correct pronoun in the following sentences* (2 marks)
- a. The boys had been keenly watching my friend and _____ (I/Me)
- b. Mary and _____ (She/Her) went to the supermarket to buy him a mat.
6. *Fill in the blank spaces with the most appropriate preposition.* (2 marks)
- a. She lost her ring _____ the beach.
- b. The principal was asking questions _____ her behavior.
7. *Rewrite this sentence in passive voice* (1 mark)
- a. Close the door:
8. Explain the ambiguity in the following sentence. (2 marks)
- a. Sarah gave a bath to her dog wearing a pink T- shirt.
9. *Complete each of the following sentences by filling in the blank space with the correct form of the word in brackets.* (3 marks)
- (i) The two _____ (commander-in-chief) met to discuss the issue.
- (ii) It was _____ (explain) why Donald Trump would not concede defeat.
- (iii) She had _____ (run) for ten kilometers before others caught up with her.

KISII DIOCESE SCHOOLS JOINT EVALUATION EXAM

101/3

ENGLISH

PAPER 3

(Creative Composition and Essay based on Set Texts).

2 ½ HOURS

DEC. 2020

Instructions

Answer three questions only: one question from question 1, question 2 is compulsory.

Pick one question from 3.

1. Imaginative composition. 20 marks

Either

- a) Write a composition ending with the words *...The events of the previous day left me challenged to begin a new life.*

Or

- b) Write a composition on how to control spread of infectious disease in case of a break out in the country.

The compulsory set text.

Henrik Ibsen, A Doll's House

Preserving the respect of the society preoccupies the characters in A Doll's House. Support this statement drawing illustrations from Henrik Ibsen's A Doll's House.

2. The optional set text.

20 marks

Answer any one of the following three questions.

a) The short story 20 marks

Moran (Ed), Memories We Lost AND OTHER STORIES.

When parents separate in pursuit of career ambitions, families experience many challenges. Basing your argument on the story 'Light' by Lesly Nneka, write an essay in support of this statement.

b) Drama

20 marks

The Inheritance, By David Mulwa

The citizens of Kutula Have been betrayed by their leaders and have become disillusioned. Basing your essay on David Mulwa's Play, write an essay to justify this statement.

c) The Novel

20 marks

John Steinbeck, The Pearl.

Humans are never satisfied, you give them one thing and they want something more. Write a composition showing the validity of this statement using illustrations from John Steinbeck's The Pearl.

20 marks

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Functional Skills

Q1. FUNCTIONAL WRITING (20MRK)

Imagine you are the secretary of the wildlife club in your school. Your club is meeting for the second time this term. Six members attended but two could not and gave apologies. The patron is invited and is attending as well. Agenda include: registration of new members, club elections and club prefects for 2021. AOB include invitation of guest speakers and end of the year party.

Write minutes of the proceedings of the meeting.

Q2. CLOZE TEST – 10MKS

Read the following passage and fill in the blank spaces with the most suitable word.

Precis writing is a very fine exercise in reading. Most people (i)carelessly and retain only a vague idea of what they have read. You can easily test the (ii).....of your reading. Read in your usual way a chapter or even a page of a book and (iii).....having closed your book, try to put down briefly the (iv).....of what you have read. You will probably find that your memory of it is (v).....and muddled. Is this because your memory is (vi).....? No, it is because your attention was not fully (vii)on the passage while you were reading. The memory cannot (viii).....what was never given to hold; you did not remember the passage properly because you did not properly (ix).....it as you read it.

Now précis writing forces you (x).....pay attention to what your read; for one cannot write a summary of any page unless he has clearly grasped its meaning.

Q3. ORAL SKILL – 30MKS)

a) Read the oral narrative and the answer the questions that follow. (9mks)

The Chameleon and The Hare

Chameleon and the hare had always misunderstandings. They always quarrelled over who between them could run faster than the other.

–Chameleon, you are the slowest animal on earth,” laughed the hare. –you cannot compete in any race, even among the slowest animals,, including the snail.”

–My friend hare, please avoid blowing your own trumpet. I am certain you cannot defeat me in a race. I will finish the race and have enough time to take a meal and a nap before you arrive.

And the great competition was set. Then the day came.

–On your marks, set, goo!”The elephant started off the race.

No sooner had the race started than the chameleon jumped on the hare’s tail. The hare ran like he had never run before. At the finishing line, he started celebrating but when he attempted to sit down and wait for the chameleon, the chameleon shouted, –wooi! Please do not sit on me! I arrived long enough to have a meal and a nap. You can never defeat me in a race! Shame on you!”

Questions

- i. State two ways in which you would capture the attention of the audience before starting the performance of this narrative. (2mk)
- ii. If you were the narrator of the story, explain three ways in which you would know that you had captured and retained the attention of the audience. (3mks)
- iii. Identify two possible cues that the audience was not listening to you keenly. (2mks)
- iv. –Wooi!...” comment on the narrative style of this statement. (2mks)

b) Identify the silent letters in the following words. (6 marks)

- i) Practically
- ii) Ballet
- iii) Bristle
- iv) Guilt
- v) Baguette

ENGLISH PAPER 1,2 & 3

- vi) Psychotic
- c) **Pick out the word in which the underlined part is pronounced differently** (3mks)
- i) Leisure, measure, pressure, pleasure
 - ii) Arch, March, search, monarch
 - iii) Trough, dough, tough cough
- d) **Underline the stressed syllables in the following words.** (3 marks)
- i) Palatial
 - ii) Rejuvenation
 - iii) Police
- e) **You have arrived late for work and you are talking to your boss. Fill up the blanks.** (9mks)
- You:**..... (1mk)
- Boss:** Good morning Albert. Why have you come late?
- You:** (1mk)
- Boss:** It must be really a huge traffic jam. You are two hours late.
- You:** (1mk)
- Boss:** But you often come late, it's your habit.
- You:**..... (2mks)
- Boss:** (Interrupting) I think you should resign and look for another job.
- You:**..... (2mks)
- Boss:** You have already got many chances. How will this office run if the staff come late?
- You:**..... (1mk)
- Boss:** I will give you the last chance. Now, get up and go to your work.
- You:** (1mk)

**MERU CENTRAL CLUSTER EXAMINATION
TERM 2, 2020
ENGLISH –101/2**

(Comprehension, Literary Appreciation and Grammar)

Q1. COMPREHENSION PASSAGE (20MKS)

Read the following passage and answer the questions that follow.

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase your energy, help you manage weight and ward off major illnesses? Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low - quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and, more importantly, through your tea break. Many high - carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy. Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes; you can now see why antioxidant foods should be consumed in generous portions. Actually, forget pills - antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruit and vegetables a day. It's less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of flesh juice. And do you desire to relieve yourself of some baggage? Calcium is the latest weight - loss star to appear on the scene. Scientist stumbled on its magic by accident. From a study that measured the blood pressure of obese people, it was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow - up study found that people on a high - calcium diet lost more weight and fat than did people on a low calcium diet -and again, both consumed the same number of Calories. Researcher* believe calcium encourages fat cells to stop "getting fatter". Instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

ENGLISH PAPER 1,2 & 3

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

Fibre also aids weight loss because it's filling. Most high fibre foods take a lot of chewing, triggering your body's fullness sensors. Moreover, you absorb the food more slowly so you feel full longer. Will the wonders of food ever cease? Not if researchers in nutrition keep up their pace. Let them keep the good news flowing - such as the fact that we don't have to starve ourselves to lose weight and keep disease at bay.

Questions

- (a) From the information given in the first paragraph, how can you improve your life? (2mark)
- (b) In not more than 35 words, summarize the effects of eating carbohydrates. (4 marks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer. (2 marks)
- (d) In what two forms can antioxidants be consumed? (2mks)
- (e) "In fact nutritionists recommend that we eat five portions of fruits and vegetable a day." Rewrite the sentence above as a question without changing the meaning, beginning: Don't..... (1 mark)
- (f) What is the attitude of the author towards calcium as a weight-cutting measure? (2mks)
- (g) According to the passage, how can you use up excess fat? (2mks)
- (h) Identify an instance of irony in the passage. (2mks)
- (i) Explain the meaning of the following words as used in the passage. (3mks)
 - a) Daunting –
 - b) Baggage –
 - c) Down to earth –

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

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

–"What do you mean?" he asked, suddenly sitting up. "I hope you don't imply that our culture comes second. Do you?"

–"Not really, my husband," she said ruefully, beating a hasty retreat. "Our culture is everything and it rules our lives."

–"Good," he said authoritatively. "Now listen, you must immediately start counselling the girls to understand their roles as potential wives of the men of Nasila. Prepare them to appreciate and accept their future responsibilities as mothers and home builders."

–"I'll do that my husband," she said quietly.

–"One other thing," he said evenly. "I'll ask Simiren to request that young teacher called Parmuat, who is of our clan and therefore a brother to the girls to find time to teach them a few home truths. After that we shall call *enkamuratani* to play her part before we give them away."

Those were the words, whose utterance she dreaded. And once uttered, she knew, the words instantly became an inviolable edit. Now that he had spoken, the pain was already harrowing and torment in her unbearable. She was torn between her love for her daughters and her dutiful role of a faithful and obedient wife of Ole Kaelo. But in her culture there was no room for dissent, especially if the subject was in conformity with the culture. Who would side with her if she were to oppose the cultural rituals?

Her only ally would be the woman the elders of Nasila contemptuously called *entangoroi* or the wasp. Those who honoured her called *Emakererei*, for she was said to have attended Makerere university in Uganda, where she attained her degree in Veterinary Science. Mama Milanoi knew her well. Her actual names were Minik ene Nkoitoi. Outside Nasila, she was respected and honoured. At thirty, she was already managing an expansive government sheep ranch reputed to hold hundreds of thousands of sheep, about one hundred kilometres away from Nasila. Under her were hundreds of employees who worked at the ranch in Nasila, however, she was regarded as the devil incarnate. She was hated and reviled for criticising and campaigning vigorously against traditions that she said abused the rights of the girl child namely girls' circumcision and early marriages. And that had put her in direct collision with the people of Nasila. If she aligned herself with a person who Nasila regarded as having such an obnoxious reputation, where would her marriage stand?

- a) Place the excerpt in its immediate context. (4 marks)
- b) Why was Minik ene Nkoitoi regarded as a devil incarnate in Nasila? (2 marks)

ENGLISH PAPER 1,2 & 3

- c) From the excerpt, what do we learn about Mama Milanoi? (4 marks)
d) Explain two themes that are highlighted in the excerpt. (4 marks)
e) –What do you mean?“ {Rewrite in reported speech} (1 mark)
f) Discuss the effectiveness of two aspects of style employed in this excerpt. (4 marks)
g) Describe the mood at the end of the excerpt. (2 marks)
h) Explain the meaning of the following expressions as used in the excerpt: (4 marks)
i) Ruefully
ii) Contemptuously
iii) Devil incarnate
iv) Obnoxious

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

My grandmother

She kept an antique shop – or it kept her.
Among Apostle spoons and Bristol glasses,
The faded silks, the heavy furniture,
She watched her own reflection in the brass
Salvers and silver bowls, as if to prove
Polish was all, there was no need for love.

And I remember how I once refused
To go out with her, since I was afraid.
It was perhaps a wish not to be used
Like antique objects. Though she never said
That she was hurt, I still could feel the guilt
Of that refusal, guessing how she felt.

Later, too frail to keep a shop, she put
All her best things in one long, narrow room.
The place smelt old, of things too long kept shut.
The smell of absences where shadows come
That can't be polished. There was nothing then
To give her own reflection back again.

And when she died I felt no grief at all,
Only the guilt of what I once refused.
I walked into her room among the tall
Sideboards and cupboards – things she never used
But needed: and no finger-marks were there,
Only the new dust falling through the air.

- Elizabeth Jennings

- a) Identify the persona in the above poem. (2 marks)
b) In note form, summarize what each stanza is talking about. (4 marks)
c) Identify and briefly explain the use of any two images in the poem. (4 marks)
d) What does the persona feel towards the subject matter? (2 marks)
e) What do the following lines mean in the poem? (2 marks)
–too frail to keep a shop”
–Only the new dust falling through the air”
f) Describe the tone the persona uses in the poem above. (2 marks)
g) Explain the paradox in the line: (2 marks)
-things she never used
But needed:
h) Explain the persona’s sense of guilt. (2 marks)

4 GRAMMAR

- a) **Fill in the blanks with the correct alternative from the choices given.** (2 marks)
- i) Since the introduction of community policing in our estates _____ of theft have reduced.
(Incidence / incident / incidents)
 - ii) An elephant looks after _____ calf. (it's / its)
- b) **Rewrite the following sentences as instructed.**
- i) Someone is following us. (Rewrite in the passive voice)
 - ii) The victim and the neighbours did not speak to the reporters. (Begin; Neither)
 - iii) We light fire in the kitchen (Rewrite in past tense).
 - iv) Okoyo will not win the elections if he does not clear himself of the corruption charges. (Begin: unless)
- c) **Use the correct form of the word in brackets to complete each of the following sentences.** (3 marks)
- i) Owino did not know that a tree had _____ (strike) his house.
 - ii) Nobody expected the company to make _____ (lose)
 - iii) The three _____ (passer-by) were arrested.
- d) **For each of the following sentences replace the underlined phrasal verb with a word that has the same meaning** (2 marks)
- i) I wished to meet him after classes yesterday but he didn't show up.
 - ii) After a hard day's work, I sat on an easy chair and dozed off.
- (e) **Provide the most suitable prepositions for the sentences below.**
- i) The soldier was punished _____ neglect of duty.
 - ii) The thief was disguised _____ an official from the Ministry of Education.
 - iii) They descended _____ a noble family.
 - iv) The doctor died _____ Corona virus.

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ENGLISH PAPER 1,2 & 3
MERU CENTRAL CLUSTER EXAM
TERM 2, 2020
101/3
ENGLISH
Paper 3

(Creative Composition and Essays Based on Set Texts)

1. Imaginative composition (compulsory) (20mrk)
Either
a) Write a composition ending with.....”If I was given another chance, I would do things differently.”
or
b) Write an essay on the role of the youth in curbing the covid-19 rising cases.
2. **The Compulsory Set Text** (20 marks)
Henrik Ibsen, *A Doll’s House*
–Desperate situations call for desperate measures.” Referring closely to *A Doll’s House*, write an essay in support of this statement.
3. **Optional Set Texts**
Either
- (a) **Short Story**
Moran (Ed) *Memories we Lost and Other Stories*
Using illustrations from Benjamin Branoff’s, *The Window Seat*, write an essay on the chaos of urban life. (20mks)
- Or
- b) **Drama**
David Mulwa, *Inheritance*
–The citizens of Kutula have been betrayed by their leaders and have become disillusioned.” Basing your essay on David Mulwa’s play *The Inheritance*, write an essay to justify this statement.
Or
- c) The Novel: **The Pearl by John Steinbeck.**
–Greed brings out the worst in us.” Show the truth of this statement with reference to John Steinbeck’s The Pearl

MERU CENTRAL CLUSTER EXAMS
(Kenya Certificate of Secondary Education)

TERM 2, 2020

ENGLISH PAPER 1

MARKING SCHEME

Q1. Functional writing.

If should be minute- if not deduct (2mrk)

A) **FORMAT**

- i) Clear heading- _minutes, ‘ Name of the group
Meeting, date, venue, time.
- ii) Attendance – six present ½
- Two absent with apologies ½
- One in attendance (patron) ½
- iii) Preliminaries ½
- iv) Reading and confirmation of the previous minutes ½
- v) Matters arising ½
- vi) AOB ½
- vii) Adjournment ½
- viii) Sign off – compiled by ½ confirmed by ½

b) CONTENT

- ✓ Registration of new members (1 mk)
- ✓ Election of officials (Names of new officials. Should be (given) (2mrk)
- ✓ Club activities for 2021 (2mrk)

c) LANGUAGE – 4MRKS

Q 2. CLOZE TEST

- i. Read
- ii. Accuracy /value
- iii. then
- iv. Gist/summary /substance
- v. Vague/hazy
- vi. Weak
- vii. Focused /centered
- viii. Retain/grasp /grip
- ix. Comprehend /understand /grasp
- x. To

Q 3. Oral skills

a) i. Use a riddle

- clapping
 - whistling
 - drumming
 - clearing the throat
 - sing a short song
- any two = 2x1=2mks

ii

- audience kept eye contact
 - emotional response at the end of the story eg signing
 - laughing as you narrated the story
 - clapping
 - Upright sitting posture.
- Any 3x1= 3mks

iii.

- dozing
 - yawning
 - blank facial expressions
 - poor body posture
 - kept looking at their watches
 - fidgeting
 - playing with items around them.
- Any 2x1==2mks

- iv. Ideophone – brings out the unexpected situation that the chameleon was about to be sat on.
1x2=2mks

b) *Silent letters in the following words* (6 marks)

- i) Practically
- ii) Ballet
- iii) Bristle
- iv) Gult
- v) Baguette
- vi) Psychotic

- c) i) pressure
ii) monarch
iii) dough

ENGLISH PAPER 1,2 & 3
TRIAL TWO - NAIROBI
101/1

ENGLISH

Paper 1

(Functional writing, cloze test and oral skills.)

2 Hours.

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 houses. You have been assigned to interview one of the most prominent business men 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

ENGLISH PAPER 1,2 & 3

- 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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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

- In one sentence, explain what this passage is talking about? (2mks)
- What is the number one need of any human being? (1mk)
- What are cited as the causes for social rejection according to the passage (2mks)

ENGLISH PAPER 1,2 & 3

- 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)
 - i) Authority figure
 - ii) Shunned
 - iii) Jump on board

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

You are **mad!**” Resian screamed at him. You are stark mad if you think I am your wife. I can only be your wife over my dead body. Yes, you and my father can kill me and carry my dead body to your **palatial** home.”

He was stunned by those harsh words. He winced as if he had been struck. Then already harsh line of his mouth tightened and he stood tense for a moment. Then he relaxed and watched her mockingly. –You can never escape Resian,” he repeated quietly, smiling. The very normality of his voice as he spoke those monstrous words was most shocking and disturbing to her. Whether you scream your heart out, or jump into the deep sea, Resian, you are mine. You are my wife from now henceforth”

–I want to go now.” Resian announced angrily shuddering with **disgust** and terror.

–You want to go?” he asked, the contemptuous quiet of his voice a **menace** by itself.” Go! You want to be persuaded, coaxed and **pampered** to marry Oloisudori Lonkiyaa? Sorry I will not do that! If you want to go, please yourself. You may opt to go, but when you are mine, you will do as I please. No one plays games with Oloisudori. Ask your father, he will tell you.”

–Stop it! Stop it! Resian screamed excruciatingly pained by the disdainful remarks of Oloisudori. Putting her hands over her ears, she made a dash for the door. He made no effort to stop her but she flung it open and turned to glare at him with tearful eyes

You are mad! She screamed again sobbingly. –You are stark mad! You hear me? You are nothing but ol-ushuushi.” She walked away and as she did so, she heard his soft laughter behind her.

- 1. Say what happens before this excerpt. (3mks)
- 2. How is Oloisudori portrayed in this excerpt? (4mks)
- 3. Describe the feeling of Resian in this excerpt (3mks)
- 4. From other areas of the novel, state other crimes that are practiced by Oloisudori. (3mks).
- 5. How does the writer utilize irony in this excerpt? (3mks)
- 6. –You are my wife from now henceforth” Rewrite in the reported speech. (2mks)
- 7. Explain the meaning of the following words (4mks)
 - a) Pampered
 - b) Disgust
 - c) Mad
 - d) Palatial
- 8. What happens immediately after this extract? (3mks)

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.

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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, –~~E~~t 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)
- i) He will not be given a driving license. He passes the road test (Rewrite as one using unless)
 - ii) The woman left the child with a neighbor and went to the market. (Begin: leaving....)
 - iii) The boys went to play in the field (underline the adverbial)
- b) Supply the correct preposition to complete the sentences given. (3mks)
- i) Property worth millions of shillings went upflames.
 - ii) The three boys shared the breadthemselves.
 - iii) 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)
- i) The audience was offended by the(sense) of the speaker.
 - ii) The(acquire) of a university degree is a great milestone to a student.
 - iii) Everyone should obey the lawof their position in the society.
- d) Use the correct alternative to complete the sentences below (4mks)
- i) Teaching(practice/practice) is not an easy job for teacher-trainees.
 - ii) The prophet's(prophesy/prophecy) was misleading to his audience.
 - iii) He((insured/ensured) his car with Madison.
 - iv) 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).

TRIAL TWO - NAIROBI

101/3

**ENGLISH
PAPER**

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative Composition (Compulsory) (20mks)
- a. Write a story to illustrate the saying;
After a storm comes a calm.
Or
- b. Write a composition for or against this proposition. The use of social media platform should be regulated.
2. Compulsory Text. Doll's House By Henrik Ibsen
How could the submissive, selfish and silly Nora of the first two acts transform herself into an independent woman by the end of the last act? Is the transformation realistic? (20 mks)
3. Optional Set-Texts
- a. Memories we lost and Other Stories.
“Paradise in not really paradise”, Drawing illustrations from the Children's narration in the Moviolate Bulawayos – Hilting Budapest discuss this statement. (20mks)
Or
- b. Drama. The Inheritance
The citizens of Katula have been betrayed by their leaders and become disillusioned. Basing your essay on David Mulwa's Play, The Inheritance, Justify this Statement. (20mks)
Or
- c. The Novel
The Pearl by John Steinbeck
“Wealth and money cannot afford happiness” citing evidence from The pearl by John Steinbeck. Discuss. (20mks)

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

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students needed to follow two extra steps in the three strategic learning processes.

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily. It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly correlated to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress on to students. Participating

In class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always helping the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements.

Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way he understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only been titled for a good mark, but also away to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies effectual for him/herself, and in extremely exceptional occasions even invent innovate new strategies.

Questions

- (a) What does the writer faults in the students thinking according to the first paragraph? (2marks)
(b) Explain the three strategies that are key to success. (6marks)
(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. (1mark)
Begin if.....
(d) The key to achieving academic success cannot be directly correlated to one specific area.

Rewrite the sentence adding a question tag

- (e) Discuss the tone of the passage. (3marks)
(f) According to the passage, identify attributes that help a student become a successful learner? (3marks)..
(g) Explain the meaning of the following words and phrases as used in the passage. (4marks)
i) Detrimental
ii) Correlated
iii) Effectual
iv) Exceptional

2. **Blossoms of the Savannah. Henry ole Kulet**

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

Her dream was rudely and violently interrupted by a thunderous bang and a loud roar of laughter. She woke up with a start, jumped up to her feet and stared at the door with wide panic-stricken eyes. For a moment she could not figure out her surroundings and called out the name of her sister Taiyo. She was terrified. The door flung open and Olarinkoi staggered in. He was stone drunk. Resian stared at him **unblinkingly** as he walked towards her and she backed off terrified, squeezing herself flatly against the wall. He followed her there and got hold of her shoulders and shook her violently glaring at her with his glittering eyes.

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–You silly thing,” he thundered angrily. –tell you to prepare food and you refuse to do so, eh? Today you will know who the owner of this home is. If you are still in doubt, let me tell you frankly that from today on you are my wife, hear that, eh? You are my wife. For a long time you have been sneering at me, showing how highly educated you are. Today we shall see how educated your body is! Yes, eh shall see!“

He got hold of her hand and began dragging her into the other room. At first she did not understand his intention until he began unfastening her buttons with his rough trembling hands. Then the truth came, and with it, terror and panic. She tried to get away from him, but he held her **effortlessly** as he brutally continued fumbling with her dress, trying to loosen it. She screamed as loudly as she could while she pushed him away and thrashed frantically about. But that did not deter him and he totally ignored her screams holding her more firmly with his strong arms. Against her loud protest, he tore her garments and began to push her towards the bed.

Then desperately she took the last chance of self-defence and self-preservation. **Mustering** all her strength, she thrust his thumb the flesh like a ferocious animal and tenaciously held onto it, tugging at it fiercely like a lioness. She could feel the flesh tearing and she tasted the salt of his blood as it filled her mouth but she clung unto the thumb as Olarinkoi **howled** with pain.

Questions

1. Make notes on the content of Resian’s dream just before the excerpt (4Mks)
2. Discuss one character traits of Resian in this excerpt. (2Mks)
3. What has greatly changed in Olarinkoi in this excerpt compared to his earlier conduct in the novel towards Resian? (3Mks).
4. Identify and illustrate two aspects of style in this excerpt. (4Mks)..
5. Explain two major issues raised in the excerpt. (4Mks)
6. Explain what happens immediately after the excerpt. (3Mks)..
7. –Today we shall see how educated your body is” Rewrite in reported speech. (1Mk)..
8. Explain the meaning of the following expressions in the passage. (4 Mks)
 - (i). Unblinkingly.....
 - (ii). effortlessly.....
 - (iii). Mustering
 - (iv). Howled

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

WHAT’S IMPORTANT IN LIFE?

The Years have passed by,
In the blink of an eye,
Moments of sadness,
And joy have flown by.

People I loved,
Have come and have gone,
But the world never stopped,
And we all carried on.

Life wasn't easy,
And the struggles were there,
Filled with times that it mattered,
Times I just didn't care.

I stood on my own,
And I still found my way,
Through some nights filled with tears,
And the dawn of new days.

And now with old age,

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It's become very clear,
Things I once found important,
Were not why I was here.

And how many things,
That I managed to buy,
Were never what made me,
Feel better inside.

And the worries and fears,
That plagued me each day,
In the end of it all,
Would just fade away.

But how much I reached out,
To others when needed,
Would be the true measure,
Of how I succeeded.

And how much I shared,
Of my soul and my heart,
Would ultimately be,
What set me apart.

And what's really important
Is my opinion of me,
And whether or not,
I'm the best I can be.

And how much more kindness,
And love I can show,
Before the Lord tells me,
It's my time to go.

By Pat Fleming

1. Who is the persona in the poem above? (2 marks)
2. What subject matter is addressed in the poem? (3 marks)
3. Give evidence from the poem suggesting that time has elapsed so quickly. (3 marks)
4. Paraphrase verse 6 of the poem. (2 marks)
5. Describe the attitude of the persona toward the subject matter. (3 marks)
6. Identify and explain the stylistic device employed in the last verse of the poem. (2 marks)
7. With old age, it's become very clear. Rewrite ending with: old age) (1 mark)
8. Explain the meaning of the following as used in the poem. (4 marks)
 - i) Plagued.....
 - ii) I stood on my own, through some nights filled with tears
 - iii) True measure.....

GRAMMAR 15 MARKS

A. Fill in with the most suitable prepositions

1. They acquainted Jean _____ Italian prepositions.
2. It was naive _____ you to ignore the doctor's prescription.
3. This team is good _____ its everyday work.

B. Punctuate accordingly

1. she was young beautiful kind and intelligent.
2. china one of the most powerful nations on earth has a huge population.

C. Rewrite according to instructions in brackets

1. I met my friend while walking from home to school. (Begin with: Walking)
2. Who taught you Physics? (Rewrite in the passive)
3. I didn't give the money to my sister. I gave the money to my cousin.
(Rewrite using 'rather')

D. Having persevered, he bore fruits. (Rewrite using "perseverance")

E. Use the most appropriate form of the verb in brackets

1. What _____ the children doing when you last saw them? (to be)
2. I _____ appreciate his jokes. They were not funny. (to do)

F. Rewrite the sentences using the words in brackets

1. He said nothing useful. (anything)
2. Can anyone answer this question? (no one)

G. Fill with most appropriate collective noun

1. A _____ of soldiers received medals from the president.
2. A _____ of islands was submerged in the ocean when the cyclone occurred.

MOMALICHE

101/3

ENGLISH PAPER 3

(IMAGINATIVE COMPOSITION, LITERARY ESSAYS BASED ON SET TEXTS)

1. Imaginative composition {**COMPULSORY**}

- a) Write a composition ending with the words: The events of the previous day left me challenged to begin a new life.

or

- b) Write a composition entitled "Love conquers all". (20mks)

2. **Compulsory Set Text**

The society presented in the play, A Doll's House, is rotten! Using Nora, Torvald, Dr. Rank and Krogstad, discuss the truthfulness of this statement in reference to the aforementioned play. (20mks)

3. **Optional set text {answer only one question}**

- (A) "Economic duality is evident in our contemporary society" substantiate the validity of this assertion drawing your illustrations from the short story Hitting Budapest by Noviolet Bulawayo. (20mks)

Or

(B) **The pearl**

Failure to listen to wise counsel leads to suffering, show the truthfulness of this statement drawing your illustrations from the novel, The Pearl by John Steinbeck. (20mks)

Or

(C) **Inheritance**

The author presents Kutula as a society confronted by tyranny. Discuss this using the Play *Inheritance* by David Mulwa. (20mks)

Questions

- (a) What does the writer fault in the students thinking according to the first paragraph? (2marks)
The writer faults the fact that the students think that learning is only in class.
- (b) Explain the three strategies that are key to success. (6marks)
**1) Review to avoid forgetting what you learned.
2) Reducing large volumes of notes into points for better understanding and to memorize lesson content.
3) Paraphrasing what you have learnt for better understanding and to memorize lesson content**
NB SHOULD BE IN PROSE
- (c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. (1mark)
Begin: If content forgotten is not reviewed by students shortly after it is learnt, it will soon be
- (d) The key to achieving academic success cannot be directly correlated to one specific area, ,can it ? (Proper punctuation; Comma and question mark)
- (e) Discuss the tone of the passage. (3marks)
Informative. The writer informs the students about the strategies to use in learning . ,when practice achieves its full potential , the individual gets a good mark, away to view and think of things (3marks)

According to the passage, identify attributes that help a student become a successful learner

- **Reviewing what has been learned**
 - **Attending classes regularly**
 - **Practice for memorisation**
- (g) Explain the meaning of the following words and phrases as used in the passage.(4marks)
- i) Detrimental - **damaging**
 - ii) Connected**connected**
 - iii) Effectual**effective**
 - iv) Exceptional.....**outstanding**

2. **Blossoms of the Savannah. Henry ole Kulet**

Questions

1. Make notes on the contents of Resian's dream just before the excerpt. (4Mks) 1)
- a) **Resians meets emmakererei, who promises her of wonderful things**
 - b) **2)emmakererei promises to take her to Nakuru and join Egerton university**
 - c) **3) She promised to offer a vocational job**
 - d) **4) She promises to protect her against anyone threatening her with FGM**
 - e) **5) She assures her of her right to remain intoiye nemengalana**
2. Discuss one character trait of Resian in this excerpt. (2Mks)
She's naïve. Resian did not understand has intention until he began unfastening her with his rough trembling hands
She is courageous /Fearful
(Any correct and well-illustrated character trait)
3. What has greatly changed in Olarinkoi in this excerpt compared to his earlier conduct in the novel towards Resian? (3Mks)
Benevolent to malevolent. Olarinkoi has turned to a monster and rapist yet he had worn a protective, caring and mindful face to Resian and her sister and actually saved them from the two vagabonds-Ntara and Lante.
4. Identify and illustrate two aspects of style in this excerpt. (4Mks)
- 1 **Use of dialogue "you silly thing," he thundered angrily.**
 - 2) **Use of simile "Sunk her teeth into the flesh like a ferocious animal."
,,...tugging at it fiercely like a lioness...**
 - 3) **Personification ,Her dream was rudely and violently interrupted by a thunderous bang and a loud"**

ENGLISH PAPER 1,2 & 3

5. Explain two major issues raised in the excerpt. (4Mks) 1. **Plight of women.**
Women are subjected to physical, sexual and emotional harassment by the male counterparts. Against her loud protest, he tore her garments and began to push her towards the bed.
2. **Male chauvinism. Olarinkoi thinks that he has the right to molest Resian just because she is a woman**
6. Explain what happens immediately after the excerpt. (3Mks)
Resian bites Olarinkoi's thumb to a near severing the limb. She is hit on the ribcage and head until she passes out.
7. "Today we shall see how educated your body is" Rewrite in reported speech. (1Mk)
He said that they would see how educated her body was
8. Explain the meaning of the following expressions in the passage. (4 Mks)
- | | |
|------------------|---------------------------|
| i) Unblinkingly | forthright |
| ii) Effortlessly | easily |
| iii) Mustering | collecting |
| iv) Howled | wept/ cried loudly |

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

1. Who is the persona in the poem above? (2 marks)

An old person who has gone through a different stages of life and wonders whether her life's experiences were fulfilling —.....with old age.....“, —.I'm the best I can be”

2. What subject matter is addressed in the poem? (3 marks)

Life contentment. The persona has gone through struggles (vs3) but with old age he has become wiser and living a fulfilled life.

3. Give evidence from the poem suggesting that time has elapsed so quickly. (3 marks)

- a) Years have passed by
- b) In the blink of an eye
- c) People I lived with have come and gone

4. Paraphrase verse 6 of the poem. (2 marks)

The financial status of the persona determining what she was able to acquire is not what defined the persona's character.

(NB must be in present tense)

5. Describe the attitude of the persona toward the subject matter. (3 marks)

He has critical/ analytic attitude towards the subject matter. He interrogates how he has loved the different stages of life till he has become old. —And what's really important.” (vs10)

6. Identify and explain the stylistic device employed in the last verse of the poem. (2 marks)

Euphemism – it's my time to go meaning it's my time to die

7. With old age, it's become very clear. Rewrite ending with: old age) (1 mark)

It's become very clear with old age. (No comma)

8. Explain the meaning of the following as used in the poem.

- i) Plagued troubled 1mk
- ii) I stood on my own, through some nights filled with tears 2mk
Independent
- iii) True measure real yardstick 1mk

GRAMMAR 15 MARKS

A. Fill in with the most suitable prepositions

1. They acquainted Jean **with** Italian prepositions.
2. It was naive **of** you to ignore the doctor's prescription.
3. This team is brilliant **at** her everyday work.

B. Punctuate accordingly

1. She was young beautiful kind and intelligent.
She was beautiful, kind, intelligent and young.

(Nb commas and fullstop.)

2. China one of the most powerful nations on earth has a huge population.
China, one of the most powerful nations on earth, has a huge population.

C. Rewrite according to instructions in brackets

1. I met my friend while walking from home to school. (Begin with: Walking)

Walking from home to school, I met my friend

2. Who taught you Physics? (Rewrite in the passive)

Physics was taught to you by whom?

3. I didn't give the money to my sister. I gave the money to my cousin.
(Rewrite using rather)

Rather than giving the money to my sister, I gave it to my cousin. (no comma, no mark)

D. Having persevered, he bore fruits. (Rewrite using perseverance)

He bore fruits because of his perseverance,

E. Use the most appropriate form of the verb in brackets

1. What were the children doing when you last saw them?
2. I didn't appreciate his jokes. They were not funny.

F. Rewrite the sentences using the words in brackets

1. He said nothing useful. (anything)

He did not say anything useful

2. Can anyone answer this question? (no one)

Is there no one to answer this question?

G. Fill with most appropriate collective noun

1. A **regiment** of soldiers received medals from the president.
2. A **cluster** of islands was submerged in the ocean when the cyclone occurred.

MOMALICHE

101/3

ENGLISH PAPER 3

(IMAGINATIVE COMPOSITION, LITERARY ESSAYS BASED ON SET TEXTS)

Q2

Sample

Isben's A Dolls House shows how this society is corrupt. Many characters are involved in one ways or the other with morally un acceptable behavior.

To begin with, Nora forges her father's signature to secure a loan when her husband got ill and could not raise the required amount for his treatment, Nora decided to take matter into her own hands. She went to borrow money from the bank(Krogstad) in the process Nora had to have some written documents to her to secure the loan. She then decided to forge her father's signature which later come to haunt her.

Secondly, Kregstad forging someone's name to illegally get access to his money. As an employee of the bank, he took advantage of his position to exploit his clients. His act was later reveled and he was to face the law (punishment) but got himself out of it through corrupt ways. —.but Krogstad did nothing of that sort; he got himself out of it by a cunning trick, and that is why he has gone under altogether ...”pg 46.

Moreover, Dr. Rank secretly admiring Norah despite knowing that she's a wife to Torvald his close friend. Dr. Rank still wants to have an affair with her. He feels Nora should be in his company as much as she is in Torvald's. This clearly shows the level of rot that is portrayed in this society. When Nora tells him that she is certain that Torvald

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would willingly give his life for her. Rank interjects and says that it's not Torvald only who can do that. This insinuates that he's willing to do anything for her because of what he feels for her.

—do you think he's the only one who would gladly give his life for your sake? I was determined you should know before I went away ...”pg 68

Finally, Torvald giving Mrs. Linde a job at the bank, he uses his position as the manager of the bank. He uses his position as the manager of the bank to offer Mrs. Linde a job illegally without any due process followed as a public institution, we expect that after the position Krogstad was holding fell vacant after his dismissal, the due process of recruitment and interviews were to follow. This didn't happen. Instead, Torvald just offered it directly in his house to Mrs. Linde. This is being corrupt and illegal use of the one's position and power.

Pg 58 —. it is his/Krogstad's post that I have arranged Mrs. Linde shall have ...”

In conclusion, it is clear that corruption runs in the veins of most characters in this play for us to achieve a corrupt free society, the root causes of corruption should be identified and addressed promptly.

(A) Memories we lost

(b) the pearl

Introduction

1. Juana advise Kino to throw away the pearl back to the sea in vain.
2. Juan Thomas advises Kino to sell the pearl locally instead of trying to go to the city.
3. The merchants want to take the pearl at one thousand five hundred pesos which though small, Kino has never handled such amount of money before but he declines to let go.
4. Juana asks her husband, Kino to stay in the cave but he opts to follow the trackers to his disadvantage
5. Juana throws the pearl back into the sea.

Conclusion

In conclusion, it would be wise to follow advice given by sincere people to avoid regretting later

(c) INHERITANCE

King Lacuna abuses power and takes advantage of his position to exploit and oppress his subjects.

i) Unlawful sacking of workers. When Juda refuses, he faces the consequences by being sacked and evicted from the government house and his car is taken away. He is also forced to sell his farm to Lacuna's cronies for peanuts and the wife is forced to work in the same farm to make ends meet.

ii) People are brutally murdered as Lakuna orders the killing of anyone who opposes his leadership.

He asks Juda Zen Melo to kill his brother Bengo who is an activist and a threat to his leadership. After many days of job searching, Juda gets a job as a machine operator in one of the silvers factories, but he is killed while operating the machine.

His greed for power makes him kill his father. It is ridiculous that he takes his father's life so that he can get to power. He colludes with the imperialists to poison his father so that he is installed the new king.

iii) Embezzlement of funds from the public coffer. Lakuna embezzles funds meant for public use. His leadership is also satirized when he uses money meant for the country's economic growth for his own selfish gains. He admits having bought himself an aircraft with loans advanced to him in the name of his subjects. It is ironical and unbelievable that he justifies that action by saying that he cannot be at the same level with his subjects and that he has to soar above them and their complaints and hatred.

iv) To make matters worse, he deposits the remaining money in his own accounts in the same banks that lend the money. His is the highest level of impunity and when the financiers force him to pay the loans, he swears that he will make his subjects pay for him so that he remains in power.

v) Corruption is evident in Kutula. Lacuna is also corrupt and practices nepotism. The subjects are aware that for you to get a job, you must know or be of the king's tribesmen; otherwise, getting a job will remain elusive.

vi) Appointments are also made politically and those given the jobs must pledge their loyalty by giving a kick back and their positions will remain secure regardless of their performance. He collects 30 per cent of what the ministries get as a sign of their loyalty and in return their positions are guaranteed.

vii) People are forced to do certain things against their wish. Lakuna Kasoo forces everyone to attend the commemoration of his father, declaring it a public holiday.

After the celebrations, he forces Lulu to entertain him and he swears to make her his second wife, with or without her consent. When she refuses to toe the line, she is detained in his palace for days and denied the opportunity to attend her father's funeral.

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viii) There is forceful eviction as Lacuna Kasoo also orders the eviction of the natives from the valley to create room for foreigners to occupy it and make it productive for their own selfish gain. All he cares about is the continued financial gains from the foreigners at the expense of the welfare his own people. He even orders drastic action to be taken against those who resist. By doing this, the citizens will be made homeless and they will be enslaved and they will live at the mercy of the foreigners who will benefit from the produce.

ix) There is imposition of labour laws that are oppressive to the people. Lacuna Kasoo conspires with the colonialists to cut down on employment and quadruple production of the exports by making them work long hours and on lower wages.

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

Your best friend has just been elected as the student's president in your school.

- a. Write a **congratulatory note** to him or her. (8mrks)
b. Write a **recipe** of a dish for about ten people who will grace his/her celebration party. (12mrks)

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

The community and forces of tradition 1 the most important aspects of African society. Tradition 2.....that everyone walks in the steps of his ancestors; it is formulated in codes of behavior and morality which must be 3..... All forms of action, thought and ambition 4..... their springs in these codes. Like the community, these traditions 5..... formed by the ancestors and their roles 6.....to maintain unity between the living and the dead.

Right from birth, the life of the African child 7.....the codes of tradition which direct him in society and 8.....to him his rights and duties-duties in the sense of those social and religious obligations which were 9.....by the ancestors and which must be fulfilled. By observing these rights and duties, the child 10.....a dual function.

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

3 a.) **Read the oral 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 whispers softly and long

(*Emusara Ossie Enekase*)

- i.) Identity any two pairs of rhyming words in the poem. (1mrk)
ii.) Identify one major sound pattern in the poem. (1mrk)
iii.) Give two examples of the above sound pattern. (2mrks)
iv.) How would you perform the last two lines of the poem? (3mrks)
c. Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience's attention? (5mrks)
d. **Challenger:** *Two Europeans peeping through the window*
Response: *Mucus*
i.) Classify the above genre. (1mrk)
ii.) Identify and illustrate the most outstanding stylistic device used in the above genre. (1mrk)
iii.) Give **two** functions of the above genre. (2mrks)
e. **In the words below, underline the part that should be stressed.** (4mrks)
i.) Suc.cess
ii.) ad.vice
iii.) Chal.lenge
iv.) Ob.serve
f. **Give a word with a similar pronunciation.** (4mrks)
i.) Muscle.....
ii.) Worn.....
iii.) Come.....
iv.) Which.....

g. The following is a conversation between a father and his daughter. Identify six shortcomings in the father's listening skills. (6mrks)

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 class teacher 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 want to 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.

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QUESTION 1: COMPREHENSION.

(20MKS)

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

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 — stopdriving 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 the 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? (3 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? (2 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.....

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

You are **mad!**” Resian screamed at him. You are stark mad if you think I am your wife. I can only be your wife over my dead body. Yes, you and my father can kill me and carry my dead body to your **palatial** home.”

He was stunned by those harsh words. He winced as if he had been struck. Then already harsh line of his mouth tightened and he stood tense for a moment. Then he relaxed and watched her mockingly. –You can never escape Resian,” he repeated quietly, smiling. The very normality of his voice as he spoke those monstrous words was most shocking and disturbing to her. Whether you scream your heart out, or jump into the deep sea, Resian, you are mine. You are my wife from now henceforth”

—Want to go now.” Resian announced angrily shuddering with **disgust** and terror.

–You want to go?” he asked, the contemptuous quiet of his voice a menace by itself” Go! You want to be persuaded, coaxed and **pampered** to marry Oloisudori Lonkiyaa? Sorry I will not do that! If you want to go, please yourself. You may opt to go, but when you are mine, you will do as I please. No one plays games with Oloisudori. Ask your father, he will tell you.”

–Stop it! Stop it! Resian screamed excruciatingly pained by the disdainful remarks of Oloisudori. Putting her hands over her ears, she made a dash for the door. He made no effort to stop her but she flung it open and turned to glare at him with tearful eyes

You are mad! She screamed again sobbingly. –You are stark mad! You hear me? You are nothing but ol-ushuushi.” She walked away and as she did so, she heard his soft laughter behind her.

1. Say what happens before this excerpt. (3mks)
2. How is Oloisudori portrayed in this excerpt? (4mks)
3. Describe the feeling of Resian in this excerpt (3mks)
4. From other areas of the novel, state other crimes that are practiced by Oloisudori. (3mks).
5. How does the writer utilize irony in this excerpt? (3mks)
6. –You are my wife from now henceforth” Rewrite in the reported speech. (2mks)
7. Explain the meaning of the following words (4mks)
 - a) Pampered.....
 - b) Disgust.....
 - c) Mad.....
 - d) Palatial.....
7. What happens immediately after this extract? (3mks)

QUESTION 3: LITERARY APPRECIATIO (20MKS).

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

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

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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 word as used in the poem (2mks)
 - i) Anchored.....
 - ii) Brood.....

QUESTION 4: GRAMMAR

(15 MARKS)

A. **Complete the following sentences by choosing the appropriate expressions to fill the gaps.** (3mks)

- (1) Although Nduati is a great friend of mine. I _____ him on a few important issues. (differ to, differ with)
- (2) As good citizens, we must all pay our taxes _____ the policy. (in accordance to, in accordance with)
- (3) She chose her career _____ (independent of, independent to)

- B. **Rewrite the sentences below according to the instructions given after each.** (3mks)
- (1) My father would not allow us to attend night parties under any circumstances.
(Begin: Under no circumstances)
 - (2) Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account.....)
 - (3) The plane had just taken off when one of the passengers began to scream.
(Begin: Scarcely)
- C. **Rewrite the following sentences avoiding repetition.** (3mks)
- (1) 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.
 - (2) Some of the questions are difficult, so find the easier questions and do the easier questions first.
 - (3) Help yourself to some oranges. These oranges are sweet but those oranges are sweeter.
- D. **Combine each of the following pairs of sentences into one sentence by making one of them a relative clause.**
- (1) Naliaka joined our school this term. She is very good at grammar.
 - (2) The elephant is a very big animal. It is also very strong.
 - (3) 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.** (3mks)
- (1) They aren't serious.....
 - (2) He bought a new house last month.....
 - (3) They won't shut up.....
 - (4) Let us go.....
 - (5) He hasn't been here before.....
 - (6) You live in an apartment.....

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

Either

1 a) write a composition beginning with the following sentence

–The night was different from all the previous nights.....”

Or

b) Write a composition explaining the importance of co-curricular activities in achieving a wholesome education in Kenya schools.

2. Question 2 (Compulsory) 20marks

A Dolls“ House

a) A marriage founded on a falsehood and secrets is bound to fall apart. Write an essay to support the statement drawing illustrations from the play **A Doll’s House**.

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.

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