

CEKENAS END OF TERM TWO EXAM-2023

101/1

ENGLISH PAPER 1
(FUNCTIONAL SKILLS)
JULY/AUGUST-2023

1. A local non-governmental organization is looking for people to take up volunteer positions in disaster prone areas. The programme will take place during the August Holidays. You are interested in one of the positions. Write a letter inquiring the following: Age limit, level of education, identification documents required, accommodation availability and whether or not they will pay any allowances. Remember to write your letter through the principal addressed to;

The Director,
Linda Jamii NGO,
P.O. Box 150-00100,
Nairobi.

2. *Read the passage below and fill in each blank space with the most appropriate word. (10 marks)* (20marks)
There is a growing (a)that toxic masculinity, if not (b)....., will destroy many boys across the globe. Statistics of rape violence and murder crimes often (c)an accusing finger to men for their efforts to (d)their manhood. There is nothing in the genetic makeup of boys that gives them a bias for social wrongs. The problem is nothing (e).....the consequence of nurture. As such there is a (f).....to correct this incongruity and guarantee our boys a stable fatherhood and a happy family life in their later years.

This can only be done through a thorough scrutiny or the socialization (g).....that boys under go. Boys (h).....be given life lessons to (i).....them with what is expected of a man and a father.

Somebody should also walk them (j).....the turbulence of adolescence.

- 3 (a) *Read the narrative below and then answer the questions that follow* (9marks)

Narrator: Catch a story

Audience: We catch it

Once upon a time, there was an ogre that had eaten many people. One day, some hunters decided to hunt for this animal. It was found sleeping deeply after feeding on a man. When the ogre heard the footsteps of the hunters, it woke up and ran as fast as its legs could carry it. When it reached a garden, it found a woman digging. The ogre told the woman:

‘There are people who want to kill me for nothing, Please help me.’ The woman hid the animal until the hunters had gone far away. When they were gone, the woman told the ogre to go away. But when the animal came out of the hiding place, it asked for food. The woman said:

‘You asked for protection from the hunters chase. Now you ask for food. There is no food.’

The ogre said:

‘If there is no food, you are going to be my food for today.’ The animal then ate the woman.

(From: *The Oral Literature of the Kalenjin* by C. Chesaina, Nairobi EAEP, 1991).

- i) What is the function of the salutation at the beginning of this narrative? (1mark)
ii) Explain how you would deliver the first utterance of the ogre so as to bring the intended meaning (2marks)

- iii) What specific gesture would you use to perform the 3rd sentence of the narrative? (2marks)
- iv) Which tone of voice would you use to say the woman's response when the ogre demanded for food? (2marks)
- v) As an audience listening to this story, how would you react to the last 2 lines of the narrative? (2marks)
- b) Provide homophones for each of the words in bold in the sentence below (5marks)
The lesson is taking place on the opposite **side** of the road and the venue is fully packed **so** you have to wait in the visitor's **suite**
- c) Underline the stressed syllable in each of the following words. (5marks)
- Promote
 - Treatment
 - Society
 - Target
 - Contact
- d) You are the school captain and you have been requested to give a Speech during one of the Schools annual general meeting. What challenges are you likely to face (5mark)
- e) For each of the following situations below, write what you would say. (6marks)
- You are in a discussion and you wish to interrupt
 - The principal has pardoned you for the offence you committed
 - You are in a debate and you strongly differ with our opponent
 - You were unable to attend a meeting because your child was sick.
 - Would you mind a cup of coffee?

CEKENAS END OF TERM TWO EXAM-2023

101/2

ENGLISH**PAPER 2****(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****JULY-AUGUST-2023**

1. COMPREHENSION (20MARKS)

Read the passage below and answer the question that follow.

America has a long tradition of creativity. The expression Yankee **ingenuity** is an acknowledgement of this trait present Americans with a novel problem, especially technological and they are likely to come up with the solution sooner rather than later.

That is the positive side. The downside is that in policy matters, Americans sometime come up with the solutions and then look for personal problems on which to test them. Washington D.C , perhaps more than any other city in the world, has many solutions seeking problems to lock onto.

If the solution are successful, domestically or internationally, you can expect any amount of excitement and chest thumping, which is another **hallmark** of the American character. Modesty is frowned upon as something for sissies or failures. Countries and people are ready paradigm of winners and losers. Woe unto you if are a 'loser'. You will endure all manner of taunts and putdowns.

To escape this fate, most Americans-including those who are demonstrably poor, call themselves middle class, which probably they are when compared to the poor in other places. But poverty is relative to immediate environment not to some distant places.

One of the more recent American inventions is spinning not as in making clothes (the American textile industry has long being outsourced, notably from China another low wage country), but rather as in using words and other symbols amplified by the media to paint a picture of anything and everything in alight favorable to the presenter's side.

This past week, the world witnessed, yet again this peculiar American habit of hype and more hype, in this instance, designed to drive the point home that America's declared

policy to force-feed democracy to recalcitrant societies has just scored a **humongous** victory. Following the Iraqi elections the turn out in particular, has been hailed as a stunning victory of American policy. Pitted against Iraqi Jihadists who are waging a relentless and ruthless insurgency, a scintilla of validation of America's Iraqi policy was all that was all necessary to set off celebratory fireworks.

To those who recount narratives (the spinners), whose job it is to put a bright glass on things a clear picture of winners and losers are the Neanderthals; " thugs and assassins" in the words of the newly sworn in secretary of state Condeleeza Rice-the insurgents who threatened to wreak havoc on election day in Iraq but were thwarted.

The high turnout was read as a violation of many things that were most likely absent from the minds of those Iraqi voters who cast their ballots. Before it was even known whom they had voted for and why, the whole enterprise was turned into cause for chest thumping by some American politicians, prompting John Kerry the loser in the November presidential race, to warn against hyping the Iraqi election.

Who will listen to a loser? This is America! By the time Kerry spoke, the spinning was in full gear. It was another turning point, declared elated talking heads. Never mind that there have been numerous " turning points" in Iraqi's tortured post-invasion experience. The winners were emerging.

A few voices have urged caution but they are drowned out by the self-congratulation that has **engulfed** just about every major media outlet here.

It is reminiscent of the chatter that followed Saddam Hussein's capture. That was another turning point. The irony is that America has been through this before, in a different place, with almost the exact same headlines. In the late 1967, many American newspapers published flowery and upbeat stories on the elections held in South Vietnam at the height of the war. The turnout was nearly 83% despite Vietcong terror. The election was declared a success and a turning point that would lead to stabilization of the country and eventual defeat of the insurgents. Of course, nothing of the sort happened.

History does not **invariably** repeat itself. Sometimes it does. Whatever one might think of it, history does always serve up many lessons. One of them is that a dose of modesty is always in order when confronted with vast historical forces or when seeking to rearrange complex societies their go hundreds, if not thousands, of years back.

What may look like victory as first sight may turn out to be another opening to a complex and trying situation that control produce winners or losers. It looks like this what is emerging in Iraq. The millions who headed to the polls on the instruction of their electrical leaders (remember Grand Ayatollah Sistani declared it a religious duty to vote? May or may not have had a clear idea of what society were hoping to create. Their leaders probably do.

Iraqis voted and they are justifiably proud of it. However, this should not be made to look like a first in the Islamic world, as it is being painted in the media. Not too long ago, an Islamic party had won a clear and convincing victory in free and fair election in Algeria. It was never allowed to assume power. The international authorities desisted from calling the denial an affront to democratic practice. The man who cancelled the Algerian election results if feted in the very same quarter that now preach democracy.

Society's broken tyranny, war, fragmentation and other ills are not served by putdowns of important segments within them.

The approach may produce winners in the short term but for more losers in the end. Moreover, here we are talking of those who could lose everything, including their lives, on a mass scale. A little modest may just be what is needed to get people across the divide talking. After all, in the end, we are all losers.

Questions

- What is the negative side of America's long tradition of creativity? (2marks)
- "Woe unto you if you are a loser." What does the author mean by this statement? (2marks)
- Identify and explain an instance of irony in this passage. (3marks)
- What is the author's attitude towards the Americans? Give reason for your answer. (2marks)

- e) ‘...and the losers are Neanderthals;...’ Explain how the Neanderthals became losers according to this passage. (2marks)
- f) What according to the passage is referred to as spinning? (2marks)
- g) Identify one American policy discussed in this passage. (2marks)
- h) Explain the meaning of the following words as used in the passage. (5marks)
 - i) Ingenuity.....
 - ii) Hallmark.....
 - iii) Engulfed.....
 - iv) Humongous.....
 - v) Invariably.....

Question 2

Read the following excerpt and answer the questions that follow.

Mrs. Linde But how can this well-bred man be so tactless?
 Nora: I don't understand you at all
 Mrs Linde Don't **prevaricate**, Nora. Do you suppose I don't guess who lent you the two hundred and Fifty pounds?
 Nora: Are you out of your senses? How can you think of such a thing ! A friend of ours Who comes here every day! Do you realize what a **horribly** painful position that would be?
 Mrs. Linde: Then it really isn't he?
 Nora: No, certainly not. It would never have entered into my head for a moment. Besides, He had no money to lend then; he came into his money afterwards.
 Mrs.Linde Well. I think that was lucky for you, my dear Nora.
 Nora No, it would never have come into my head to ask Doctor Rank. Although I am quite sure that if I had asked him-
 Mrs. Linde But of course you won't.
 Nora Of course not I have no reason to think it could possibly be necessary. But I am quite sure that if told Doctor Rank-
 Mrs.Linde: Behind your husband's back?
 Nora I must make an end of it with the other one, and that will be behind his back too. I must make an end of it with him.
 Mrs.Linde: Yes. That is what I told you yesterday, but-
 Nora (walking up and down) A man can put a thing like that straight much easier than a woman-
 Mrs. Linde: One's husband, yes.
 Nora: Nonsense (Standing still) When you pay off a debt you get your bond back, don't you?
 Mrs. Linde: Yes, as a matter of course
 Nora: And can tear it into a hundred thousand pieces, and burn it up-the nasty dirty paper!
 Mrs. Linde: (Looks hard at her, lays down her sewing and gets up slowly) Nora, You are **concealing** something from me
 Nora: Do I look as if I were?
 Mrs.Linde: Something has happened to you since yesterday morning. Nora, what is it?

QUESTIONS

- a) What happens immediately after this excerpt (3marks)
- b) Discuss any two concerns brought out in this excerpt (4marks)
- c) How is Mrs. Linde depicted in this excerpt. (4marks)
- d) But of course you won't- (add a question tag). (1mark)
- e) Nora. No it would never have come into my head to ask Dr Rank. Although I am quite sure that if I had asked him.....

- From elsewhere in the text, why is Nora so confident that Dr Rank would not fail her. (3marks)
- f) Identify any two stylistic features evident in the above excerpt (4marks)
- g) Which is the “nasty dirty paper” referred to by Nora in this excerpt. (2marks)
- h) Give the meaning of the following words Phrases used. (4marks)
- i) Prevaricate
 - ii) Tactless
 - iii) Concealing
 - iv) Behind your husband back.

Question 3

Oral Narrative

Read the following narrative and answer the questions that follows.

(20marks)

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

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

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

This arrangement worked until the woman became pregnant.

“After delivery.” The friend who owned the upper part said to the woman, “I won’t allow you to breastfeed because the baby isn’t mine.”

The woman objected loudly saying, “But the baby is mine and the breast are also mine so I’ll have to breast feed it.

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

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

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

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

QUESTIONS

- a) Classify the above genre (2marks)
 b) Identify the typical features of oral narrative evident in the genre above. (4marks)
 c) What makes relationship between the two friends ironical? (2marks)
 d) Comment on the character traits of the two husbands. (4marks)
 e) Which is the most appropriate audience for the above oral narrative? (2marks)
 f) Highlight two social activities evident in the above oral narrative. (2marks)
 g) What is the attitude of this society towards women? (3marks)
 h) The situation was critical, so the father of the baby conceded and allowed his friend to refund the share of the bride wealth he had paid. (Begin: So.....) (1mark)

GRAMMAR**(15MARKS)**

1. Use the correct form of the words in brackets to fill in the blank space. (3marks)
 i) Jane was.....about taking up the job (decide)
 ii) I told her that I wasfor her help. (gratitude)
 iii) There is little evidence of(diligent)
2. Underline the main clause in the following sentences. (2marks)
 i) I saw the woman who gave birth to twins.
 ii) If you work hard you will pass your examinations
3. Use the most appropriate choice to fill in the blank spaces. (2marks)
 i) Mr Kantai sent two students(I, me) and John out of his class.
 ii) Kemunto introduced Wafula andto his father(her,she)
4. Underline the gerund in the following sentence. (1mark)
 Diana is studying but swimming is her hobby.
5. Rewrite the following sentences as instructed. (3marks)
 i). He was obviously angry with you. (Begin His...)
 ii) He did not apply for the job. He did not get it (Begin: Had.....)
 iii) James wondered how the accused will clear their names. (Rewrite in direct speech)
6. Explain the difference between the following sentences. (2marks)
 Has the donkey eaten Mary?
 Has the donkey eaten, Mary?
7. Rephrase the phrasal verb underlined with one word similar in meaning. (2marks)
 a) The project has really eaten into my savings.
 b) He had his dog put down because it was in a lot of pain from its tumors.

CEKENAS END OF TERM TWO EXAM-2023**ENGLISH****101/3****PAPER 3***(Creative composition and essays based on set texts)***JULY-AUGUST-2023****Answer three questions only.**

1. Imaginative Composition (Compulsory) (20marks)
 Either
 a) Write a story ending with, "...that experience marked a turning point in my life."
 Or
 b) Discuss the effects of uncontrolled use of social media amongst students.

2. The Compulsory set Test : H.R Ole Kulet, Blossoms of the Savannah (20marks)

When we get obsessed with material gains, we could forget the most valuable things in our possession for us to live a fulfilled life. Write an essay in response to this assertion, referring to the Character of Ole Kaelo in H.R. *Ole Kulet's Blossoms of the Savannah*.

3. The Optional Set Texts. (20marks)**Either****a) The short Story: A Silent Song and other stories by Godwin Siundu (Ed)**

Humans are deceitful in nature and can live in pretence before revealing their true nature. Write an essay in support of this. Use the story *The Truly Married* by *Aboise Niol*.

OR**b) Drama: David Mulwa. Inheritance.**

When a leader fails to take a stand and shun foreign influence, they are bound to fail. Discuss the truth in the above statement. Refer closely to the play *Inheritance* by *David Mulwa*.

OR**c) The Novel, An Artist of the Floating World by Kazuo Ishiguro.**

War and Conflict can have long lasting effects in the life of an individual. Write an essay asserting to the truth in the above statement.

CEKENAS END OF TERM TWO EXAM-2023**ENGLISH PAPER 1****MARKING SCHEME****Q.1**

*Expect a format letter

Format- Writer's Address-(1mark)

- Date-(½ mark)
- Recipient's Address-(1mark)
- Through Address- (1mark)
- Salutation (½ mark)
- Reference-(1mark)
- Closing tag-(½ mark)
- Signature
- Name (½ mark)

▪ **Total(6marks)****Content :** Expression of interest (must specify position) (1mark)**Inquires** Age-(1mark)

- Education- (1mark)
- Identification- (1mark)
- Accommodation-(½ mark)
- Allowances (½ mark)
- Concluding remarks-(1mark)

(must elaborate)**Total(6marks)**

EASTERN CLUSTER EVALUATION – 2023**101/1****ENGLISH PAPER 1****(Functional Skills)****1.**

You are the secretary of your school's Agriculture Club. You are organizing to sell some vegetables in order to raise money for the needy students in the school.

- a) Write a notice of sale to be displayed on the school's notice board. (8 marks)
- b) During the sale, you are caught stealing some items by the club patron. The case is forwarded to the deputy principal. Write a letter to the deputy principal apologizing for the incident. (12 marks)

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

Debate (1) climate change dominates the dry season but fades away
 (2) it rains. For instance, it was a hot topic when the country was experiencing
 (3) drought a few month ago, before the heavy rains that are wreaking
 havoc in various (4) of the country began.

The discussions prompted the Deputy President, in February, to issue a 90 days moratorium on timber harvesting in public and community forests, ordering the Environment Cabinet Secretary to
 (5) a task force on the wanton destruction of forests.

The Green belt movement's Marion Kamau – led 10-member team (6) since handed in its report, recommending an overhaul of the Kenya Forest service Board and Management. Predictably, the climate change (7) has since waned.

Climate change simply refers to (8) of weather patterns that lead
 (9) extreme events such as a rise in temperatures, excessive rainfall, storms, floods and droughts. In less (10) ten months, we have felt the full brunt of climate change.

3. a) Read the following poem and answer the questions that follow.**Against idleness and mischief**

How doth the little busy bee
 Improve each shining hour,
 And gather honey all day
 From every opening flower!

How skillfully she builds her cell
 How neat she spreads the wax!
 And labours hard to store it well
 With the sweet food she makes.

In works of labour or of skill
 I would be busy too
 For *Satan* finds some mischief still
 For idle hands to do.

In books, or work, or healthful play
 Let my first years be past,
 That I may give for every day
 Some good account at last.

Questions

- i) Describe the rhyme scheme of this poem. (2 marks)
- ii) Explain how you would perform the following line:
How neat she spreads the wax! (2 marks)
- iii) Describe the tone of voice that you would use in reading the second stanza of this poem. (2 marks).
- b) Read the tongue twister below and answer the questions that follow.**
She sells sea shells at the sunny sea shore
- i) Identify and comment on two **sound patterns** found in the above item. (2 mks)
- ii) State two functions of the genre above. (2 mks)
- c) Your friends are visiting you and they don't know where you live. What factors would you consider when giving them directions? (4 marks)
- d) Paying attention to the consonants in bold in each of the following words, underline the odd one out. (5 marks)**
- | | | |
|---------------------|----------------|---------------|
| i) heifer | physics | shepherd |
| ii) phobia | voice | father |
| iii) join | gesture | target |
| iv) merchant | parachute | arch |
| v) walked | dried | grazed |
- e) Indicate whether you would use a rising or falling intonation at the end of the following sentences. (5 marks)**
- i) What have you taken for lunch?
- ii) The books were bought today.
- iii) She really turned down his marriage proposal?
- iv) How wonderful you look!
- v) The teachers are in a meeting, aren't they?
- f) Your teacher has asked you to hold a discussion on themes in the play 'A Doll's House'. If the discussion is to be effective, what must the members of the group do:**
- i) **Before** the discussion. (3 marks)
- ii) **During** the discussion (3 marks)

EASTERN CLUSTER EVALUATION - 2023
(KENYA CERTIFICATE OF SECONDARY EDUCATION)

101/2

ENGLISH PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY/AUGUST 2023

1. COMPREHENSION (20 marks)

Read the passage below and then answer questions that follow.

The purpose of a group discussion is not to win an argument or to amuse your classmates. The purpose of a discussion is to help each group member explore and discover personal meanings of a text through interaction with other people. Much of our everyday talk is made up of descriptions in which we seek in one way or another to convey ideas to other people. These ideas are usually concerned with what we know.

In any learning discussion, communication is the **essential** issue, and the type of communication in use at any particular moment depends on the nature of understanding of each participant with regard to the topic at hand. Sometimes everyone understands a particular topic, in which case it need not be discussed. Sometimes nobody understands, in which case the group should consult the instructor or the text or else move on if it is not a topic of particular importance or interest. More commonly, some understand a particular issue and others do not. When this is the situation, those who think they understand may fine, while trying to explain, that they don't understand as well as they thought they did. And by the same token, those who thought they dint understand may find, in the process of formulating their questions and attempting to **pinpoint** their difficulty(that is, thinking out loud), that they can answer their own question.

There are two steps which together can appreciably increase the quality of learning, and the enjoyment of all group discussions. These are thoughtful preparation and organization of the discussion period. Unless each member is well prepared the group discussion will flounder. A discussion work sheet will be required for each discussion reading assignment. These work sheets will help you prepare effectively for class and allow the instructor to **ascertain** that you have indeed done this.

A discussion of a novel can be successfully organized. One thing that will ensure this is to understand what the author actually said. There are five steps involved in this phase of discussion. Briefly define all important terms and concepts. This will help ensure that participants aren't talking past one another, by using the terms differently from one another. Then state the author's general point in your own words. In 3 or 4 sentences, what is the author basically trying to get across? Often there is a **subtle** point which is more important than the most obvious one.

Afterwards, identify the major themes and key points in article. Make special note of those which are relevant to the concerns of the course. These will provide the most for discussion. Next allocate a certain amount of time for discussion of each major theme. There is never enough time to cover everything of interest. Budgeting time before you begin helps' you pace the discussion so that you make sure you cover the most important topic. Lastly, discuss major themes or key points identified in the third step. Emphasize material which is not readily understood by all group members or which seems especially profitable to discuss.

Questions

- a). According to the passage, what is the purpose of a discussion? (2 mks)
- b) According to the passage, what actions do group members take when no- one understands the topic? (3 mks)
- c) Sometimes everyone understands a particular topic, in which case it need not be discussed. (Substitute '*sometimes*' with '*when*') (1 mk)
- d) What are the steps which increase the quality of enjoyment of group discussion? (2 mks)
- e) Unless each member is well prepared the group discussion will flounder.
Begin: The group ... (1 mk)
- f) How important are worksheets to the discussion? (2 mks)
- g) In note form, summarize the steps involved in understanding what the author said. (5 mks)
- h) Give the meaning of the following as used in the passage. (4 mks)
 - i) Essential
 - ii) Pinpoint
 - iii) Ascertain
 - iv) Subtle

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

(25 marks)

A DOLL'S HOUSE by Henrik Ibsen

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

Nora: So it seems.

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

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

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

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

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

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

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

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

Krogstad: Only disagreeable?

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

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

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

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

Questions

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

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

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

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

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

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

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

The story ends there.

Questions

- Why do you think this community chooses a beautiful girl such as Wanjiru to be sacrificed to god so as to receive rain? (2 mks)
- State **two** functions this song serves in this narrative? (2mark)
- Describe **one** character trait of the villagers in this narrative. (2 marks)
- In point form, list how events unfold in this story. (5 marks)
- Illustrate **two** features of oral narratives used in the story. (4 marks)
- Describe **two** social-cultural practices of the Agikuyu brought out in this narrative. (4 marks)
- Very heavy rains fell on this land. (1 mk)

Begin. On ...

EXCEL EXAMINATION

101/1

ENGLISH PAPER 1**(FUNCTIONAL WRITING, CLOZE TEST & ORAL SKILLS)****FUNCTIONAL WRITING****(20mks)**

1. You are the chairperson of the creative Writing Club in your school. The club would like assistance in publishing the winning entry in a recent competition which is one of the compulsory set text (A Doll's House). Write a letter to a publisher asking them to consider the book for publication. Remember to write through the principal. In your letter, include the following;
- The title of the book and name of author.
 - A brief description of what the book is about.
 - Why it is important for the book to be published?

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

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

Four strangers checked **1**.....at The Seamount Hotel in Banjul one evening. None of them knew of the other three, or about being **2**.....of the four. And this would remain the **3**.....because, unknowingly, the hotel assigned them to different rooms on different floors in **4**.....wings. First to check in, was a man, **5**.....about sixty years. His hairline **6**retreated all the way back to his crown, but there it had held: no more hair loss. He had a strange habit of smacking his lips **7**.....he talked, appearing to shape each word first and to add voice to it only after. Arrival formalities **8**.....him to complete and sign a registration card at the hotel's front desk. **9**.....signed it as Karanja Kimani, professor in the Institute of Development Studies at the University of Nairobi, Kenya. The hotel gave him a room on the fourth floor of **10**.....East Wing.

(Adapted from: *Fathers of Nations* by Paul B. Vitta, Oxford University Press Ltd 2013)

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

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

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

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

- What makes this poem rhythmic? (2 marks)
- How would you say the last line of the poem? (2 marks)
- Which words are you likely to stress in the **fourth** line of **first** stanza and why? (2 marks)
- Give a word that is pronounced as each of the following (3 marks)
 - Would.....
 - Plain.....
 - Rest.....

- b). **Study the genre below and answer the questions that follow**

If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

- Giving reasons, classify the genre (2 marks)
- Identify the dominant sound pattern used in the above genre (2 marks)
- State **two** functions of the genre above (2 marks)

- c. Two classmates, James and Erick have a debate. Erick strongly feels that boarding schools should be done away with. James, on the other hand, argues that they should remain.
- If your teacher of English brought the same motion to your class, how would you prepare for the debate? (3 marks)
 - Explain **three** verbal cues that you would use to make your presentation effective (3 marks)
 - Advise the above classmates on **four** things they should do in order to disagree in a polite manner so that their conversation does not degenerate into a dispute. (4 marks)

d. Complete the following conversation between the principal and a parent

- Mr. Kamau: Good morning, sir, my name is Mr. Kamau.
 Principal: (1 mark)
 Mr. Kamau: I received your message inviting me to school over the conduct of my son. For how long has he been absent from school?
 Principal: (2 marks)
 Mr. Kamau: (1 mark)
 Principal: Thank you Mr. Kamau for coming and accepting to discipline your son.
 Mr. Kamau: (1 mark)

EXCEL EXAMINATION

101/2

ENGLISH PAPER 2

(Comprehension, Literary Passage, Oral Poetry and Grammar)

COMPREHENSION 20MARKS.

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

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more **alive**: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture - tourists, business travellers, diplomats and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an **obsession**, and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in **negotiating** situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and tolerate them. For instance the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behaviour as wrong - just different.

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

From: *Writing Academic English*, Alice Oshima and Ann Hogue, Pearson Education, Longman (2006)

- (a) According to the passage, what is the meaning of culture shock? (2 marks)
- (b) Identify any **three** factors that can cause culture shock. (3 marks)
- (c) What evidence does the author give to show "you understand all the words, but you do not understand the meaning"? (2 marks)
- (d) Give any **three** features that characterize a person in the worst state of culture shock. (3 marks)
- (e) In note form, give the difficulties experienced in the second stage of culture shock. (4 marks)
- (f) Why is making friends helpful in overcoming culture shock? (2 marks)
- (g) Explain the meaning of the following words as used in the passage: (3 marks)
- alive
- obsession
- negotiating
- (h) Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land. (Rewrite the sentence above without changing the meaning. Begin: You) (1 mark)

QUESTION 2: LITERARY COMPREHENSION 25 MARKS

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

Nora: But it was absolutely necessary that he should not know! My goodness, can't you understand that? It was necessary he should have no idea what a dangerous condition he was in. It was to me that the doctors came and said that his life was in danger, and that the only thing to save him was to live in the south. Do you suppose I didn't try, first of all, to get what I wanted as if it were for myself? I told him how much I should love to travel abroad like other young wives; I tried tears and **entreaties** with him; I told him that he ought to remember the condition I was in, and that he ought to be kind and indulgent to me; I even hinted that he might raise a loan. That nearly made him angry, Christine. He said I was thoughtless, and that it was his duty as my husband's not to indulge me in my whims and caprices – as I believe he called them. Very well, I thought, you must be saved- and that was how I came to devise a way out of the difficulty...

Mrs. Linde: And did your husband never get to know from your father that the money had not come from him?

Nora: No, never. Papa died just at that time. I had meant to let him into the secret and beg him never to reveal it. But he was so ill then-alas, there never was any need to tell him.

Mrs. Linde: And since then have you never told your secret to your husband?

Nora: Good heavens, no! How could you think so? A man who has such strong opinions about these things! And besides, how painful and humiliating it would be for Torvald, with his manly independence, to know that he owed me anything! It would upset our mutual relations altogether; our beautiful happy home would no longer be what it is now.

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

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

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

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

(Adapted from, a Dolls House by Henrik Ibsen, EAEP, 2017)

- a) What had Mrs. Linde said before this excerpt to prompt Nora to say, '...My goodness can't you understand that?' (2 marks)
- b) How did Nora try to convince her husband to go south? (3 marks)
- c) What do we learn about the character trait of Nora from this excerpt? (4 marks)
- d) Give reasons why Nora found it difficult to reveal her secret to Torvald. (3 marks)
- e) What themes emerge from this excerpt? Illustrate your answer. (4 marks)
- f) Briefly explain how keeping the secret from Torvald has affected Nora. (2 marks)
- g) After this excerpt, Nora reveals what else she has been doing to earn money. What revelation does she make? (1 mark)
- h) From your knowledge elsewhere in the text, how would you describe Nora and Torvald's marriage/relationship? (3 marks)
- i) It would upset our mutual relations altogether; our beautiful happy home would no longer be what it is now. (Rewrite beginning: It would both...) (1 mark)
- j) Explain the meaning of the following words as used in the passage. (2 marks)
 - i. Entreaties _____
 - ii. Obligated _____

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

The poor man knows not how to eat with the rich man.
When they eat fish, he eats the head.

Invite a poor man and he rushes in
licking his lips and upsetting the plates.

The poor man has no manners, he comes along
with the blood of lice under his nails.

The face of a poor man is lined
from hunger and thirst in his belly.

Poverty is no state for any mortal man.
It makes him a beast to be fed on grass.

Poverty is unjust. If it befalls a man,
though he is nobly born, he has no power with God.

- a) Identify and illustrate any **four** features of oral poetry evident in the poem above. (8marks)
- b) Describe a probable situation in which such a poem could be performed. (2 marks)
- c) During a recitation of this oral poem, what **three** elements should be emphasized? (3 marks)
- d) What does the phrase '...with the blood of lice under his nails' reveal about the poor man? (2 marks)
- e) Describe with illustrations the tone of this oral poem. (3 marks)
- f) Explain the meaning of the following: (2 marks)
- (i) he eats the head
- (ii) he has no power with God.....

4) GRAMMAR**15MARKS**

Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (5 marks)

- i) We have never witnessed such cruel behaviour by one child to another. (Begin; never...)
- ii) David says; "I have been saying prayers everyday" (change to reported speech) .
- iii) The time keeper rang the bell earlier than expected. (Begin; The bell....)
- iv) He knows very little about the surprises which are waiting for him. (begin; little..)
- v) Mary is a good teacher. She is good like any teacher you can find anywhere else. (join into one using,....as....)
- b) Use the correct form of the words in brackets. (3 marks)**
- i) He was, however, possessed of a logical rather than an (intuition) mind.
- ii) His decision to quit his job is completely (explain).
- iii) It was a sure sign he was forgiven for his..... (revere) try at changing the old -age ritual.
- c) Fill in the blank spaces using an appropriate preposition. (3 marks)**
- i) My dependence.....coffee is unhealthy.
- ii) She has little experience..... backpacking.
- iii) People find it difficult to part..... their hard earned wealth.
- d) Fill in the blank spaces with the most appropriate word. (2 marks)**
- i) Put your clothes (all together, altogether) in one pile and I will wash them for you.
- ii) This person needs the (council, counsel) of a psychiatrist.
- e) Explain two possible meaning of this sentence. (2 marks)**
- He fed her cat food.

**EXCEL EXAMINATION
ENGLISH PAPER 3
JULY/ AUGUST – 2023**

Answer Three Questions Only

1. Imaginative Composition (20mks)

Either

Write a composition ending with the following statement:

.....“Given another chance I would have done things differently.”

Or

Write a composition supporting or opposing this statement:

“Both boys and girls have equal rights to their parent’s property.”

2. The Compulsory Set Text. (20mks)

HR Ole Kulet, Blossoms of the Savannah

(20 marks)

“The frustrations faced by people in the contemporary times can be traced to the conduct of a few immoral individuals.” Write an essay supporting this statement drawing illustrations from Ole Kulet’s Blossoms of the savannah.

3. The Optional Set Texts. (20mks)

Answer any one of the following three questions.

Either

The short story: A Silent Song and Other Stories.

Drawing illustrations from Meja Mwangi's an incident in the park, write an essay to discuss the problems of urbanization

Or

The play: David Mulwa’s Inheritance.

“Colonial rule is harsh towards the natives.” Write an essay to support this assertion with illustrations from David mulwa’s Inheritance.

Or

An Artist of the floating world by Kazuo Ishiguro.

The memory of the past can lead to a change of a life style. Justify the statement.

EXCEL EXAMINATION

101/1

ENGLISH

Paper I (Functional Skills)

MARKING SCHEME

QUESTION 1 ; FUNCTIONAL WRITING

POINTS OF INTERPRETATION

***must be a formal letter**

Format (5 marks)

Writers address ✓ ½

(must not have a name)

(i) Date in full ✓ ½

(ii) Receiver’s address ✓ ½

(must have a title e.g the publisher)

(iii) Forwarding address THROUGH/ THRU’

The principal’s address

(must have title ‘The principal’) ✓ 1

KIHARU KAHURO

101/1

FORM 4 END OF TERM 2 EXAM

ENGLISH PAPER 1

(Functional skills, cloze test and oral skills)

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

You are a secretary of the student's Executive Council in your school which comprises 8 members. The council includes the following; the school president, the deputy president, dining hall prefect, compound prefect and the 4 class prefects. The following issues were discussed;

- i) Introduction of members
- ii) Academics
- iii) Role of students council
- iv) Discipline

During the meeting, the compound prefect sent his apology due to an ongoing exam, while the whereabouts of two class prefects is unknown. The school principal and the deputy principal attend the meeting. Write down the minutes of this meeting. (20mks)

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

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

Researchers at American university _____ (1) that a simple intervention could help prevent the mental health of young people _____ (2) suffering due to social media use. _____ (3) a two week experiment with 230 university students, half were asked to limit their social media _____ (4) to 30 minutes a day and received automated, daily reminders. They scored _____ (5) lower for anxiety, depression, loneliness and fear of missing out at the end of the experiment.

They also scored higher for "positive effect" which the _____ (6) described as the tendency to experience positive emotions described with words such as "excited" and "proud".

"It surprised me to find that _____ (7) well-being did not _____ (8) improve in one dimension, but in all of them. _____ (9) was excited to learn that such a simple intervention of _____ (10) a daily reminder can motivate people.

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

- a) Read the oral narrative below then ask the questions that follow.

The stupid monkey

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

After the gardener had gone, the monkeys took up the water skins and the watering pot and began to water the young trees. But the leader of the monkeys stopped them. "Wait", he said, we must be careful not to waste water. Before you water them, you must first pull up each tree and look at the size of the

roots. Then you must give plenty of water to those who have long deep roots, but less to those with short roots. For when this water is finished, we shall have to work to get any more.

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

Questions

- i) What feature of oral narratives would you use to prepare your audience to listen to the above story? (2mks)
- ii) What devices of performance would you use in narrating this story effectively? (3 mks)
- iii) Which three things would indicate to you that the audience is following the narration? (3 mks)
- b) Provide two words that are pronounced as the words below (4mks)
- i) Bye
- ii) There
- c) Underline the silent letter in the following words (4mks)
- i) Raspberry
- ii) Bouquet
- iii) Answer
- iv) Vehicle
- d) Indicate the intonation you would use in the following sentences (3mks)
- i) Are you going to school?
- ii) Will you buy me a mathematical set?
- iii) Put your hands down!
- e) Imagine you are one of the guests invited for breakfast at state house in Nairobi. Point out four aspects of etiquette you would observe when taking the meal. (4marks)
- f) **Read the following conversation between the school head girl and Akinyi that takes place outside a class and answer the questions that follow**
- AKINYI: (speaking to a friend) Let me tell you something about.....
- HEADGIRL: (Interrupting) Pardon me, please. May I have a word with you Akinyi?
- AKINYI: Sure you can. (Facing the head girl.) What can I do for you?
- HEADGIRL: You know very well that it is against school rules to come late to class.
- AKINYI: Yes I do.
- HEADGIRL: May I know why you came late to prep (looking at Akinyi with a serious expression).
- AKINYI: You are right. I actually came quite late but I had to rush to the nurse before prep.
- HEADGIRL: I am sorry to hear that. How are you feeling now?
- AKINYI: I am feeling better no. anyway, I had asked my desk mate to inform class prefect that I would come late but apparently, I have just learnt that he forgot . I am sorry.
- HEADGIRL: Take it easy. You had a good reason to come late. I wish you a quick recovery.
- AKINYI: Thank you. Have a nice day.
- i) State five significant conversation strengths applied by either or both the speaker (5marks)
- ii) Give reason why the head girl asks to be pardoned (1mk)
- iii) What is the most likely consequence of the head girl’s initial interruption? (1mk)

KIHARU KAHURO

101/2

FORM 4 END OF TERM 2 EXAM

ENGLISH PAPER 2

(Comprehension, Literary Appreciation and Grammar)

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

Cybersecurity and data protection are essential topics--especially as regards children, who are more vulnerable to negative online exposure. With internet connections and internet-enabled devices in homes, children have easy access to entertainment applications, videos and games. It is crucial to educate and protect them from risk.

A search of dangerous online games can be unsettling for any rational adult. Fire Fairy prompts children to turn on the gas stove at night, while everyone is asleep, with the promise of transforming into fire fairies upon waking. The Cinnamon Challenge involves swallowing a spoonful of ground cinnamon without water, which can be hazardous and lead to choking, throat irritation, breathing difficulties and collapsed lungs. Others include the Cutting Challenge, where players are encouraged to harm themselves with sharp objects; Salt Challenge; Blue Whale Challenge; and Tripping Trend.

Online content includes social issues that may be contrary to certain cultural or societal norms. This can be a sensitive and complex topic for many families. But it is not all gloom for children on the internet.

The internet offers children a wealth of entertainment, educational material and positive exposure.

There are many online resources from educational websites and apps to interactive games and videos that can help children to learn and develop new skills. The internet can be a powerful tool for children's learning and growth if used responsibly.

Many online educational platforms offer engaging and interactive lessons in subjects such as maths, science, language, arts and history. These supplement children's learning in school or provide opportunities for home-schooling. Many online platforms provide safe spaces for children to interact with peers and learn social skills, such as communication, teamwork and problem solving.

The internet can be a positive and enriching experience for children when used safely and responsibly. Parents and caregivers must balance children's online activities with other forms of play, socialization and outdoor activities for a well-rounded childhood.

We can protect the children. To begin with, start the conversation early. Begin talking to children about cybersecurity and data protection early. Explain to them the importance of speaking up, keeping their personal information safe online and teach them how to recognize and avoid potentially dangerous situations.

Set parental controls. Many devices and apps have parental control settings that can limit access to inappropriate content and monitor a child's online activities, set time limits on internet usage and block access to websites or apps. Enable and update them.

Monitor children's online activities. Regularly check your child's browser history which shows the websites they visit and the apps they use.

Teach children to protect their personal information. Let them be cautious when sharing information such as their full name, address, phone number or email address online. Explain to them that they should only share such information with trusted friends and family members. They should also be responsible and respectful online—including not sharing inappropriate content, not engaging in cyberbullying, and reporting suspicious or dangerous activities to an adult.

Regulate the amount of time children spend on devices. Encourage them to engage in alternative activities that do not involve the internet—sports, outdoor activities, reading or creative pursuits.

(Adopted from Daily Nation; May 12, 2023)

Questions

- Why is cybersecurity a critical issue (1 mark)
- Explain any three online games mentioned in the passage and show their harmful nature (3 marks)
- In what ways can the internet be useful to children? (3 marks)

- d) In about 75 words, summarize how adults can ensure their children use the internet safely. (5 marks)
- e) What is the attitude of the writer towards the internet? (3 marks)
- f) Highlight three social skills that children can learn online (3 marks)
- g) Explain the meaning of the following words as used in the passage (2 marks)
- i) Potentially dangerous.....
- ii) cyberbullying.....

2. Henrik Ibsen, A Doll's House

Read the excerpt below then answer the questions that follow

Helmer: Now you have destroyed all my happiness. You have ruined all my future. It is! horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me any orders he pleases – I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman

Nora: When I am out of the way, you will be free.

Helmer : No fine speeches, please. Your father had always plenty of those ready, too. What good would it be to me if you were out of the way, as you say? Not the slightest. He can make the affair known everywhere; and if he does, I may be falsely suspected of having been a party to your criminal action. Very likely people will think I was behind it all—that it was I who prompted you! And I have to thank you for all this – you whom I have cherished during the whole of our married life. Do you understand now what it is you have done for me?

Nora: *(coldly and quietly)* Yes.

Helmer: It is so incredible that I can't take it in. But we must come to some understanding. Take off that shawl. Take it off, I tell you. I must try and appease him some way or another. The matter must be hushed up at any cost. And as for you and me, it must appear as if everything between us were just as before – but naturally only in the eyes of the world. You still remain in my house, that is a matter of course. But I shall not allow you to bring up the children; I dare not trust them to you. To think I should be obliged to say so to one whom I have loved so dearly, and whom I still –. No, that is all over. From this moment, happiness is not the question; all that concerns us is to save the remains, the fragments, the appearance— *(a ring is heard at the front door-bell.)*

Helmer: *(with a start)* What is that? So late! Can the worst—? Can he—? Hide yourself, Nora. Say you are ill. *(Nora stands motionless. Helmer goes and unlocks the door.)*

Maid: *(half-dressed, comes to the door)* A letter for the mistress.

Helmer: Give it to me. *(takes the letter and shuts the door)* Yes, it is from him. You shall not have it; in will read it myself.

Nora: Yes, read it.

Helmer: *(standing by the lamp)* I scarcely have the courage to do it. It may mean ruin for both of us. No, I must know. *(tears open the letter, runs his eye over a few lines, looks at a paper enclosed, and gives a shout of joy.)* Nora! —No, I must read it once again—. Yes, it is true! I am saved!

- a) Briefly explain what happens before this excerpt. (3 marks)
- b) Explain why Helmer is no longer at ease after learning what Nora had done in this excerpt. (2 marks)
- c) 'You have ruined all my future.' Explain the irony in this statement. (2 marks)
- d) identify and illustrate two themes evident in the excerpt. (4 marks)
- e) Helmer shouts that he is saved. Why is there such a drastic change in him? (2 marks)
- f) 'It may mean ruin for both of us.' Explain how this statement comes to pass. (3 marks)
- g) Identify and illustrate the character traits of Helmer evident in this excerpt. (4marks)
- h) When I am out of the way, you will be free. (Add a question tag) (1 mark)
- i) What is the name of the maid and why is she half dressed? (2 marks)
- j) Give the meaning of the following words as used in the excerpt (2 marks)
- i) unscrupulous.....
- ii) incredible.....

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

Long, long time ago animals and birds spoke just like men do. When God had to stop them speaking, he made birds sing, like this *chrrrip! Chrrip*..... Lions to roar like this *graagh! Graagh!* And hyenas to howl like this *huuu! Huuu!* And do you blame God? Listen to what naughty hyena who had gone two days without any meat did.

He had been wandering up and down the hills when he suddenly stopped, nose in the air, one foot raised. Do I smell, eh smell food? He slowly raised his head to the skies as if to say,

"Please God, let me find some food, even one rotting bone will do." Slowly, he followed the smell, sniffing hard, stopping now and again, grinning wider as the smell became stronger. "Here at last", He said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

"God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a 'mukwa' I'll take my time. Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old..... man. Still, I do think some people tend to exaggerate. Now who was it saying the other day 'ati' God is the giver of everything and that we should be grateful? O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii', and I see one over there. OK. Here we go, where shall I start, this lovely neck? No, I know, I will start with the 'mukwa' then I'll get on to the soft stuff, the tail, the rump, 'Mahu'..."

After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' tree to stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap' it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye. The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since.....

- a) Classify the above narrative (2 marks)
- b) Explain any two features of oral narratives evident in this story (4 marks)
- c) What do you learn about the hyena (4 marks)
- d) Contrast the attitude of the hyena towards God before and after discovering the calf (4 marks)
- e) Identify one economic activity of the community from which the narrative is obtained (2 marks)
- f) Give and explain one proverb that would aptly summarize the narrative (3 marks)
- g) Highlight one thing that you would do differently if you were the hyena (1 mark)

4. Grammar

- a) **Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4 marks)**
- You will fail your exams if you do not study hard. (Begin: Unless...)
 - I must see my uncle tomorrow. (Rewrite in reported speech)
 - The butcher bought a cow that had been stolen from a farm. (use passive voice)
 - Sharon's handwriting is better than anyone else's in this class. (Use a superlative)
- b) **Fill in the blank spaces with suitable complex prepositions (3 marks)**
-of the fog, the plane landed safely.
 -of her good character, Resian was offered a well-paying job.
 - The candidates are putting a lot of effort.....scoring good grades.
- c) **Use the words in brackets to fill in the blank spaces below. (3 marks)**
- The government..... the advice the citizens to meet its revenue (rely)
 - In this economy, every household needs to.....their expenses. (cut)
 - The students participating in games should..... the lost time. (make)
- d) **Use the correct form of the word in brackets to fill in the blank spaces below. (3 marks)**
- Had he not the advice from the doctor, the condition would have worsened. (seek)
 - Her many..... made the work difficult to understand. (spell)
 - The performer around and acknowledged the cheering audience.
- e) **Explain the difference in meaning in the following sentences. (2 marks)**
- The boy who came yesterday is sick.
 - The boy, who came yesterday, is sick.

KIHARU KAHURO**101/3****FORM 4 END OF TERM 2 EXAM****ENGLISH PAPER 3****(CREATIVE WRITING AND ESSAYS BASED ON SET TEXTS)****1. Imaginative composition (compulsory)**

Either

- a) Write a composition ending with the given statement.

..... If I had a second chance, I would be wiser.

(20 marks)

Or

- b) Write a story to illustrate the saying:

"Truth will always set you free."

(20 marks)

2. The compulsory set text**H.R Ole Kulet, Blossoms of the Savannah.**

In Nasila Community, there are some positive aspects which can be incorporated in the modern society. Using illustrations from the Blossoms of the Savannah, support the above assertion. (20 marks)

3. The optional set texts

- a) **The short story—Godwin Siundu, A Silent Song and other stories.**

Actions speak louder than words. Discuss the truth of this saying using illustrations from Leonard Kibera's A Silent Song (20 marks)

- b) **Drama: Inheritance – David Mulwa**

Write a composition to illustrate the saying life as a way of paying back our actions.

(20 marks)

MECS CLUSTER JOINT EXAMS**101/1****ENGLISH PAPER****(Functional Writing, Cloze Test and Oral Skills)****1. FUNCTIONAL WRITING**

The K.C.S.E results have just been released. You attained an A-. You see an advertisement on a newspaper of an intake to join Kenyatta University for a degree programme in Actuarial Science. Write a letter of inquiry to The Dean of Studies, inquire about the dates of the next intake, the fees per semester and whether they offer accommodation. (20marks)

2. CLOZE TEST (10MKS)

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

Not all work (1) _____ by children should be classified as child labour that is to be targeted for elimination. The (2) _____ of children or adolescents above the minimum age for admission to employment in work that does not (3) _____ their health and personal development or interfere (4) _____ their schooling is generally regarded as being something (5) _____. This includes activities such as assisting in a family business or (6) _____ pocket money outside school hours and (7) _____ school holidays. (8) _____ kinds of activities contribute to children's (9) _____ and to the welfare of their families; they provide (10) _____ with skills and experience, and help to prepare them to be productive members of society during their adult life.

3. ORAL SKILLS

a) **Read the poem below and answer the question that follows. (10 marks)**

A MINOR BIRD

I have wished a bird would fly away,
 And not sing by my house all day,
 Have clapped my hands at him from the door
 When it seems as if I could bear no more.

The fault must have been in me.
 The bird was not to blame for his key.
 And of course there must be something wrong
 In wanting to silence any song.

QUESTION

1. Identify and illustrate two sound patterns used in the poem. (4 marks)
 2. Chart the rhyme scheme pattern of the poem. (2marks)
 3. How would you perform the last line of the poem? 2 marks
 4. For each of the following words used in the poem, provide another that is pronounced the same way. (2marks)
- a) Not- _____
- b) Course- _____

b.) Study the following genre and answer the questions that follow.

- a) Shem showed Silla’s shining shoes shamelessly on Sheba’s shore.
 - i.) Classify the above genre. (1mark)
 - ii.) Explain what would be lost if this genre is translated into Swahili? (2marks)
 - iii.) State two functions of the genre identified above. (2 marks)
- b) Imagine that your class is having a talk on career choices. The speaker keeps asking the students to pay attention. Give five indicators that inform the speaker that his/her listeners are not attentive. (5 marks)
- c) Identify the intonation in the following sentences. (4marks)
 - i.) Did you finish your homework? _____
 - ii.) What a beautiful girl! _____
 - iii.) Get out of sight now. _____
 - iv.) You actually saw the pyramids? _____

d) Read the following conversation between Njoroge and the secretary of Walimu Wema College and answer the questions that follow.

Njoroge: Hello.

Secretary: Hello. Who are you?

Njoroge: I am Njoroge Kamau. Is that Walimu Wema College?

Secretary: Yes, what do you want?

Njoroge: I would like to talk to the prin...

Secretary: The principal is not in.

Njoroge: I wanted to enquire the requirements for joining the college.

Secretary: There’s no room for more students.

Njoroge: Could you kindly tell me about the next intake?

Secretary: I don’t know. You will see the advert in the newspaper. (hangs up)

- i.) Identify the shortcomings in the secretary’s responses. (3mks)
- ii.) Correct any three responses of the secretary to ensure that they adhere to telephone etiquette. Write your responses in the table below: (3mks)

Seral No.	What she said.	What she should have said.
1.	vk	
2.		
3.		

MECS CLUSTER JOINT EXAMS**101/2****ENGLISH PAPER 2****(Comprehension, literary Appreciation and Grammar)****JULY-AUGUST 2023****1. Reading Comprehension****20 marks****Read the following passage and then attempt the questions that follow**

Africa possesses incredible resilience as a race and has the potential to effectively utilize its abundant natural resources to enhance its quality of life. However, the key challenge lies in identifying strategies to create a conducive environment that promotes development across the continent. One crucial approach would involve establishing political structures and government institutions capable of formulating and implementing **genuine poverty alleviation strategies**. Revamping or eliminating administrative arrangements that no longer serve our needs is essential. The government should facilitate the exploitation and management of natural resources by fostering an enabling environment. While having a stable government is important, it is imperative to fight corruption. Leaders and government officials must be held accountable to the taxpayers, and the public should be educated on the harmful effects of corruption. Those who have stolen public funds should be compelled to return them and face legal consequences. Likewise, individuals known for hoarding money in foreign banks should be obligated to repatriate those funds to boost our economies.

Furthermore, Africa must find ways to resolve internal conflicts without relying on international intervention, recognizing that we are all united by a common purpose. Emphasizing the importance of unity and functioning as a unified entity should take precedence over tribal or clan sentiments that fuel animosity. Strengthening the African Union to effectively mediate both intra and inter-state disputes will pave the way for peace, creating an ideal environment for economic growth, recovery, and prosperity.

Another solution involves developing rural-based economies, considering that a significant portion of the population resides in rural areas. Industries that process agricultural products and manufacture farm inputs, machinery, and equipment should be strategically located in rural regions. Similarly, mining companies should establish processing plants near the mines. Such industries will naturally employ local labour, reducing the incidence of rural-urban migration. Establishing industries in rural areas will require the development of infrastructure, opening up these regions for business activities. Consequently, this will promote expansion, increase food production, and counter the persistent food shortages in Africa. For instance, developing dairy and beef processing industries in rural areas will encourage sustainable livestock keeping and mitigate losses due to drought. A rural-based economy will uplift the income of rural populations and narrow the wealth gap.

Introducing appropriate technology for resource exploitation and wealth creation is also crucial. Instead of relying on expensive imported technologies, Africa should leverage local expertise to develop technologies that align with our specific needs. Home-grown technology can significantly address Africa's food security by utilizing river and lake water for irrigation and harnessing wind and solar energy.

Lastly, our economic blocs such as ECOWAS, SADC, and EAC should evolve into common markets by eliminating unnecessary tariffs on goods at various entry points, thereby reaping the benefits of a unified market. The people of Africa should continuously strive for a better life. We possess abundant resources, a skilled workforce, and the capacity to drive progress forward.

- a) What should African countries do to fight corruption based on the information contained in the passage? (2 marks)
- b) Explain how Africans can open up rural areas. (2 marks)
- c) What do you understand by the term 'genuine poverty alleviation strategies'? (2 marks)

- d) How can we reduce the incidence of rural–urban migration? (2 marks)
 e) Why is appropriate technology useful? (1 mark)
 f) In not more than **fifty** words, write a summary of the various ways of fostering development in African countries. (5 marks)

Rough copy

Fair copy

- g) What is the tone of the last paragraph of this passage concerning the future of Africa? (3 marks)
 h) The public should be educated on the ills of corruption. (Add a question tag.) (1 mark)
 i) Explain the meaning of the following words as used in the passage. (2 marks)
 i) Stashed _____
 ii) Disparity _____

2. EXCERPT. Henrik Ibsen, *A Doll's House*

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

Nora: *[looks at him for a moment].* For shame! *[Hits him lightly on the ear with the stockings.]* That's to punish you. *[Folds them up again.]*

Rank: And what other nice things am I to be allowed to see?

Nora: Not a single thing more, for being so naughty. *[She looks among the things, humming to herself.]*

Rank: *[after a short silence].* When I am sitting here, talking to you as intimately as this, I cannot imagine for a moment what would have become of me if I had never come into this house.

Nora: *[smiling].* I believe you do feel thoroughly at home with us.

Rank: *[in a lower voice, looking straight in front of him].* And to be obliged to leave it all—

Nora: Nonsense, you are not going to leave it.

Rank: *[as before].* And not be able to leave behind one the slightest token of one's gratitude, scarcely even a fleeting regret—nothing but an empty place which the first comer can fill as well as any other.

Nora: And if I asked you now for a—? No!

Rank: For what?

Nora: For a big proof of your friendship—

Rank: Yes, yes!

Nora: I mean a tremendously big favour—

Rank: Would you really make me so happy for once?

Nora: Ah, but you don't know what it is yet.

Rank: No—but tell me.

Nora: I really can't, Doctor Rank. It is something out of all reason; it means advice, and help, and a favour—

Rank: The bigger a thing it is the better. I can't conceive what it is you mean. Do tell me. Haven't I your confidence?

Nora: More than anyone else. I know you are my truest and best friend, and so I will tell you what it is. Well, Doctor Rank, it is something you must help me to prevent. You know how devotedly, how inexpressibly deeply Torvald loves me; he would never for a moment hesitate to give his life for me.

Rank: [*leaning towards her*]. Nora—do you think he is the only one—?

Nora: [*with a slight start*]. The only one—?

Rank: The only one who would gladly give his life for your sake.

Nora: [*sadly*]. Is that it?

Rank: I was determined you should know it before I went away, and there will never be a better opportunity than this. Now you know it, Nora. And now you know, too, that you can trust me as you would trust no one else.

Nora: [*rises, deliberately and quietly*]. Let me pass.

Rank: [*makes room for her to pass him, but sits still*]. Nora!

Nora: [*at the hall door*]. Helen, bring in the lamp. [*Goes over to the stove.*] Dear Doctor Rank, that was really horrid of you.

Rank: To have loved you as much as anyone else does? Was that horrid?

Nora: No, but to go and tell me so. There was really no need—

Rank: What do you mean? Did you know—? [*MAID enters with lamp, puts it down on the table, and goes out.*] Nora—Mrs. Helmer—tell me, had you any idea of this?

Nora: Oh, how do I know whether I had or whether I hadn't? I really can't tell you—To think you could be so clumsy, Doctor Rank! We were getting on so nicely.

Rank: Well, at all events you know now that you can command me, body and soul. So, won't you speak out?

Nora: [*looking at him*]. After what happened?

Rank: I beg you to let me know what it is.

Nora: I can't tell you anything now.

Rank: Yes, yes. You mustn't punish me in that way. Let me have permission to do for you whatever a man may do.

Nora: You can do nothing for me now. Besides, I really don't need any help at all. You will find that the whole thing is merely fancy on my part. It really is so—of course it is! [*Sits down in the rocking-chair, and looks at him with a smile.*] You are a nice sort of man, Doctor Rank! —don't you feel ashamed of yourself, now the lamp has come?

- a) What happens just before this excerpt? (3 marks)
- b) Nora and Dr. Rank pursue different interests in this excerpt. **Comment** on what Nora wants from Dr. Rank and what Dr. Rank wants from Nora. (3 marks)
- c) Explain two themes from this excerpt (4 marks)
- d) What do we learn about the character of Nora in this excerpt? (4 marks)
- e) “*Let me pass.*” Explain Nora’s attitude towards Dr. Rank as she makes this statement. (3 marks)
- f) From the events in this excerpt, what conclusions can you make about love or romantic relationships? (2 marks)
- g) Explain the significance of the lamp in relation to the relationship between Dr. Rank and Nora in this excerpt. (2 marks)
- h) *He would never for a moment hesitate to give his life for me.* (**Rewrite to begin with: Never....**) (1 mark)

i) Explain the meaning of the following words as used in the passage:

(3 marks)

- i.) fleeting
- ii.) Confidence
- iii.) Horrid

3. ORAL NARRATIVE

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

20 marks

Once upon a time, there was the man who had a wife who was barren after giving birth to an only boy. After consulting a witch doctor, he went in search of an ogre's tail as he had been instructed. After a long and hazardous journey through unknown lands, he came into a country of the ogres. That day the ogres were celebrating the installation of a new king. He joined in their beer party and the ogres welcomed him though they had difficulty in restraining their deep desire to eat him.

When all ogres went to bed, the man with his knife in his hand stealthily crept to the bed chamber of the new king. Overcome with too much beer, the king was sleeping too heavily to notice that his tail was being slashed off. When he woke up the following morning, he found the other ogres dancing and singing:

Omwami kenyalile The king has urinated

Khane omwami kenyalanga So the king urinates

He looked about him and saw blood, then he noticed that his tail was missing. The visitor was also missing!

The king then changed himself into a beautiful woman. After a long journey, she came upon herds boys playing Lifundo with a ball made out of banana leaves. The beautiful woman asked each herds boy in turn what great thing his father had done. One said, "My father killed an elephant." Another said that his father had killed a troop of ten Teso warriors. The third said, "My father cut off the tail of an ogre." The woman rejoiced and asked the boy to take her to his father's home. The man, struck by her great beauty, made her his wife the same day.

That night the woman tried to change into an ogre but the man's two dogs, Kutubi and Mulikho, barked at her fiercely and she gave up the attempt. The following day she told the man that she wanted some firewood from the forest. She told him to tie the dogs in heavy chains. She then led him deep into the forest, and then asked him to climb one of the trees that were dry. "I will hand the axe to you when you are up," she said.

But as soon as the man was up the tree, she turned into an ogre, "Now I have got you," the ogre said and started cutting down the tree. The man started calling for his dogs:

"Asa, asa, mbwa change Kutubi na Mulikho." ("Come, come, my dogs Kutubi and Mulikho.") Each time the tree showed signs of falling, a dove on a nearby tree said,

"Kurr Murongoro kwa seyi lilisia." ("Kurr, my tree. Regain your former state.") The ogre in a fury chased away the dove, which returned almost immediately.

In the meantime, the dogs after the struggle had cut their chains and came at breakneck speed as their master kept calling. When they arrived, the ogre threw away the axe, turned into the same beautiful woman and begged for mercy. But the dogs did not stop their onslaught until she was completely dead. My story ends there.

QUESTIONS

- a.) State two characteristics of ogre stories evident in the above narrative. (2marks)
- b.) **From the story, do you think the wife was cured of her illness? Explain your answer.** (2marks)
- c.) **Identify and illustrate two character traits of the man?** (4marks)
- d.) With an illustration, identify one way in which the narrator has achieved the use of suspense in the above narrative. (2marks)
- e.) State any three features of oral narrative evident in the above narrative (3marks)
- f.) **State any two functions of the song used in the narrative.** (2marks)
- g.) **What moral lesson do you learn from the above narrative?** (2marks)

4. GRAMMAR 15 MARKS

(a) Rewrite the following sentences based on the instruction given after each. (2 marks)

- (i) He understood why people had been laughing after he realized the ugliness of his headgear. (*Rewrite using present participle*).
- (ii) The President-elect was sworn in only after the Supreme Court had validated the Presidential result. (*Begin: Not until...*)

- (b.) (i) The maid had prepared supper by the time we got home. (*Rewrite to remove gender bias*). (1 mark)
- (ii) I have been studying in this school for four years complained the student but I have never scored one hundred per cent in any subject. (*Punctuate correctly*) (1 mark)
- (iii) Chinua Achebe one of Africa's greatest writers passed on nine years ago. (*Rewrite using parenthesis*). (1 mark)

(c) Use the correct form of the word given in the brackets. (3 marks)

- a) The _____ between them is sickening (enemy)
- ii) She was sacked due to chronic _____ (absent)
- iii) Laziness is a _____ to success (hinder)

(d) Fill the blanks with the most suitable prepositions. (3 marks)

- (i) He was sentenced to life imprisonment _____ the law.
- (ii) Unemployed youth often subscribe _____ illegal gangs.
- (iii) They attended the party dressed _____ smart casual.

(e) Using the words in brackets, complete the following sentences with the most appropriate phrasal verbs. (3 marks)

- (i) My parents managed to _____ high school although with difficulty. (see)
- (ii) I was _____ by his childish behaviour during the academic parade. (take)
- (iii) The new students could not _____ their way to the dormitory. (make)

(f) His decision was a typical case of putting the ox before the cart. (Correct the idiomatic expression). (1 mark)

MECS CLUSTER EXAM.**101/3 ENGLISH****(Creative Composition and Essays based on Set Texts)****JULY/AUG 2023.**

1. Imaginative composition (Compulsory) (20 marks)
 Either
 a). Write a composition beginning: I had not seen the object before. It was not there last night. I carefully...
OR
 b) Write a composition, supporting or opposing this statement: “Both girls and boys have equal rights to their parents’ property.”
2. **COMPULSORY ESSAY. Novel: *Blossoms of the Savannah.* (20 marks)**
 “No amount of challenge can prevent one who has determination from getting what they want in life.” Referring closely to Resian in H.R. Ole Kulet’s novel *Blossoms of the Savannah*, write an essay in support of the statement.

3. OPTIONAL SET TEXTS

EITHER

- a) Short story: *A Silent Song and Other Stories* by Godwin Siundu. (20 marks)
 “War causes a lot of harm and thus should be avoided at any cost.” Validate this statement basing your illustrations from Chimamanda Adichie’s ‘*Ghosts*’
 Or
- b) Play: *Inheritance* by David Mulwa (20 marks)
 Write an essay to show how citizens suffer due to bad leadership. Base your arguments on David Mulwa’s *Inheritance*.
 Or
- c) Novel: *An Artist of the Floating World* by Kazuo Ishiguro. (20 marks)
 ‘*An Artist of the floating world* is a Novel about intergenerational conflicts’ Discuss.

MURANGA EXTRA COUNTY SCHOOLS**ENGLISH PAPER 101/1****(FUNCTIONAL WRITING, CLOZE TEST AND ORAL SKILLS.)****PAPER 1****1. FUNCTIONAL WRITING**

The K.C.S.E results have just been released. You attained an A-. You see an advertisement in a newspaper for an intake to join Kenyatta University for a degree programme in Actuarial Science. Write a letter of inquiry to The Dean of Studies, inquire about the next intake dates, the fees per semester and whether they offer accommodation. (20marks)

**IGAMBANG'OMBE FORM FOUR COMMON EXAMS
TERM 2, 2023**

101/1:

ENGLISH (FUNCTIONAL WRITING AND ORAL SKILLS)

1. FUNCTIONAL WRITING (20 MARKS)

Imagine that you are the secretary of the COVID-19 Prevention and Control Team. You held a meeting to plan the prevention and control of the entry of the virus into your school upon the resumption of all the students after the nine-month-long break. Write the minutes that you took during the meeting that you attended regarding the same.

A non-member has been invited to the meeting .Four out of the twelve members are absent and no one knows their whereabouts. Two others had informed the chairperson that they would not attend. There were only three items of discussion. **Write the minutes that you took during the meeting that you attended regarding the same. (20 MARKS)**

2. CLOZE TEST. (10 MARKS)

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

Perhaps the best way to [1] reading poetry responsively is not to allow yourself to be intimidated.....[2] it. Come to it, initially at least, the way you might.....[3]to a song several times before you[5]it all, have before you have a sense of how it works [5].....it's going and how it gets there. You don't worry about analyzing a song when you listen to it, even though after [6].....experiences with it you know and anticipate a favourite part and know, on some level, why it works for you. [7]..... yourself a chance to respond to poetry. The hardest work has already[8].....done by the poet, so all you need to do at the start [9].....listen for the pleasure produced by[10].....poet's arrangement of words.

3. ORAL SKILLS. (30 MARKS)

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

Words going around and around
Like in a washing machine,
Only there in my head,
I pluck one out and put it aside,
There is more going around again,
Through the dark tunnel the words continue to spread
The poem is almost done.

Reading it out aloud stuttering as I go
I'm pleased with what I have done,
Writing words I don't stutter
As my oral words have done
I'm glad I wrote this poem
I can write what I can't say
And be understood in every way,
I've been given a chance.

By Tracey McFayden.

- i) Identify the rhyme scheme of the poem. (2marks)
- ii) Other than rhyme, what other two mnemonic devices has the poet employed? (4marks)
- iii) How would you say the following lines in the poem? (4 marks)
 - a) Line 1, stanza 1
 - b) Line2, stanza 2

b) Imagine that the school nurse has sent you to the principal’s office to pass him urgent information. He is in the middle of a meeting and as you walk through doors he rises and begins walking towards you.

- i) What two things must you do before you begin talking to him? (2mks)
- ii) What two non-verbal cues will you employ to pass the message without distracting the on-going meeting? (2marks)

c) Insert the following words in the corresponding column to show whether it has a /ʃ/, /ʒ/, /ð/ or /θ/ sound as per the one underlined type. (4marks)

Tenth, sugar, special, father, Garage, Mathematics, Leisure, Themselves.

/ʃ/	/ʒ/	/ð/	/θ/

d) Provide a word pronounced in the same way as each of the ones below. (4marks)

- i) Due _____
- ii) Fairy _____
- iii) Bald _____
- iv) Colonel _____

e) Your teacher of English has asked you to discuss a question on ‘Inheritance’. Three minutes into the discussion, most of the students lose concentration. Give the possible reasons why this happened. (3 marks)

f) A teacher of Kiswahili language was in class during a reading session. He realized that the student had poor reading habits. Mention three of these habits he might have observed. (3 marks)

g) Study the genre below and answer the questions that follow

‘Peter piper picked a peak of picked paper ‘

- a) Give two functions of the genre above. (2 marks)

IGAMBANG'OMBE FORM FOUR COMMON EXAMS

101/2

ENGLISH PAPER TWO

(Comprehension, Literary Appreciation & Grammar)

July, 2023 – 2 hours. 30 Minutes.

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

I also did not always understand what your grandfather thought. It was difficult, because he did not like people to know him so well. Even when he spoke to you, he would look away for fear that you would know his thoughts. So it was with his attitude towards the white man.

One day he would say one thing, and the next day it was as if he was saying something else. I know that he respected the white man for his power, for his machines and weapons and the way he organized his life. He would say that the white man was always improving himself, whereas the African was suspicious of anything new. "The African is thick," he would sometimes say to me. "For him to do anything, he needs to be beaten."

But despite these words, I don't think he ever believed that the white man was born superior to the Africans, he did not respect many of the white man's ways or their customs. He thought many things that they did were foolish or unjust. He himself, he would never allow himself to be beaten by a white man. This is how he lost many jobs. If the white he worked for was abusive, he would tell the man to go to hell and leave to find other work. Once an employer tried to cane him, and your grandfather grabbed the man's cane and threatened him with it. For this he was arrested, but when he explained what had happened, the authorities let him off with a fine and a warning.

What your grandfather respected was strength. Discipline. This is why, even though he learnt many of the white man's ways, he always remained strict about Luo traditions. Respect for elders. Respect for authority. Order and custom in all his affairs. This is also why he rejected the Christian religion. I think. For a brief time, he converted, and even changed his name to Johnson. But he could not understand such ideas as mercy towards your enemies, or that this man Jesus could wash away a man's sins. To your grandfather, this was foolish sentiment.

(Adapted from Barrack Obama: *Dreams from my Father* New York: Three Rivers Press, 1996.)

- (a) Explain why the grandfather in this passage respected the white man. (3marks)
- (b) Why do you think the grandfather did not want people to know him so well? (2marks)
- (c) What did the grandfather dislike about the white man? (2 marks)
- (d) In about 25 words, summarize lessons learned from the Luo traditions and beliefs? (4 marks)
- (e) Identify any character trait of the grandfather's that came out of this passage. (2 marks)
- (f) What is the narrator's attitude towards the grandfather? (3 marks)
- (g) Explain the meaning of the following expressions as used in the passage (4mks)
- i). Suspicious.....
- ii). Abusive.....
- iii). Let him off.....
- iv). Sentiment.....

QUESTION TWO: EXCERPT FROM A DOLL'S HOUSE- HENRIK IBSEN (25 marks)**Read the excerpt below and answer the questions that follow**

Nora: I don't believe that any longer. I believe that before all else I am a reasonable human being, just as you are- at all events, that I must try and become one. I know quite well, Torvald that most people would think you are right, and the views of that kind are to be found in books; but I can no longer content myself with what most people say, or with what is found in books. I must think over things for myself and get to understand them.

Helmer: Can you not understand your place in your own home? Have you not a reliable guide in such matters as that? - have you no religion?

Nora: I am afraid, Torvald, I don't not exactly know what religion is.

Helmer: What are you saying?

Nora: I know nothing but what the clergyman said when I went to be confirmed. He told us that religion was this and that, and the other. When I am away from all this, and I am alone, I will look into that matter too. I will see if what the clergyman said is true, or at all events if it is true for me.

Helmer: This is unheard of in a girl of your age! But if religion cannot lead you aright, let me try and awaken your conscience. I suppose you have some moral sense? Or- answer me- am I to think you have none?

Nora: I assure you, Torvald that is not an easy question to answer. I really don't know. The thing perplexes me altogether. I only know that you and I look at it in a quite different light. I am learning too, that the law is quite another thing from what I suppose; but I find it quite impossible to convince myself that the law is right. According to it a woman has no right to spare her old dying father, or to save her husband's life. I can't believe that.

Helmer: You talk like a child. You don't understand the conditions of the world in which you live.

Nora: No, I don't. But now I am going to try. I am going to see if I can make out who is right, the world or I.

Questions.

1. Place the excerpt in its immediate context. (6mks)
2. Discuss any two character traits of Helmer in this extract. (4 mks)
3. Give evidence that Nora is an assertive character. (3 mks)
4. From elsewhere in the play, how is Nora portrayed in a different light? (2 mks)
5. I do not exactly know what religion is. (Add a question tag) (1 mk)
6. In what way does Nora conflict with the law? (3 mks)
7. Discuss one major issue of concern addressed in the excerpt. (2 mks)
8. What is the meaning of the following words; (4 mks)
 - i. Religion
 - ii. Clergyman
 - iii. Conscious
 - iv. Perplexes

QUESTION 3(20mks)**Read the following oral song and answer the questions that follow.**

I my husband rejects me
 Because he says
 That I am a mere pagan
 And I believe in t he devil.
 He says
 I do not know
 The rules of health,
 And I mix up
 Matters of health and superstition

Ocol troubles my head.	10
He talks too much And he heaps insults on me As well as my relatives. But most of his words are senseless, They are like the songs. Of children's plays. And he treats his clansmen As if they are enemies. Ocol behaves As if he is a witch!	15 20
IV It is true White man's medicines are strong, But Acoli medicines Are also strong.	
V The sick get cured Because his time has not yet come: But when the day has dawned For the journey to Pagak No one can stop you White man's medicines Acoli medicines Crucifixes, rosaries, Toes of edible rats, The horn of the rhinoceros None of them can block the path That goes to Pagak!	30 35
VI When death comes To fetch you She comes unannounced, She comes suddenly Like the vomit of dogs, And when she comes The wind keeps blowing The birds go on singing And the flowers Do not hang their heads The agoya bird is silent The agoya comes afterwards, He sings to tell , That death has been that way!	40 45 50
VII When Mother Death comes She whispers Come, And you stand up And follow You get up immediately, And you start walking Without brushing the dust On your buttocks.	68
VIII You may be behind A new buffalo-hide shield, And at the mock-fight	60

Or in battle
You may be matchless

IX You may be hiding
In the hole
Of the smallest black insect,
Or in the darkest place
Where rats breast-feed their puppies,
Or behind the Agoro hills.
Okoth P'Bitek

Questions

1. Why does Ocol reject Lawino? Give examples. (2mks)
2. Give reasons why Lawino blames Ocol. (2mks)
3. What do you understand by this line: "For the journey to Pagak"? (line 28) (2mks)
4. What things do people use to ward off death? Are these things effective? (6mks)
5. What do you understand by the following lines: (2mks)
"The wind keeps blowing
The birds go on singing
And the flowers
Do not hang their heads."? (lines 43 to 46)
6. The writer starts with one theme which leads to another. What are the two themes? (2mks)
7. In two sentences, state what the writer says about death. (4mks)

GRAMMAR -15 MARKS

1. Give the meaning of the underlined idiomatic expressions in the sentence.
 - i.) There was no love lost between the two friends.
 - ii.) The President and the Prime Minister resolved to bury the hatchet.
2. Replace the underlined word with the phrasal verb from the verbs given in brackets.
 - i.) I have left the relationship because my boyfriend is unfaithful. (walk)
 - ii.) My father scolded me because I had not done the assignment. (tell)
3. Use the correct form of the words in the brackets to complete the following sentences.
 - i.) Due to lack of proper diet, Atieno's child is(nourish)
 - ii.) Tuju is one man whose.....(pronounce)is superb.
 - iii.) Wanja is a very(discipline)student, no wonder she is always punished.
4. Punctuate the following sentences correctly :
 - i.) alonje said I will return next month
 - ii.) let us listen to him ivan argued he sounds reasonable
5. Rewrite the following sentences replacing the bold words with gender sensitive words.
 - i.) She sneaked because the **watchman** was asleep.
 - ii.) The **master on duty** made me kneel the whole day for making noise in class. for...
6. Fill in the blanks with the most appropriate preposition.
 - i.) She has lived in Samburu.....ten years.
 - ii.) It is improper to hurl abuses.....people.
7. Fill in the blanks with the most appropriate personal pronoun.
 - i.) The winners are Arendi and.....(her/she)
 - ii.) Rose and.....(she/her) left for Nairobi.

GATUNDU SOUTH
101/1
ENGLISH PAPER 1
(FUNCTIONAL SKILLS)
END OF TERM 2 2023

Question 1:

1. Your drama club is organizing to stage a performance of Henrik Ibsen's play "A Doll's House" in your school.
 You are inviting neighbouring schools to attend the performance. Each school will be required to provide entry fee, transport, lunch and writing materials for the students.
- a) Write a public notice (8mks)
 b) Write a synopsis to accompany the notice. (12 marks)

2. CLOZE TEST

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

What happens when most parents have children? Don't we _____ (1) the easy route for our children? Many of _____ (2) grew up fending for _____ (3), doing house chores, our own homework, sorting out _____ (4) own fights, making our own toys and caring for younger _____ (5). We were expected to exert ourselves and punished if we didn't. Yet we try and create an "easier" _____ (6) for our children. We help them with _____ (7) homework, employ workers so they don't have to lift a _____ (8), buy them games that keep them sofa bound and referee their fights with siblings, friends and teachers. We are feeding the monkey and then we _____ (9) why it won't go into the jungle to hunt. In turn, they will likely _____ (10) things even easier for their offspring.

Question 3: ORAL SKILLS

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

Every step I take
 Every move I make
 Every single day
 Every time I pray
 I'll be missing you
 Thinking of that day
 When you went away
 What a life to live
 What a bond to break
 I'll be missing you.

QUESTIONS

- a. i) Describe the rhyme scheme. (2mks)
 ii) How is rhythm achieved in the poem? (2mks)
 iii) Which word would you stress in the last line, why? (1mk)
 iv) Identify any two pairs of rhyming words. (2mks)
 v) How will you perform line 9? (1mk)
- b) Indicate rising or falling intonation in the following sentences. (3mks)
- i) Alcoholism is a brain disease. _____
 ii) Would you spend the evening with me? _____
 iii) Who could possibly have seen my pair of glasses? _____

c) For each of the following words, provide another that is pronounced in the same way. (5mks)

- i) Seine _____
- ii) Wore _____
- iii) Pleas _____
- iv) Lava _____
- v) Censor _____

d) Study each set of words and underline the odd one out in terms of pronunciation. (3mks)

- i) Flower Flour floor
- ii) coat Caught court
- iii) counsel council cancel

e) Identify the silent letter in each word. (3mks)

- i) sigh _____
- ii) Scenario _____
- iii) Solemn _____

f) Read the conversation below and answer the questions that follow:

- Mother: I said get in the car before I knock your head!
 Son: Leave me alone, you don't even care about me anymore.
 Mother: You are a foolish child, come on! Get in!
 Son: I won't.
 Mother: Alright, dear, come; let us go home, I'll buy it for you as soon as I get the money.
 Son: I don't care about your empty promises.
 Mother: You know I love you. I have been financially beaten, understand child.
 Son: Liar!
 Mother: Don't try my patience, let's go home now.
 Son: I don't need you. You don't need me.
 Mother: Can we talk over this matter at home dear?
 Son: Talk to yourself. I don't care about you. (Shrugs shoulders and pouts the mouth)

- a) Identify three instances of poor etiquette in the conversation above. (3mks)
- b) Give 3 suggestions on how the above conversation can be improved. (3mks)
- c) State two key factors to consider in effective communication. (2mks)

GATUNDU SOUTH JOINT EXAMINATION

101/2

ENGLISH PAPER 2**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****END OF TERM 2 2023****1. COMPREHENSION****Read the passage below and then answer the questions that follow. (20 marks)**

In my previous piece, I argued that there were various obstacles or handbrakes on economic development and job creation that should be tackled along with more proactive measures. We hear a lot about creating infrastructure to pave way for more economic activity and jobs but, we need to look at the impediments confronting economic and commercial activity. Arguably, the biggest of these is corruption, which spans the economic, social and political landscape like a colossus.

One needn't go further than the recent release of Transparency International's 2017 East African Bribery Index. Unsurprisingly, the highest ranked institution in the Kenyan context is the Kenya Police service, where 69 per cent of respondents said they either offered a bribe or were induced to pay one. The recent cartoon of a police officer telling the Central Bank Governor that the new sh. 50 note should carry "the images of our traffic police officers" is a cynical reminder of the reality. Other institutions where bribery in the public service is rampant are the Judiciary and various land services at 44 per cent and 41 per, cent, respectively. Even more depressing is that the study concluded that the size of the bribe had increased significantly. Let us go beyond the figures and remind ourselves that corruption is like a debilitating disease that eats away at a country and its institutions. This, in turn, reduces the effectiveness and capacity of many of these very institutions that are in theory there to serve people.

On a more anecdotal level, how many times have we heard people saying that they failed to ask the police to investigate some irregularity or misdemeanor because it was largely a waste of time? Indeed, in many cases, any report that is made to the police is largely for the purpose of getting a signed and stamped abstract form. Another way to look at it is to see how much time, energy and money is diverted to paying for even the minimum of public services that are simply not delivered or are way below standard. These are often services being funded by the taxes of the very same citizenry. Purely and simply, this is negative energy and the blatant hijacking of resources, which literally should be going into more productive activities.

There is the argument that it takes two to tango and the average Kenyan is compliant enough to participate in such activities to get by. That has some truth in it, but so does the fact that it is often very difficult to get on with one's life without giving in to extortion. The end result is that it reduces economic growth by a percentage point or two, which in turn, affects job creation opportunities.

The president must lead from the front and ensure that all those working for him operate in an honest and dedicated manner. Any deviance from this simple principle should be met with dismissal. This may appear an obvious thing to say but there have been too many instances where it happened later rather than sooner or not at all. Much more needs to be put into the methods of lifestyle audits and forensic information on public servants. Section 27(5) of the Public Officers Act needs to be beefed up.

The principle of random lifestyle audits on public servants needs to become the norm. For all its weaknesses, the vetting of police officers showed the value of such an exercise. We have seen a flurry of county government appointments and some questions on the suitability of several of them. This is why the audit of public officers should become more holistic preferably by an independent entity. The price paid for corruption should be made high enough so that it becomes a deterrent and it should be paid by both the 'giver' and the 'taker'. The country faces huge challenges and hurdles; one of the

greatest is corruption. We need to take steps to reduce the former so the latter is much less attractive. The dividend in terms of a more vibrant economy would be enormous.

(Adopted from the Daily Nation, 21st November, 2017)

Questions

- a) Identify the two contradicting opinions about what is hindering economic growth and job creation in Kenya. (2mks)
- b) State any two effects of corruption highlighted in this passage. (2mks)
- c) Why do you think the writer mentions the cartoon of the police officer? (2mks)
- d) Discuss the use of imagery in the second paragraph. (3mks)
- e) Describe the tone of the passage. (3mks)
- f) In about fifty words, summarise the recommendations that the writer gives to eliminate corruption.
- Rough copy
- Fair copy
- g) We need to take steps to reduce the former so the latter is much less attractive. (rewrite beginning: Steps.....) (1mk)
- h) Give the meaning of the following expressions as used in the passage. (3mks)
- i) Proactive measures
 - ii) takes two to tango
 - iii) deterrent

QUESTION 2: EXCERPT (25 MARKS)

Read the following excerpt and answer the questions that follow

- Nora: What ought I to make an end of?
- Mrs. Linde: Of two things, I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money-
- Nora: An admirer who doesn't exist, unfortunately! But what then?
- Mrs. Linde: Is Doctor Rank a man of means?
- Nora: Yes, he is.
- Mrs. Linde: And has no one to provide for?
- Nora: No, no one: but-
- Mrs. Linde: And comes here everyday?
- Nora: Yes, I told you so.
- Mrs. Linde: But how can this well-bred man be so tactless?
- Nora: I don't understand you at all.
- Mrs. Linde: Don't prevaricate, Nora. Do you suppose I don't guess who lent you the two hundred and fifty pounds?
- Nora: Are you out of your senses? How can you think of such a thing! A friend of ours, who comes here everyday! Do you realize what a horribly painful position that would be?
- Mrs. Linde: Then it really isn't he?
- Nora: No, certainly not. It would never have entered into my head for a moment. Besides, he had no money to lend then; he came into his money afterwards.
- Mrs. Linde: Well, I think that was lucky for you, my dear Nora.
- Nora: No, it would never have come into my head to ask Doctor Rank. Although I am quite sure that if I had asked him-
- Mrs. Linde: But of course you won't.
- Nora: Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-
- Mrs. Linde: Behind your husband's back?
- Nora: I must make an end of it with the other one, and that will be behind his back too. I must make an end of it with him.
- Mrs. Linde: Yes, that is what I told you yesterday, but-
- Nora: (Walking up and down) A man can put a thing like that straight much easier than a woman-

- Mrs. Linde: One's husband, yes.
 Nora: Nonsense! (standing still) when you pay off a debt you get your bond back, don't you?
 Mrs. Linde: Yes, as a matter of course
 Nora: And can tear it into a hundred thousand pieces, and burn it up – the nasty dirty paper!
 Mrs. Linde: (looks hard at her, lays down her sewing and gets up slowly). Nora, you are concealing something from me.
 Nora: Do I look as if I were?
 Mrs. Linde: Something has happened to you since yesterday morning. Nora, what is it?
 Nora: (going nearer to her) Christine! (listens) Hush! There's Torvald come home. Do you mind going in to the children for the present? Torvald can't bear to see dressmaking going on. Let Anne help you.

Questions

- a) Briefly explain what happens before the events in the excerpt. (3mks)
 b) Explain why Mrs. Linde says “.....I am older than you in many ways and have a little more experience”. (3mks)
 c) From the dialogue, what do we learn about Nora's character? (2mks)
 d) What is Mrs. Linde's view about Nora and Doctor Rank's relationship? (2mks)
 e) Identify and explain two themes in the excerpt. (4mks)
 f) Identify and explain the dramatic irony in this excerpt. (2mks)
 g) Why does Mrs. Linde ask so many questions about Dr. Rank's character? (2mks)
 h) Nora, you are concealing something from me (add a question tag) (1mk)
 i) Explain the meaning of the following words and expressions as used in the excerpt. (4mks)
 a) Behind your husband's back?
 b) Concealing
 c) Make an end of it
 d) Excesses
 j) Describe what happens immediately after the excerpt. (2mks)

QUESTION 3

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

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

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

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

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

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

QUESTIONS

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

QUESTION 4: GRAMMAR (15 MARKS)

- a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3mks)
- Immediately the guests arrived, the choirs began singing. (Begin: No sooner.....)
 - The house must not be opened without prior permission. (Begin: On no account.....)
 - If you invite him, he will come to the party. (Rewriteunless.....)
- B. Fill in the blank spaces with the correct prepositions. (3mks)
- We danced _____ the rhythm of their drums.
 - They have lived here _____ 2020.
 - My son's preference _____ toy cars is alarming.
- C. Replace the underlined word with the correct phrasal verb. (3mks)
- The class teacher promised to solve the problem.
 - The school program has been altered.
 - We were nearby when the bomb exploded.
- D. Fill in the blanks with the correct form of the word in brackets. (2mks)
- I told her that I was _____ for her help.
 - Because of the officers _____ the election results were fair.
- E. In the sentences below, choose the correct pronoun to fill in the blanks. (2mks)
- The teacher sent Mary and _____ at the bank. (I/me)
 - We were all visitors of _____ (him/his/her)
- F. Explain the difference in meaning between the following pairs of sentences. (2mks)
- Even Rose completed the race.
 - Rose even completed the race.

**GATUNDU SOUTH JOINT EVALUATION EXAM
101/3.**

ENGLISH

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS).

Question 1: Imaginative Composition (Compulsory) (20 marks)

Either

- a) Write a composition beginning with the following: (20 marks)
As I got closer to my home that night, I realized that the noise came from my elder brother's house ...

OR

- b) Write a composition explaining how young Kenyans can help eradicate poverty. (20 Marks)

Question 2: Compulsory Set Text: Blossoms of the Savanna by H.R Kulet. (20 marks)

“Resian’s determination makes her succeed”. With reference to the novel, **Blossoms of the Savannah** by Henry Ole Kulet, write an essay to validate this statement.

Question 3: Optional Set Texts

- a) **Short Story: A Silent Song and Other Short Stories Edited by Godwin Siundu**
“War brings many negative consequences”. Write an essay to support the above statement basing your illustrations from Chimamanda Adichie's 'Ghosts' (20 Marks)
- b) **The Novel : Artist of the Floating World by Kazuo Ishiguro**
There is a conflict between the young and the old generation in society. Basing your illustrations on **An Artist of the Floating World**, write an essay to validate this statement. (20 Marks)
- c) **Drama: Inheritance by David Mulwa**
'Lacuna Kasoo is a heartless man without any moral values.' Write an essay show the truthfulness of this statement using illustrations from **Inheritance** by David Mulwa. (20 Marks)

GATUNDU SOUTH JOINT EXAMINATION

MARKING SCHEME – FORM 4

101/1

ENGLISH PAPER 1 (Functional Skills)

Question 1 (a)

NOTICE

Points of interpretation (8mks)

Format (2mks)

1. Borderline / Margin (1mk)
2. NOTICE! NOTICE! (1mk)

CONTENT

(4mks)

1. Title of the Book “A DOLL’S HOUSE”. (½ mk)
2. Invitation (½ mk)
3. Venue (½ mk)
4. Charges (½ mk)
5. Date (½ mk)
6. Time (½ mk)
7. Contact (½ mk)
8. Concluding remark (½ mk)

MUMIAS WEST SUBCOUNTY JOINT EXAM-2023

101/1

ENGLISH PAPER 1**(Functional writing, cloze test and oral skills)****1. FUNCTIONAL WRITING (20MKS)**

The members of the Health Awareness Club in your school are having a meeting. Eight members are present, two have sent their apologies and one is absent. Dr. Jasiri, the club's patron, and Mrs. Sandra, the assistant patron, are also part of this meeting. The minutes of the previous meeting are read and the management of the club's finances is an item discussed from the previous meeting. The following are the items to be discussed:

- i) Recruitment drive for new members
 - ii) Identification of guest speaker for the Health Awareness Day
 - iii) A visit to Afya House
- Write the minutes.

2. CLOZE TEST (10MKS)

Fill in the blank spaces with the most appropriate words.

A new research title "Underage drinking in Kenya", has ...1.....that nearly one third of form four students aged below 18 years take alcohol ..2..... As our society ponders this sad ..3....., the urgent message to children who are taking alcohol ...4..... do not drink another sip. Advice to those children is to strongly say "no". ...5.....irresponsible behaviour, to alcoholism, there are many...6.....effects of alcohol. It is wrong and illegal for children to drink alcohol.

This report also states that 46 percent of the children received ...7.....first pint from friends and ...8.....Do you offer alcohol to a child? As a parent or guardian, do you nurture ...9.....? How much time do you spend with them? Notably, ...10.....of guidance and supervision are stimuli to underage drinking.

3: ORAL SKILLS(30 MARKS)

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

The Stupid Monkey

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

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

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

Question

- i) What feature of oral narratives would you use to prepare your audience to listen to the above story? (2 marks)
- ii) What **two** devices of performance would you use in narrating this story effectively? (2 marks)
- iii) Which **three** things would indicate to you that the audience is following the narration? (3 marks)
- (b) Your former school has invited you as a guest speaker to give a talk on discipline. At the end of the speech, the students comment that the talk was well delivered. Suggest reasons why they commented so. (4 marks)
- (c) Give a homophone for each of the following words. (2marks)
- i) Gate
- ii) Medal
- iii) Sweet
- (d) Identify and number any four pairs of words that are pronounced the same. (4 marks)
- | | | | | | |
|--------|-------|-------|--------|---------|---------|
| plain | mourn | plane | mad | berry | mud |
| burrow | cat | bred | cut | bury | you |
| pool | ewe | pull | father | fool | farther |
| bread | moan | full | sea | further | see |
- (e) Explain the emphatic stress on the underlined words in the following sentences. (4marks)
- i. Jim slapped Jane yesterday.
- ii. Jim slapped Jane yesterday.
- iii. Jim slapped Jane yesterday.
- iv. Jim slapped Jane yesterday.
- (f) **Study the following item of oral literature and answer the questions that follow. (2 marks)**
 Kot took Kot's coat, Kot went to court, the court told Kot to return Kot's coat to Kot.
- Questions.**
- i) Identify the above genre. (1 mark)
- ii) If the above genre was to be translated to another language, what would be the effect of translation? (1 mark)
- g) Assign intonation to the following sentences. (3 marks)
- i) How beautiful the lady looks!
- ii) We will be able to go, won't we?
- iii) She bought a house
- (h) **Read the telephone conversation below and answer the questions that follow. (6 marks)**
- Wanjala:** Hello, is that Chaka Limited.
- Sheila:** (Picking the phone) Those shoes fit well. Hello, is anybody on this line?
- Wanjala:** Hallo, is that Chaka Limited?
- Sheila:** What do you want?
- Wanjala:** Please confirm for me whether I called the right place, Chaka Limited?
- Sheila:** (Shouting) Which other company has a similar phone number as this?
- Wanjala:** May I then speak to the Managing Director?
- Sheila:** I prefer the red shoes ... (on phone). What do you say? Oh, the Managing director can't talk to you.
- Wanjala:** Can I then leave a message which you can pass to him.
- Sheila:** Why can't you call him on his personal line ... (away from the receiver) go for the red ones.
- Wanjala:** (Surprised) Hello, excuse me madam. I am Wanjala Nicholas and I'm requesting to talk to the Managing Director over an important matter concerning one of your employee...
- Sheila:** I told you Managing Director is not in. (hangs up)

Questions.

- i) Explain three things that make Sheila an ineffective communicator. (3 marks)

MUMAS WEST SUB-COUNTY JOINT EVALUATION TESTS**101/2****ENGLISH****(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****QUESTION 1: COMPREHENSION (20 MARKS)***Read the passage below and answer the questions that follow*

What is educational success? Many people associate this with passing exams and advancing one's academic achievements. They think it is scoring 'A's and **transiting** from one level to another. Others think it is enrolling more children in school.

This definition emphasizes the **blanket assessment** of a group of students with little regard for individual achievements. There is great difference between going to school and getting education. You can go to school but never acquire an education. Not all children can score grade 'A', but that does not mean that they are not educationally successful. So, is there another way to determine educational success for each student?

There are three ways to do this. First, emphasis should be placed on student's motivation to go to school. Youth who have their own reason for going to school and have set their goals tend to excel in academics. Young people can push themselves to succeed academically to avoid difficult situations or pull themselves up to change the state of their lives.

There is also the extrinsic motivation from parents and society. Parents who want their children to succeed are supportive and encouraging. Young people often work hard to please their parents and guardians and to be recognized by society. Every child should enjoy educational success as every step of their journey rather than focusing continuously on top students and institutions and their achievements. Successful communities boast of successful schools.

The second aspect of educational success is school engagement; which makes a student enjoy learning, feel appreciated as part of a community, and that they are gaining from the experience. Youth who are engaged in their school work will do all that they can to ensure that they achieve their goals.

Studies have shown that schools with a good climate (high expectations, parent involvement, staff development, intimate learning environments and connection of learning with student's interest and career plans) are more likely to have better academic achievement than those with more personnel.

This means that schools that blame their underachievement on lack of teachers should change their focus to ensure that they have a **good school climate** with the resources they have. Third is the future goals of the student. Most students who transit through primary and secondary school want to further their goals. This may include enrolling in a tertiary institution for vocational training to gain skills for purpose of getting employment. It is important for youth to associate academic learning with their future goals.

So, what really is educational success? It should be a subjective report from each student on their personal desire to go to school, a report of enjoyment of learning as well as a belief that they are attaining something beneficial for their future.

Educational success is first and foremost individualized achievement and secondly, community success. Every child should enjoy educational success at every step of their journey rather than focusing continuously on top students and institutions and their achievements.

The focus should be on each student with a firm belief that they can contribute to the development of self, family, and community at every step of their academic journey.

- a.) How do different people define educational success? (2 marks)
- b.) From the second paragraph, explain why the writer does not conform to the above definitions? (2 marks)
- c.) According to the passage, how can one ensure academic success in the youth? (3 marks)
- d.) What roles can parents play as contribution to **educational success**? (3 marks)
- e.) Giving your answer in note form, list contributors to **educational success** of the children. (4 marks)
- f.) Parents who want their children to succeed are supportive and encouraging. (Rewrite to begin: Being) (1 mark)
- g.) How does the definition of **educational success** change towards the end of the passage? (2marks)
- h.) Give the meanings of the following words as used in the passage: (3 marks)
- transiting
 - blanket assessment .
 - good school climate

QUESTION 2 : THE EXCERPT (25MKS)

Read the following excerpt from Henrik Ibsen's *A Doll's House* and answer the questions that follow:

- Helmer: Nora! (Goes up to her and takes her playfully by the ear) The same little featherhead! Suppose, now, that I borrowed fifty pounds today, and you spent it all in the Christmas week, and then on New Year's Eve a slate fell on my head and killed me, and –
- Nora: (putting her hands over his mouth) Oh! Don't say such horrid things.
- Helmer: Still, suppose that happened, – what then?
- Nora: If that were to happen, I don't suppose I should care whether I owed money or not
- Helmer: Yes, but what about the people who had lent it?
- Nora: They? Who would bother about them? I should not know who they were.
- Helmer: That is like a woman! But seriously, Nora, you know what I think about that. No debt, no borrowing. There can be no freedom or beauty about a home life that depends on borrowing and debt. We two have kept bravely on the straight road so far, and we will go on the same way for the short time longer that there need be any struggle.
- Nora: (moving towards the stove) as you please, Torvalds.
- Helmer: (Following her) Come, come, my little **skylark** must not droop her wings. What is this! Is my little squirrel out of temper? (Taking out his purse) Nora, what do you think I have got here?
- Nora: (turning round quickly) Money!
- Helmer: There you are. (Gives her some money) Do you think I don't know that a lot is wanted for housekeeping at Christmas – time?
- Nora: (counting) Ten shillings – a pound – two pounds!
- Helmer: Thank you, thank you, Torvald; that will keep me going for a long time.
- Helmer: Indeed it must.
- Nora: Yes, yes, it will. But come here and let me show you what I have bought. And all so cheap! Look, here is a new suit for Ivar, and a sword; and a horse and a trumpet for Bob: and a doll and dolly's bedstead for Emmy, - they are very plain, but anyway she will soon break them into pieces. And here are dress lengths and handkerchiefs for the maids; old Anne ought really to have something better.

Helmer: And what is in this parcel?
 Nora: (Crying out) No, No! You mustn't see that until this evening.
 Helmer: Very well. But now tell me, you **extravagant** little person; what would you like for yourself?
 Nora: For myself? Oh, I am sure I don't want anything.
 Helmer: Yes, but you must. Tell me something reasonable that you would particularly like to have.
 Nora: No, I really can't think of anything – unless, Torvald.
 Helmer: Well?
 Nora: (playing with his coat buttons, and without raising her eyes to his) If you really want to give me something, you might-you might-
 Helmer: Well, out with it!

Questions

- a.) Briefly explain what happens immediately before the above extract (3mks)
- b.) Why does Nora suggest that they borrow some money (2mks)
- c.) Helmer say; “that is like a woman!” what does this tell of his attitude towards women? (3mks)
- d.) In **note** form identify instances that show affection between Helmer and Nora (4mks)
- e.) From the excerpt explain how the title *A Doll's House* is presented (2mks)
- f.) From the extract what can we say about Nora's character? (4mks)
- g.) Identify and explain any **two** themes evident in the above extract (4mks)
- h.) Old Anne ought really to have something better. (Supply a question tag) (1mk)
- i.) Explain the meaning of the following terms as used in the passage (2mks)
 - i. Skylark
 - ii. Extravagant

QUESTION 3: ORAL LITERATURE

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

After a brief struggle I got myself
 A job
 My food was meat and banana
 Flour
 A hundred cents a month and
 Soon I had some money.

Soon afterwards I bought myself
 A beautiful girl
 My heart was telling time this
 Was a fortune
 So heart you were deceiving
 Me and I believed you
 On Saturday morning as I was
 Leaving work
 I was thinking I was being
 Awaited at home
 But on arrival I couldn't find my bride

Nor was she in her parents' home
 I ran fast to the river valley;
 What I saw gave me a shock.
 There was my wife conversing
 With her lovers.

I sat and silently wept.
I realized there in no luck in this world.
People aren't trustworthy and
Will never be!

- a.) Classify the above Oral Poem. (2 marks)
- b.) State and illustrate two functions of the song? (4 marks).
- c.) What evidence is there to show that this is an oral Poem? (4 marks).
- d.) Explain what the oral poem is about. (2 marks).
- e.) Give any **two** character traits of the singer? (4 marks)
- f.) Identify and illustrate **two** economic activities practiced by the society in the song. (2 marks)

QUESTION 4 : GRAMMAR

- a.) **Rewrite the following sentences according to instructions given after each. Do not change the meaning. (3 marks)**
 - i) Nana never came late to school this term. (Begin: Not)
 - ii) If I had known that they would bring the book with them, I would not have brought this copy. (Rewrite the sentence using **need not** instead of **would not**.)..
 - iii) I had finished writing my essay. The examiner announced the end of the exam. (Rewrite to begin: Scarcely ...)
- b.) **Fill in the blanks with appropriate noun derivations of the words in brackets. (3 marks)**
 - i) The with which the church is running its affairs is commendable. (order)
 - ii) Real is hard to maintain, (elegant)
 - iii) The Government Spokesman has called on Kenyans to embrace..... (patriot)
- c.) **Rewrite the following sentences replacing the underlined parts with the appropriate phrasal verbs based on the word given in each bracket. (2 marks)**
 - i) The circulated pamphlet made the meeting to be **anceled** at the last minute. (call) .
 - ii) They had to hire this bus as theirs had been **declared a complete loss** after the accident. (write)
- d.) **Insert appropriate prepositions in the blanks (3 marks)**
 - i) Her performance was amazing any standards.
 - ii) Since he no longer runs the business, he has been reduced begging.
 - iii) They make clothes cotton.
- e.) **Insert appropriate question tags in the sentences below: (2 marks)**
 - i) We need to learn to prioritize.
 - ii) Come and visit us tomorrow.
- g.) **Complete the following sentences using the correct interjections. (2 marks)**
 - i) what sort of food are you eating.
 - ii)! I almost knocked you down.

MUMIAS WEST JOINT EXAMS

101/3

ENGLISH PAPER 3

1. Imaginative Composition (Compulsory)

(20 marks)

Either

a) Write a composition beginning with the following sentence: Walking out of the gate that afternoon, it dawned on me how foolishly I had acted.

Or

b) Write a composition on effects of social media on the students in schools in Kenya.

2. The Compulsory Set Text

(20 marks)

Blossoms of the Savannah by H. Ole Kulet

“Parents have a duty to make choices that safeguard the interests of their children but when they fail to do so they expose the children to untold agony.” Using *Blossoms of the Savannah* for your illustrations, write an essay in support of this statement.

3. The Optional Set Texts

(20 marks)

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

EITHER(a) **The Short Story**

A Silent Song and Other Stories (ed.); Siundu Godwin

When one is gifted, they should strive to use their gifting for the good of others. If such gifts are used for selfish reasons, they may end up miserably. Using examples from Mahfouz story *A Man of Awesome Power*, write a composition in support of this statement.

OR(b) **Drama**

Inheritance by David Mulwa

Using illustrations from David Mulwa’s, *Inheritance*, write an essay to justify the statement: “Things are not always what they look like.”

OR(c) **The Novel**

An Artist of the Floating World; by Kazuo Ishiguro

War has a way of turning people’s lives inside out. Using specific illustrations from Ishiguro’s *An Artist of the Floating World*, write an essay to show the truth of this statement.

MUMIAS WEST SUBCOUNTY JOINT EXAM-2023

101/1

ENGLISH PAPER 1 (Functional writing, cloze test and oral skills)

MARKING SCHEME

Q1. FUNCTIONAL WRITING

FORMAT (6marks)

Title : Minutes of Health Awareness Club held on (date), (venue) and (time) (1mk)

List of attendance;

Present ½ mk

Apologies ½ mk

Absent ½ mk

In attendance ½ mk

CEKENAS END OF TERM ONE EXAM-2023

101/1

ENGLISH PAPER 1**(Functional skills, Cloze test and Oral skills)****1. FUNCTIONAL WRITING.****(20mks)**

Your drama club is organizing to stage a performance of **Henrik Ibsen's play "In a Doll's House"** in your school.

You are inviting neighboring schools to attend the performance. Each school will be required to provide entry fee, transport, lunch and writing materials for the students.

- a) Write a public notice. (12mks)
 b) In not more the 200 words, write a synopsis to accompany the notice. (8mks)

Q 2. CLOZE TEST**(10MKS)**

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

Increased internet penetration in Africa over the past (1)has unlocked numerous opportunities, helping economies to blossom and increasing (2).....to learning and educational opportunities.

But this digital take over isn't without its (3)..... Just as the adoption of digital banking leads to more cybercrime (4).....increased internet access leaves children (5)to online harm including sexual exploitation and abuse.

Online sexual exploitation and abuse of children (OSEAC) in Africa is much more (6)than many imagine. Minors today find themselves exposed to lurking danger every time they (7)online whether it is to chat and catch up on social media, do homework or play a (8).....

A 2021 (9) in Kenya showed 5-13 percent of internet using children aged 12-17 experienced online child sexual exploitation and abuse; seven percent (350,000) had their sexual (10) shared with others without their consent.

ORAL SKILLS**(30MKS)**

- a.) Study the poem below and answer the question that follows.

(8mks)**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 use!
 What good will planting flowers produce?
 No tendance of her mound can loose
 Her spirit from Death's gin"

By Thomas Hardy

- i) Describe the rhyme scheme of stanza 2 (2mks)
- ii.) Identify any instance of alliteration in stanza 1 (1mk)
- iii) How would you say line two stanza 1 and why? (2mks)
- iv) Supposing you were to perform this poem to your class how would you prepare? (3mks)

b) From the list below, identify any five pairs of words that are pronounced the same way. (5mks)

Lick blue pair much hill heel
 Dear pear witch deer leak sin west
 Whole blew hole waste seen which march

c) State whether the following sentences have falling or rising intonation. (3mks)

- i) Who do you think took my book?.....
- ii) Did he go to Kampala?.....
- iii) They have been revising hard for the coming examination.....

d.) Read the following genre and answer the questions that follow.

Frightful frowns frustrate fresh friendships.

- i) Identify the above genre. (1mk)
 - ii) What is lost when the above genre is translated. (2mks)
- e. Rita was part of the audience listening to a speech on how to control the spread of HIV and AIDS among the youth, after the speech, the teacher asked them to discuss in class what they had learnt. Rita could not remember much, what do you think Rita failed to do during the speech? (4mks)
- f) Imagine you are a speaker at a youth rally. Identify three speech enhancing cues you would employ and for each, briefly explain how it would make speech more effective. (3mks)

g) Read the dialogue below then answer question that follow.

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

- i) Identify any three Rehema's shortcomings in the above dialogue. (3mks)

CEKENAS END OF TERM ONE EXAM – 2023

101/2

ENGLISH PAPER 2

1. COMPREHENSION

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

Most of the 10 million Kenyans threatened with starvation are not where you thought they would be. They are not the drought-stricken rural areas. They are instead, in the country's urban centers, huddled in the informal settlements famously known as slums.

New official report lays bare the reasons for Kenyans hunger-and they go beyond rain failure. Drought is only one of the growing numbers of causes of hunger threatening nearly 10 million people in the country.

The Kenya food security update-released this week-says that the highest number of people who are likely to starve are low-income earners who live in urban informal settlements.

According to the February 2009 survey, 4.1 million people in Nairobi and Mombasa slum are threatened with starvation because of reduced earnings resulting from the loss of employment after the elections violence.

Matters have been made a lot worse by rising food prices. In the slums, 37 percent-or nearly four in every 10-of the households reported having only one meal a day. And adults are required to be of good behavior by restricting the food portion they consume. People are running into debt, moving elsewhere or selling whatever belongings they have to survey according to the survey.

Ironically, this population is receiving the least help from the government, aid workers and good Samaritans who are lining up to give donations everywhere. "The unfortunate reality is that intervening organization tend to respond to emergencies fairly quickly and have less enthusiasm for funding and implementing non-food interventions that are, at the minimum, mitigative in nature," says the reporter. It is jointly published by the government, the world food programmer the United States Agency for International Development and the Famine Early Warning Systems Network.

As the global economics crisis bites and its effect are felt at home, it is unlikely that the rains-in whatever quantity-will **alleviate** the suffering of the urban hungry. The army of the manual workers, domestics and office support staff, security guards and idlers is hungry.

If they are not fed- and urgently, too-Kenyans urban middle class can expect a spike in **larceny** and other petty crimes, all to their detriment. Not to forget the public face of the famine, those affected by the extended drought season are only 2.5 million- and they have among their number some 850,000 school-age children.

Another 1.9 million people are faced with starvation because they are affected by HIV/AIDS- either directly or have lost a breadwinner to the condition. A shocking admission in the report is that there are 150,000 people displaced after the elections who are in transit camps close to their homes but cannot return or farm. This number receive food rations from the UN World food Program Emergency Operation.

Officially, the government claims that is has moved 255,000 people out of camps for the displaced.

With 150,000 people displaced after the election depending on **donor dole**, the resettlement efforts has only benefited 105,000 people.

This number constitutes 16 percent of the revised total of 663,000 displaced people which is the official figure from the Ministry of Special Programmes. Obviously, truth is something that makes the coalition Government extremely uncomfortable that it spends most the time **sugarcoating** it.

Questions

- Where are most starving Kenyans assumed to be? (1mk)
- What steps are victims of hunger taking for their survival? (4mks)
- What are likely consequences of hunger on Kenyans urban middle class? (2mks)
- Rewrite the following sentence beginning: (Rising.....)
Matters have been made a lot worse by rising food price. (1mk)
- What according to the passage is wrong with the approach taken by the groups assisting the hungry? (2mks)

- f) Make notes on the reason for Kenya's hunger. (4mks)
- g) Why is the rain unlikely to alleviate the suffering of the urban hungry? (2mks)
- h) Explain the meaning of the following expressions as used in the passage. (4mks)
- Alleviate-
 - Larceny-
 - Donor dole
 - Sugarcoating.....

2. **READ THE FOLLOWING EXCERPT THEN ANSWER THE QUESTIONS THAT FOLLOW.**

Helmer: (standing at the open door) Yes, do. Try and calm yourself, and make your mind easy again, my frightened little singing-bird. Be at rest, and feel secure; I have broad wings to shelter you under. (walks up and down by the door How warm and cosy, our home is, Nora.

Here is shelter for you; here I will protect you like a hunted dove that I have saved from a Hawk's claws; I will bring peace to your poor beating heart. It will come. little by little Nora believe me.

Tomorrow morning you will look upon it all quite differently; soon everything will be just as it was before. Very soon you won't need me to assure you that I have forgiven you; you will yourself feel the certainty that I have done so. Can you suppose I should ever think of such a thing as **repudiating** you, or even reproaching you? You have no idea what a true man's heart is like, Nora. There is something so **indescribably** sweet and satisfying, to a man, in the knowledge that he has forgiven his wife-forgiven her freely, and with all his heart. It seems as if that had made her, as it were, doubly his own; he has given her a new life, so to speak; and she has in a way become both wife and child to him. So you shall be for me after this; my little scared, helpless darling. Have no anxiety about anything, Nora; only be frank and open with me, and I will serve as will and conscience both to you-What is this? Not gone to bed? Have you changed your things?

Nora: (in everyday dress) Yes, Torvald, I have changed my things now.

Helmer: But what for?-so late as this.

Nora: I shall not sleep tonight.

Helmer: But, my dear Nora-

Nora: (looking at her watch) it is not so very late.

Sit down here, Torvald. You and I have much to say to one another..

(She sits down at one side of the table)

Helmer: Nora-what is this?-this cold, set face?

Nora: Sit down.it will take some time;I have a lot to talk over with you.

Helmer: (sits down at the opposite side of the table)

You **alarm** me, Nora!- and I don't understand you.

Nora: No,that is just it. You don't understand me, and I have never understood you either-before tonight. No, you mustn't interrupt me.

You must simply listen to what I say. Torvald, this is a settling of accounts.

Helmer: What do you mean by that?

- a) Why does Helmer tell Nora to try and calm herself and make her mind easy again. (3mks)
- b) Identify and explain how imagery has been achieved in this excerpt. (4mks)
- c) The character of Nora in this excerpt contrasts to her character at the beginning of the play, explain. (4mks)
- d) Identify and illustrate any two issues brought out in this excerpt. (4mks)
- e) Describe Helmer's tone in the first part of the above conversation. (3mks)
- f) I have never understood you either.
Add a question tag to the above statement. (1mk)
- g) Nora feels she should settle accounts with Helmer. Give reasons. (3mks)
- h) Give the meaning of the following words as used in this excerpt. (3mks)
- Repudiating
 - Indescribably
 - Alarm.

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

LISTEN

Listen

I My husband
In the wisdom of the Lang'o
Time is not stupidly split up,
Into seconds and minutes

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

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

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

And famine
Invade your villages .
And women take their baskets
To go and beg food
In the next village
Strangers will sleep with them
They will have your wives
And what you say?

Questions

- a) Classify this song. (2mks)
- b) Who is the singer of this song? (2mks)
- c) Explain socio- economic activities practiced by the community from which the song is derived from? (4mks)
- d) Identify and illustrate three features that qualify this to be an oral poem. (6mks)
- e) What is the dominant tone of this song? (2mks)
- f) What main value do we learn from this community? (2mks)
- g) What is the attitude of people from this community towards lazy people. (2mks)

4. a) Rewrite each of the following sentences according to the instruction given after each. Do not change the meaning. (4mks)
- Because Mary had a sore throat, people did not expect her to sing. (begin Having.....)
 - All the people present expressed satisfaction with the decision. (Begin None.....)
 - No one likes to be sick. (usebeing)
 - I think we are being following by somebody (Rewrite in the active voice)
- b) Complete each of the following sentences using the correct form of the word in brackets. (4mks)
- There was a wild.....when the artist started his performance. (applaud)
 - I wonder why the bell is being.....this early. (ring)
 - She displayed a lot ofin the way she handled the matter. (expert)
 - Your explanation is based on too many..... (presume)
- c) Complete each of the following sentences by filling in the blank space with the correct preposition. (3mks)
- My brother dealssecond hand clothes.
 - I congratulated himhis performance
 - We heard the newthe radio.
- d) Replace the underlined words with the appropriate in phrasal verb beginning with the word given in brackets. (2mks)
- We hope our plan succeeds (come)
 - Over the meeting my friends visited me
- f.) Explain the meaning of the underlined idiomatic expression. (2mks)
- Bill was on pins and needles during the party.
 - Mary told her trainer that she was going to throw in the towel if she did not win the fight.

CEKENAS END OF TERM ONE EXAM-2023

101/3

ENGLISH PAPER 3

ANSWER THREE QUESTION ONLY

1. Imaginative composition (COMPULSORY) (20mks)

EITHER

- a) Write a composition ending with the words:

“That was the happiest day of my life.”

OR

- b) Write a story to illustrate the saying : Jealousy does not pay.”

2. The compulsory set text

H.R. Ole Kulet, Blossoms of the Savannah

“Self-centred individuals cause a lot of pain and suffering to themselves and other people.” With reference to *H.R. Ole kulet’s* ‘**Blossoms of the savannah**’ write a composition in support of the above assertion. (20mks)

KIGUMO CLUSTER

101/1

ENGLISH PAPER 1 (Functional skills)**QUESTION ONE: FUNCTIONAL WRITING (20 MARKS)**

Imagine you are the chairperson of the Peer Counselling Club in your school. You have sadly learnt that a student in your class has not reported back from mid-term because he lost this father during the break. Write a letter to the principal requesting for permission to attend the burial ceremony. Copy the letter to the H.O.D Guidance and Counselling.

QUESTION TWO: CLOSE TEST(10 MARKS)

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

The awarding to Safaricom a security contract (1)_____ good news. The government seems to be (2)_____ in the right direction (3)_____ also shows that the government security organs (4)_____ have a monopoly over security matters. A confluence with the private sector is the (5)_____ forward in boosting security. We hope the government will also seek the (6)_____ of others in the private security matters (7)_____ they are way ahead compared to the police. The government must prepare (8)_____ to make this sustainable. Otherwise, it will be bogged down by inefficiency in its own ranks or from speculators who make (9)_____ an opportunity to rip (10)_____ the state in future procurement deals.

QUESTION THREE: ORAL SKILLS (30 MARKS)

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

THE BRIDE

Why do you wear that dress so white?
Why do you wear that veil so light?
Why do your young eyes shine so bright?
Is it your wedding?

I wear dress and veil to show
That gladly to my love I go
My young eyes shine because I know
It is my wedding

- Describe the rhyme scheme of this poem (2 mks)
- Apart from rhyme, how else has the poet achieved rhythm? (3 mks)
- How would you say the last line of the second stanza? (2 mks)
- Supposed you are invited to perform the above oral poem to the hearing-impaired audience, how would you deliver the message appropriately (2 mks)

B). Underline the silent letters in the following words. (3mks)

- Practically
- Baguette
- Ballet

C). State the type of the intonation you would use on the following sentences (3 mks)

- Are you coming tomorrow?
- Did you see the flamingo?
- What a beauty!

D). Supply homophones to the following words. (3 mks)

- Air.....
- Sea.....
- Night.....

E). Study the genre below and answer the questions that follow.

A counsellor wanted to teach her students about self-esteem, so she asked anyone who thought they were stupid to stand up. One student stood up and the counsellor was surprised. She didn't think anyone would stand up, so she asked him "Why did you stand up?" He answered, "I didn't want to leave you standing alone".

- i). Classify the genre above (1 mk)
 ii). Give two functions of the genre above . (2 mks)
 iii) Identify two characteristics of the above genre. (2 mks)
- F. Imagine that you are the school captain and the form four students have sent you to negotiate with the principal for a trip to Mombasa during the August holiday. How would you ensure that you are successful in your negotiations? (3 mks)
- G. Your class has had a very successful debate session. Both the opposers and proposers were well applauded at the end of the session. What could have led to their success? (2 mks)
- H. How would you prepare effectively before a debate session? (2 mks)

KIGUMO CLUSTER

101/2

ENGLISH PAPER TWO**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****JULY/AUGUST, 2023****1. COMPREHENSION.****(20mks)****Read the passage below and answer the questions that follow.**

Even though tattoos are sometimes associated with rebellion, they have a long-standing history among communities in the world. Tahitians, for instance used tattoos as a permanent way of preserving their culture and to show social ranking. Early Christians, on the other hand, often had the sign of a cross tattooed on their bodies, particularly their faces and arms representing a permanent mark of the believer's faith.

The word, 'tattoo' is derived from a Tahitian word tatau that means to mark. Tatau has been suggested to be the onomatopoeic sound tap, tap, tap made by the tapping of a tattoo instrument as it works on skin while 'au' is associated with the cry of pain a person gives when being tattooed.

The first ever tattoo to be found on a human being was found on a mummified man in 3,300 BC with 58 tattoos on his body, which contained lines and dots. This is nothing, however, compared to Scottish Tom Leopard, recorded as the world's most tattooed person, with 99.9 per cent of his body covered with leopard skin design. Guinness World Book of Records record that the only part of his body that remained un tattooed is the skin between his nose and inside of his ears.

When receiving a tattoo, the skin is pierced between 50 to 3,000 times per minute by a needle in the tattoo machine. Most tattoo machines consist of four parts: the needle, the tube that holds the ink, an electric motor and a foot pedal that controls the movement; almost similar to how a sewing machine works.

Sterilization and disposable materials are crucial to tattooing because tattoos are created by thousands of puncture marks on the skin, each of which could be infected. The autoclave is a safe popular way to

sterilize any tattoo equipment that is not disposable. A combination of heat, steam and pressure kills all bacteria and organisms to prevent infection.

In the late 18th and 19th centuries, tattoos were dangerous to have. European ‘head hunters’ caused a terror by collecting tattooed Maori heads. As the old sport became popular, more Maoris were murdered to meet the demand. At the time, slaves began being tattooed so that their heads could be cut off and sold. Luckily, however, Christian missionaries in the Cook Island condemned the practice of tattooing quoting the Bible “...do not cut your bodies for the dead or put marks on yourself...” They tried to stamp out the custom going as far as trying to remove tattoos by rubbing the skin with sandstone in a practice known as ‘holy stoning’. This was the **primitive** forerunner in modern tattoo removal known as dermabrasion, where the skin is ‘sanded’ to remove layers. Dermabrasion has now largely given way to laser surgery as a popular means of tattoo removal.

While tattoos bring colour to humanity, research has shown that unclean tattooing practices can transmit diseases such as hepatitis B. Some **pigments** used in tattoos contain metals that can cause pain during Magnetic Resonance Imaging(MRI) test, or even affect the resulting MRI image. Because of the possible negative effects tattoos pose to humans, those keen on getting one have to be very careful before they get one. That said, it is important to note that presently, many tattoo artists **earn a good living** out of the art.

- a. From paragraph one, state three historical uses of tattoos. (3 mks)
- b. According to the writer state the origin of the word tattoo. (1 mark)
- c. What is the most striking feature about Tom Leopard? (2mks)
- d. What was the risk associated with tattooing in the 18th and 19th centuries. (2 marks)
- e. State two modern ways of tattoo removal. (2 marks)
- f. Many tattoo artists earn a good living out of the art. (Add a question tag.) (1 mark)
- g. Make notes on the negative effects of tattooing. (3 marks)
- h. What are the benefits of tattooing as suggested in the passage? (2 marks)
- i. Explain the meaning of the following words as used in the passage. (4 marks)
 - i) sterilize.....
 - ii) primitive.....
 - iii) pigments.....
 - iv) earn a good living.....

QUESTION 2: EXCERPT (20mks)

Read the excerpt below and answer the questions that follow.

- Helmer:** I have got authority from the retiring manager to undertake the necessary changes in the staff and in the re-arrangement of the work and I must make use of the Christmas week for that, so as to have everything in order for the new year, Nora. Then that was why this poor Krogstad-
- Helmer:** Hm!
- Nora:** (*leans against the back of his chair and strokes his hair*). If you hadn't been so busy, I should have asked you a tremendously big favour, Torvald.
- Helmer:** What is that? Tell me.
- Nora:** There is no one who has such good taste as you. And I do so want to look nice at the fancy-dress ball. Torvald, couldn't you take me in hand and decide what I shall go as, and what sort of a dress I shall wear?
- Helmer:** Aha! so my obstinate little woman is obliged to get someone to come to her rescue?
- Nora:** Yes, Torvald, I can't get along a bit without your help.
- Helmer:** Very well, I will think it over; we shall manage to hit upon something.
- Nora:** That is nice of you. (*Goes to the Christmas Tree. A short pause.*) How pretty the red flowers look--. But, tell me, was it really something very bad that this Krogstad was guilty of?
- Helmer:** He forged someone's name. Have you any idea what that means?

- Nora:** Isn't it possible that he was driven to do it by necessity?
- Helmer:** Yes; or, as in so many cases, by imprudence. I am not so heartless as to condemn a man altogether because of a single false step of that kind.
- Nora:** No, you wouldn't, would you, Torvald?
- Helmer:** Many a man has been able to retrieve his character, if he has openly confessed his fault and taken his punishment.
- Nora:** Punishment-?
- Helmer:** But Krogstad did nothing of that sort; he got himself out of it by a cunning trick, and that is why he has gone under altogether.
- Nora:** But do you think it would-?
- Helmer:** Just think how a guilty man like that has to lie and play the hypocrite with every one; how he has to wear a mask in the presence of those near and dear to him, even before his own wife and children. And about the children-that is the most terrible part of it all, Nora.
- Nora:** How?
- Helmer:** Because such an atmosphere of lies infects and poisons the whole life of a home. Each breath the children take in such a house is full of the germs of evil.
- Nora:** (*coming nearer him*). Are you sure of that?
- Helmer:** My dear, I have often seen it in the course of my life as a lawyer. Almost everyone who has gone to the bad early in life has had a deceitful mother.
- Nora:** Why do you say-mother?

- a) Explain the events that lead to this excerpt. (4mks)
- b) In this excerpt, though Helmer and Nora are discussing about Krogstad, they are indirectly referring to Nora's predicament. Explain. (3mks)
- c) "...so my obstinate little woman is obliged to get someone to her rescue?" Explain the 'rescue' Nora needs at this point in time. (4mks)
- d) From your knowledge of the text, apart from the fact that Krogstad had forged a signature, why else does Helmer detest him? (2mks)
- e) Describe any two styles used in this excerpt. (6mks)
- f) Give one character trait of Nora used in this excerpt (2mks)
- g) Add a question tag: I can't get along a bit without your help (1 mk)
- h) Identify one theme evident in the excerpt (2mks)
- i) The discussion with Helmer leaves Nora terrified. Explain why this is so going by what happens immediately after this excerpt (2mks)

3. Oral Literature 20 marks.

Read the following narrative very carefully and then answer the questions that follow.

Long time ago there lived a man with two wives. The man was a successful fruit farmer. He had planted fruit trees in each wife's plot. The fruits in the younger wife's did very well compared to that of the elder. This made the latter envious and jealous to the former.

The elder wife one day alleged to the husband that the younger wife was bewitching her fruits. The husband was convinced so he segregated the younger from the homestead. He, however, did not interfere with the fruit's plots. The two women continued to live with their husband for some time. The husband provided much of the hunted meat to both till the old jealousy reappeared again. The elder wife once more claimed that she had overheard the co-wife plan with a notorious village love-portion maker on how to make the husband love her. The husband listened to his first wife. He then decided not to have any dealings with the second wife. This pleased the first wife whose children grew bigger than the younger's children.

One day the man went out to hunt. He was injured by a leopard. He later died in the house of the first wife. The village elders gathered to organize for his burial. As required by the traditions of the society, the elders summoned the two wives before them to identify the late husband's property.

The first wife without regard to customs, claimed all that the husband had. She claimed that the co-wife was a concubine who had no claim to the property. Moreover, she had attempted to kill her husband.

And possibly it was through her witchcraft that her husband was mauled by a leopard. The elders were

astounded at this. The younger wife who shed tears as her co-wife disowned her was unable to defend herself. She asked the elders to use their iconic grey thread experience to decide.

The elders took a short break to confide far from the woman. It was then agreed that they could use the traditionally respected ritual to identify the legitimate owner of properties especially the fruit plots which were contested for by both women. The two women were asked to bring each a bearded he-goat from her "obweri".

The first wife sent her strong sons to get the goat. The second wife requested one of the elders to assist the slender weak boys. The goats were brought before the elders. The elder took the goats to the fruit shamba where they were to perform the identification ceremony.

The elders picked one of the trees with many fruits, slaughtered the goats under the tree shade. They opened the goat's stomachs. They asked each of the women to touch the intestines and the kidneys. The women were then asked to take the hearts from their respective goats into their hands and sing as directed. The first wife took her goat's heart and began to sing first

Omote bwaniree, Omote bwanire

Nyabana banyerere akona gote noyoye

Omote bwaniree, omote bwanire

Nyahana hasinini akona gote noyoyee

English (A tree has grown, a tree has grown which the woman with thin children says is hers. A tree has grown, a tree has grown, which the woman with thin children says is hers)

She repeated this four times. When she finished singing a wind blew and shook the fruit trees but no fruit fell as expected her claim was true. The elders noted. She wanted to shout foul witch but she stopped.

The second wife also sang the song

Omote bwaniree, Omote bwanire

Nyabana banyerere akona gote toyoyee

Omote bwaniree, omote bwanire

Nyabana basinini akona gote noyoyee

English: (A tree has grown, a tree has grown which the woman with thin children says is hers .A tree has grown, a tree has grown, which the woman with thin children says is hers)

She also repeated the song four times. When she stopped singing, a soft wind blew and all the fruit trees in the shamba fell their fruits in tens. The elders laughed and smiled at the happening.

The happening frustrated the elder wife and her children. She walked away disgusted. Her children decided to beat their step mother with stones. The elders tried to intervene without success. The second woman to whom the shamba belonged began to plead with the elders to save her sons by allowing the other woman to take her portion of the shamba. The elders refused. The eldest among the elders pronounced a curse on the children who threw stones at the elders. Without warning there was a lightning followed by a loud thunderous bang. The thunder struck the first woman, her children and all her supporters, save the last born, who had in vain pleaded with his brothers to stop contradicting the verdict of the gods and ancestors.

- a) Briefly discuss the importance of the line 'Long time ago' in this narrative. (2 mks.)
- b) With illustrations, discuss any three cultural beliefs held by the people in this narrative (3mks)
- c) Discuss two roles that gods and ancestors play in this narrative. (2 mks.)
- d) Discuss any two themes brought out in this narrative. (4mks)
- e) Using a suitable proverb, discuss one moral lesson we learn from this narrative. (1 mk.)
- f) What do we learn about elders in this community? (2mks.)
- g) In what way do you think the singing of the song by the first wife would be different from the singing of the younger wife? (4 mks.)
- h) Discuss anyone character trait of the elder wife from what she tells her husband. (3mks.)

GRAMMAR.

- a) Use the correct form of the word in brackets to complete the following sentences. (4marks)
1. The dress I bought for my child has (shrink)
 2. They complained that he used tothem in most commodities (charge)
 3. Will you your theory? (clear)
 4. Grace could not have been about our plans (happy)
- b) Complete the following sentences without repeating any word (3mks)
- i) I thought the prefect had the books, but he said he
 - ii) If the government won't repair the road, I wonder who
 - iii) She was very surprised when she got her handbag back. She thought she
- c) Rewrite the following sentences according to the instructions given. (3mks)
- i) It is necessary for my parents to come. (Begin: There is.....)
 - ii) Arabian goose are creating crisis south of their usual range. (replace the underlined worlds with their plural forms.)
 - iii) But for my daughter's prompt action, I would be dead by now. (Begin: Had it)
- d) Change the following sentences into the passive voice. (3 mks)
- i) The farmer had planted the beans.
 - ii) The principal gave the education officers the forms.
 - iii) We expect the strike to end soon .
- e) Rewrite the following sentences replacing the underlined idiomatic expressions. (2mks)
- i) His friends made him lose heart on carrying out the project.
 - ii) She was green with envy.

KIGUMO

101/3

ENGLISH PAPER 3 (CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)**1. IMAGINATIVE COMPOSITION (COMPULSORY)*****Either***

- (a) Write a story to illustrate the saying:
'All that glitters is not gold'

Or

- (a) Write a composition explaining what can be done to curb the emergence of gangs and cults in schools.

2. THE COMPULSORY SET TEXTH.R. Ole Kulet, *Blossoms of the Savannah*

Some challenges can be overcome when people team up and work together. Referring closely to H. R.Ole Kulet's *Blossoms of the Savannah*, write an essay in support of this statement.

3. THE OPTIONAL SET TEXTS*Answer any one of the following three questions****Either***

- (a) **The Short Story: Godwin Siundu (Ed), *A Silent Song and Other Stories***

People who are firm and act with integrity, earn respect for themselves and are highly honored in the society. With reference to **Vrenika Pather's 'Ninema'**, write an essay in support of this statement.

CHOGORIA-MURUGI JOINT EVALUATION EXAMS -2023**ENGLISH****FUNCTIONAL SKILLS – PAPER 1****1. FUNCTIONAL WRITING**

(20mks)

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

- a. Write a memorandum to the other club members inviting them to a meeting to discuss;
- how to raise the remaining amount
 - rehearsal for the contest (12 mks)
 - Travelling logistics
- b. Write the Principal a note to sincerely thank him/her for his/her generosity. (8mks)

2. CLOZE TEST

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

It is an indisputable fact that agriculture (1) _____ the backbone of the economy. It is therefore (2) _____ that we stop over-relying on the rain-fed agriculture. Israel is a classic (3) _____ of a country that has reclaimed its deserts and put them (4) _____ use. Land which was (5) _____ 'useless' has been turned around and (6) _____ useful. Egypt which solely depends on (7) _____ River Nile is a leading exporter of fruits and cereals. For our country to (8) _____ self-sufficiency in food production and to get a (9) _____ for export, land should be utilized to the (10) _____. This is only possible with irrigation.

3. ORAL SKILLS

(30 marks)

Read the following poem then answer the questions that follow.

I can see the rain
As I walk along the lane
I can hear the lion roar
Just as lions did of yore
I can learn to run a race
And I can ravel out some lace
I can fly and I can row
Let my rich imaginations flow

- Comment briefly on the rhyme scheme used in the poem. (2mks)
 - Identify any two pairs of rhyming words. (2mks)
 - Apart from rhyme, how else has the poet achieved rhythm. (2mks)
 - How would you effectively perform line 7 in the poem above. (2mks)
- b) **Identify the silent letters in each of the following words** (4mks)
- comb.....
 - Parliament
 - Leopard.....
 - gnaw.....
- c) **The words in bold indicates the stressed word in the sentences below. Briefly explain what each sentence mean .** (3mks)
- The **lady** in a red dress lost her purse.
 - The lady in a **red** dress lost her purse.
 - The lady in a red dress lost her **purse**.

- d) **State what type of intonation you would use in the following sentences.** (3 marks)
- When were you born?
 - Did you complete your work?
 - What a beautiful car you have bought!.....
- e) **Read the genre below and answer the questions that follow.** (6mks)
- The great Greek grape growers grow great Greek grapes.
- Classify the above subgenre. (1mk)
 - Identify two sound patterns used in the above genre. (4mks)
 - State one functions of the above sub-genre. (1mk)
- f) You are attending an English symposium for all students in your sub county. When a student from your school takes the podium, you notice that he/she is afraid. Give three indicators of this behavior and suggest how it could be overcome. (6mks)

**CHOGORIA-MURUGI DIVISION JOINT EXAM
ENGLISH PAPER 2
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**

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

When Google hosted a boot camp in California this month for its Android operating system, there were some new faces in the room: auto manufacturers. They made the trip to learn about Android Auto, a new dashboard system meant to let a smartphone power a car's center screen. Tasks as varied as navigation, communication and music apps, all constantly talking to the cloud. And to the driver. A similar scene is playing out just a few miles down the road at Apple, where a rival system, Car Play, has been developed for iPhone users.

After years of being treated as an interesting side business, autos have become the latest obsession for Silicon Valley, with Apple assigning about 200 engineers to work on electric vehicle technology and Google saying it envisions the public using driverless cars within five years. But nowhere is that obsession playing out more immediately than in the battle to develop the next generation of cars' dashboard systems.

In the coming weeks and months, dealerships around the country will begin selling vehicles capable of running Android Auto, Apple Car Play, or both. The systems go far beyond currently available Bluetooth pairing for playing music or making a hands-free call, and allow for Google's or Apple's operating system to essentially take over the center screen and certain buttons within the car. "Consumers have spoken," said John Maddox, assistant director of the University of Michigan's Mobility Transformation Center.

"They expect to have coordination between their phone and their vehicle." Here at Google's headquarters, Android Auto is about to make its debut in Americans' cars after two years in development. Plug in a smartphone with a USB cord and the system powers up on a car's screen. The phone's screen, meanwhile, goes dark, not to be touched while driving. Apple's Car Play works similarly, with bubbly icons for phone calls, music, maps, messaging and other apps appearing on the car's center screen. (Apple declined to comment for this article.)

While the idea of constantly connected drivers zipping along roads raises concerns about distracted driving, both companies say their systems are designed with the opposite goal: to make cellphone-toting drivers safer. "We looked at what people do with their phones in the car, and it was scary," said Andrew

Brenner, who heads Google’s Android Auto team. “You want to say to them, ‘Yikes, no, don’t do that.’”

Brenner said his team tried to figure out how to minimize distraction during tasks people frequently do while driving, while also deciding what should be prevented in the car altogether. Google even built its own driver-distraction lab, to test different variations.

Android Auto, for example, has no “back” button like the smartphone version. No “recents” button either. Google Maps has been adjusted to make fonts bigger and streets less detailed, for easier reading while driving. No action should take more than two seconds — consistent with the Transportation Department’s voluntary guidelines. “Things that we don’t show are just as important as what we do show,” Brenner said. Music is most definitely in. Streaming video? Most definitely not.

Most social media will also be blocked, and texts can be sent only with voice commands. Apps on the screen are optimized for speed: glance, touch and eyes back to the road. “It’s these little glances at the screen that people do in a car,” he said.

“We want something that’s very glanceable, that can be seen and done quickly.” When the Android Auto project began, it included a core group of automakers like General Motors, Audi, Honda and Hyundai. Now, as it prepares for its debut, roughly two dozen car brands have signed on to offer it soon. Apple has teamed up with roughly the same number of brands, many of which will offer both systems. Most automakers are staying mum on their exact start dates, but Hyundai is expected to act shortly, and Volkswagen has indicated availability for its next Golf. GM has said the same about its Spark subcompact. One of the most widespread adopters will be Ford, which this year will begin offering both Android Auto and Car Play in conjunction with the revamping of the automaker’s much-criticized Sync system.

By the end of 2016, they will be available on all Fords sold in the United States. “We don’t want people to have to make a vehicle choice based on which mobile phone they have,” said Don Butler, Ford’s executive director for connected vehicles and services. “We want to accommodate all customers and their devices.”

Fiat-Chrysler, considered to have one of the better infotainment platforms on the market, has signed on to support Google’s and Apple’s systems. But a bit of lament is evident. “We’re confident that our systems deliver a good experience for our customers,” said Eric Mayne, a spokesman at Chrysler. “But we’re not standing still either.”

- a) Why did Auto manufacturing companies make the trip to California? (2mks)
- b) What according to the passage shows the seriousness that companies have autos have attached to autos?
- c) What does the expression “Consumers have spoken,” imply? (2mks)
- d) Briefly explain how the system works? (2mks)
- e) Why in your opinion do social media have to be blocked? (3mks)
- f) In point form, summarize how developers have tried to minimize distractions that may arise out of the new developments. (5mks)
- g) **Rewrite the following in reported speech.** (1 mark)
 “We’re confident that our systems deliver a good experience for our customers,” said Eric Mayne, a spokesman at Chrysler.
- h) What do the following words mean as used in the passage? (3 marks)
- i) Debut
- ii) Mum
- iii) Infotainment

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

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

Nora: So it seems.

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

Nora: I think I have heard something of kind.

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

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

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

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

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

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

Krogstad: Only disagreeable?

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

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

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

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

Questions:

- i) Briefly describe what happens before the excerpt . (3marks)
- ii) Identify and illustrate major themes evident in the excerpt . (4 marks)
- iii) In note form, state reasons why Krogstad says that he is prepared to fight for his small post in the bank as if he was fighting for his life. (5mks)
- iv) How is Nora and Krogstad portrayed in the excerpt (4 marks)
- v) Discuss any style used in the excerpt and show it's effectiveness (3mks)
- vi) I shall be obliged to remind you of a few details.(Add a question tag) (1 mark)
- vii) From your knowledge of the text, explain how Nora found herself in this predicament (3mks)
- viii) Explain the meaning of the following words as used in the excerpt. (3 marks)
 - (i). Indiscretion
 - (ii). Compel

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

The Crop Thieves

Tswiri tswiri! I the person, I suspect?
 What have you heard that makes you suspicious?
 I heard things said, rumours of weaver birds;
 They ate corn in Lesiba's field and finished it.
 And when they left they sounded hummmmm-
 They said, "Listen to the numerous weaver birds, sons of Mosima;s family.
 Children of the horse that ate the courtyards and the times,
 It is the numerous weaverbirds,
 The grey ones that go about in swarms,
 Children with the little red beaks,
 Children that make a noise in the mimosa trees,
 Tupu-tupu! The smoke comes out while the dew still glitters.

Howaaa! Sweaaa! – is heard in the early morning
 They are finishing the corn, the numerous weaver birds.
 Children with the little red beaks.
 At home, it is yo! yo!
 The children are crying,
 Their mothers have gone to the fields to the birds,
 It is the Zulus that have entered the country,
 Take axes and loop the tree branches,
 Yo! This year we shall eat five,
 We shall lack even a blue-tongued goat!
 It is numerous weaverbirds, the grey ones that go about in swarms.

Questions

- i) What kind of oral poem is this? (2 marks)
- ii) Explain two functions of the above oral poem (2 marks)
- iii) Identify and illustrate two oral features of this poem (4 marks)
- iv) What does the poem tell us about the character trait of the weaverbirds. (2 marks)
- v) Which lines show that people will keep on suffering if they don't keep the birds away? (2 marks)
- vi) Identify and illustrate two economic activities practiced in this community. (4 marks)
- vii) What is the attitude of the singer towards the weaverbirds? (2 marks)
- viii) **Explain the meaning of the following lines as used in the song. (2marks)**
 We shall lack even a blue-tongued goat.
- ix) It is the Zulus that have entered the country.

4. **GRAMMAR. (15MKS)**

- a) **Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4mks)**
 - i) Juma did not do the assignment. He did not report to the teacher. (Rewrite into one sentence using a correlative conjunction)
 - ii) **Complete with the correct alternative.**
 They won the match because they had enough.....
 (Practice/practise)
 - iii) I like to swim. (change the infinitive into a gerund)
 - iv) My examination results were released only after I had cleared the fee balance.(Begin: Not until.....)

- b) **Fill in the blank spaces with the correct form of the word in brackets.** (3mks)
- He was relieved when the three left his compound. (passerby)
 - The inmates took advantage of theto escape from custody. (confuse)
 - The film, though poor in artistic value, was a success. (finance)
- c) Complete the following sentences using an appropriate preposition. (3mks)
- It is improper to hurl abuses people.
 - The principal was very happy her students.
 - Mueni and her family had lived in Mombasa twenty years.
- d) **Replace the underlined phrasal verb in each of the following sentences with an appropriate word.** (3mks)
- Juma always calls in on us during meals.
 - We felt completely let down by her performance.

CHOGORIA-MURUGI DIVISION JOINT EXAM

101/3

ENGLISH PAPER 3

Answer Three Questions Only

- Imaginative Composition (20mks)
Either
 Write a composition ending with the following statement:
“Given another chance I would have done things differently.”
Or
 Write a composition supporting or opposing this statement:
 “Both boys and girls have equal rights to their parent’s property.”
- The Compulsory Set Text.** (20mks)
HR Ole Kulet, Blossoms of the Savannah (20 marks)
 “The frustrations faced by people in the contemporary times can be traced to the conduct of a few immoral individuals.” Write an essay supporting this statement drawing illustrations from Ole Kulet’s Blossoms of the savannah.
- The Optional Set Texts. (20mks)
 Answer any one of the following three questions.
Either
The short story: A Silent Song and Other Stories.
 Drawing illustrations from MejaMwangi's an incident in the park, write an essay to discuss the problems of urbanization
Or
The play: David Mulwa’s Inheritance.
 “Colonial rule is harsh towards the natives.” Write an essay to support this assertion with illustrations from David mulwa’s Inheritance.
Or
An Artist of the floating world by Kazuo Ishiguro.
 The memory of the past can lead to a change of a life style. Justify the statement.

KASSU 2023 EXAMINATION
101/1
ENGLISH PAPER 1

(Functional Writing, Cloze Test and Oral Skills)

1. Imagine you have cleared your KCSE examinations and have received your results. As you wait to join university, you see an advertisement in **the Daily Mail** by Safaricom Company for position of salespeople. The position will last for four months. Those to be recruited should:
- ✓ be 18 years and above
 - ✓ have scored C+ and above with C+ in English and Mathematics
 - ✓ be fluent in English and Kiswahili
 - ✓ be computer literate.

- Write the **application letter** for the above position.

The application letter should be addressed to:

**The Human Resource Manager,
 Safaricom Company Limited,
 P. O. Box 66827 - 0000800,
 Nairobi.**

(12 marks)

- Write the **Curriculum Vitae** that will accompany your application letter. (8 marks)

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

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

Residents of Turkana County (i) raised fears over (ii) even as joint police and military operation to flush out bandits continue. Despite the (iii) deployment of National Police Service (NPS) (iv) Kenya Defense Forces (KDF) personnel, (v) of attacks are still on the (vi) The latest incident was the Sunday raid at Lomelo area in Turkana East (vii) suspected bandits believed to have crossed (viii) from Tiaty in Baringo, surrounded a village and (ix) fire at the residents and security officers (x)..... the Camp.

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

- (a) Read the oral narrative below and answer the question that follow:

The chameleon and the Hare

Chameleon and the hare had always had misunderstandings. They always quarreled 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 snails.”

“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, go!” the elephant started 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!”

- (i) Explain three ways in which you would capture the attention of the audience before you start performing this narrative. (3 marks)
 - (ii) Explain four ways in which you would know that you have captured and retained the attention of the audience as the narrator. (4 marks)
- (b) Provide another word pronounced the same as each of the following words: (3 marks)
- (i) Genes -
 - (ii) Flair -
 - (iii) braid -
- (c) Study the conversation below between a taxi driver and a passenger who is disturbed by loud music playing in the vehicle.

Passenger: Excuse me sir, would you mind reducing the volume of the music please.

Taxi driver

(ignoring her): Hey, where should I drop you?

Passenger: Excuse me sir, did you hear me?

Taxi driver: What is it woman? The volume is okay.

Passenger: It’s just a request as I need to receive a call.

Taxi driver

(interrupting): Then you should buy your own car.

Passenger: I am sorry if I offended you but you have heard ...

Taxi driver: You have also heard my point.

Questions

- i) Identify three instances of lack of etiquette on the part of the taxi driver. (3 marks)
 - ii) Identify two instances of etiquette characteristics of the passenger. (2 marks)
- (d) What difference would there be in meaning of the sentence if stress falls on each of the following words in the sentence below:
- My sister went to the market
- i) My
 - ii) sister
 - iii) went
 - iv) market
- (e) Indicate the intonation in the following sentences. (4 marks)
- i) How do you write a good composition?
 - ii) What a wonder!
 - iii) Have you had your supper?
 - iv) Wesa likes eating fruits after lunch.
- (f) Underline the silent letters in the following words. (3 marks)
- i) plumber
 - ii) raspberry
 - iii) bouquet
- (g) Imagine you are the chairperson of a group discussion in your class. How would you ensure that the group discussion is successful? (4 marks)

KASSU JET

101/2

ENGLISH PAPER 2

(Comprehension, Literary Appreciation and Grammar)

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

Africa are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of life. 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 structures and government institutions that have the capacity to formulate and implement '*genuine 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 government may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the tax payers. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return them and 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, Africa must find a way of solving their internal conflicts without involving the international community. After all, we are all brothers 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 Africa union should be strengthened to enable it to arbitrate intra and inter-state 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 live in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in the rural areas. Similarly mining concerns should establish processing plants near the mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of rural-urban migration. Setting up industries in the rural areas will necessitate development of infrastructures which will open up rural areas for business. This will further encourage expansion and increase food production to counter perennial food shortage in Africa. For instances, development of dairy and beef processing industry in the rural areas will encourage sustainable livestock keeping and probably bring to an end 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 should also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africa should tap local expertise to develop technologies appropriate to our needs. Home grown technology should enable us alleviate Africa's food security by utilizing river and lake water for irrigation and by harnessing wind and solar energy.

Lastly our 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; we have the manpower, and the capacity to make things move.

- (a) What should African countries do to fight corruption? (3 marks)
- (b) Explain how Africans can open up rural areas. (1 marks)
- (c) What do you understand by the term '*genuine poverty alleviation strategies*'? (1 mark)
- (d) Why is appropriate technology useful? (1 mark)
- (e) How can African government improve cash flow in their economies? (2 marks)

(f) In **not more than 50 words**, write a summary on the various ways of fostering development in African countries. (5 marks)

Rough copy

Fair copy

(g) What is the tone of the last paragraph of this passage concerning the future of Africa?(2 marks)

(h) The public should be educated on the ills of corruption. (*Rewrite adding a question tag*) (1 mark)

(i) Explain the meaning of the following words and phrase as used in the passage. (2 marks)

i) stashed

ii) disparity

iii) overrides

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

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

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

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

Mrs. Linde: Quite so.

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

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

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

Mrs. Linde: What! Who was it?

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

Mrs. Linde: But, my dear Nora – who could the man be?

Nora: Good gracious, can't you understand? There was no gentleman at all; it was only something that I used to sit here and imagine, when I couldn't think of any way of procuring money. But it's all the same now; tiresome old person can stay where he is, as far as I am concerned; I don't care about him or his will either, for I am free from care now. (*jumps up*) My goodness, it's delightful to think of, Christine! Free from care! To be able to be able to play and romp with the children; to be able to keep the house beautifully and have everything just as Torvald likes it! And, think of it, soon the spring will come, and the big blue sky! Perhaps we shall be able to take a little trip – perhaps I shall see the sea again! Oh, it's a wonderful thing to be alive and be happy. (*A bell is heard in the hall.*)

Mrs. Linde: (*rising*) There is the bell; perhaps I had better go.

- (a) What is Nora's immediate reaction when Mrs. Linde announces that she wants to go? (2 marks)
- (b) Give evidence from the excerpt that shows that this society is patriarchal. (4 marks)
- (c) In **note form**, outline Nora's sacrificial nature. (3 marks)
- (d) What issues are addressed in this excerpt the excerpt? (4 marks)
- (e) Describe the character of Mrs. Linde as brought out in the excerpt. (2 marks)
- (f) Describe the **mood** in this excerpt. (2 marks)
- (g) Comment on any **two** stylistic devices used in the excerpt. (4 marks)
- (h) Based on your knowledge from the rest of the play, explain how the guest who has just arrived finally leads to the marriage collapse of the Helmer's. (4 marks)

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

Bob bob, bobbing wagtail
Coming bobbing along.

Take your shield Little Girl Twin
And we go kill the Herdsmen
But the Herdsmen have done no harm
When they slaughtered their ox
They gave me a piece of bone
Take that to your mother Little Girl Twin
And I will take this to my father.

As I went trudging along
Eagle came and struck me
And I plucked a feather from him
From whom did you pluck the feather?
I plucked it from Sharp-Sharp-Claws
And where is Sharp-Sharp-Claws gone to?
He is gone to the papyrus patch
This is no papyrus patch
This is only a bogey marsh.

The plucky plucking woman
Where she plucks her hoe from
Is where she plucks beans from
Like this: *kku!*

- (a) Classify the above song. (2 marks)
- (b) Who is singing in the song? Give a reason. (2 marks)
- (c) Identify and illustrate **two** features that make this and oral song. (4 marks)
- (d) Describe the **tone** the singer uses as the song is performed. (2 marks)
- (e) State any **two** the functions of the song (2 marks)
- (f) Explain **one** economic activity from the community in which the song is picked from. (1 mark)
- (g) Explain the **two** voices singing in the poem (2 marks)
- (h) Summarize what the singer is singing about. (3 marks)
- (i) With illustration identify the moral values emphasized in the community. (2 marks)

4. Grammar (15 marks)

- (a) For each of the sentences below, use the word given in brackets to form a **phrasal verb** and fill in the blank. (2 marks)
- i) The teacher was keen not to be for the students' tricks. (**take**)
- ii) I cannot with an untidy person. (**put**)
- (b) Fill in the blanks in the following sentences using the correct form of the word given in brackets after each. (2 marks)
- i) My elder brother has greatly suffered because of his (**naïve**)
- ii) between neighbors is a deterrent to development. (**enemy**)
- (c) Rewrite the following sentences as instructed after each (4 marks)
- i) The team has been looking into the matter. (**Begin**: The matter...)
- ii) The dog was hit by a speeding car while crossing the road. (**Begin**: Crossing)
- iii) Peter is taller than..... (use either **I or me**)
- iv) "These people," said the principal, "are here to pay your school fees." (Rewrite in **reported speech**)
- (d) Use the right **relative pronoun** to complete the following sentences. (2 marks)
- i) This is the man toI gave the book.
- ii) The farmer cow stole into my garden has been arrested.
- (e) Complete each of the sentences below using appropriate **articles**. (**a, an, the**) (3 marks)
- i. Janet knows how to playflute
- ii. I am working hard so that I can joinuniversity in South Africa.
- iii. I was asked to readeulogy of my grandmother on short notice.
- (f) Explain **two different meanings of the following sentence** (2 marks)
- Judas told his friend that he is a traitor.

KASSU JOINT EVALUATION EXAMINATION

101/3

ENGLISH Paper 3

(Creative Composition and Essays Based on Set Texts)

JUNE, 2023

1. Imaginative Composition (COMPULSORY) (20 marks)

Either

- a) Write a composition that has the following words: *friends, police, court, jail.*

Or

- b) Write a composition on the following statement:

"Technological advancement has impacted negatively on the society, especially the youth."

2. The Compulsory Text: Blossoms of the Savannah – Henry Ole Kulet. (20 marks)

The Nasila culture is not entirely harmful. Justify this statement with reference to Blossoms of the Savannah by Henry Ole Kulet

IMENTI SOUTH**101/1****ENGLISH****(Functional writing,****Cloze test and oral skills)****PAPER 1****1. FUNCTIONAL WRITING (20 MARKS)**

You are the manager in Maziwa Bora Company. You sadly learn that one of the employees in your Company has passed on a fatal accident.

- a) Write a memo to inform all the other employees of the news and remind them to contribute funds towards giving the deceased a good send off. (10marks)
- b) Write a condolence note to the spouse of the deceased. (10marks)

2. CLOZE TEST (10 MARKS)

You must have heard that you should love your neighbor. But before you can love (1) _____ you must first love yourself. Do you?

Most of us (2) _____ do not take the time to get to know ourselves or take the time to nurture our souls. If you analyse your actions, you will agree that at one time you must have been self-conscious (3) _____ the way you look or the way you dress or talk. These actions and thoughts actually are a clear (4) _____ of how you feel about yourself.

What is that? You are very insecure; you are not very confident and you are not taking good care of yourself by loving yourself. Additionally, when you do not love yourself, you are so self-conscious that you forget what (5) _____ around you and you become dissatisfied is.

The focus of this article is self-love, featuring ways to fall in love with yourself and how to

(6) _____ that love. So, what is love? According to the dictionary, love is (7) _____ strong passionate affection for another person. When you analyse that definition, it states that you must have a very strong liking (8) _____ that person if you love them. Additionally, when you like that person you would do anything for them.

Of course, it is a (9) _____ process to love yourself all the time, since we all need constant reminders as well as constant feedback that we are good people. Therefore, the best reminder you can give yourself each and every day is to ensure that you (10) _____ yourself for who you are and also make sure that you are confident about who you are.

3. ORAL SKILLS (30 MARKS)

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

ESCAPE FROM THE CITY

I seek a quiet country life

Without the city's bustling strife

I seek the sight of trees ablaze

Instead of streets that form amaze

(Barbara Klinger)

Questions

- i) Describe the rhyme scheme of the above poem. (2 marks)
- ii) Identify two mnemonic (sound) devices in this poem. (4 marks)
- iii) Which words would you stress in line 3 and why? (2 marks)
- iv) How would you say the first line of this poem and why? (2 marks)
- v) Write two sentences, one with the word "form" as a noun and another as a verb. (2 marks)

- b) Your younger sister is trying to compose a poem with rhyme scheme. She has come up with the following list of words. Advise on any four of rhyming words. (4 marks)

Worn	sky	have	mean
Pay	joy	feet	
Destroy	star	lean	
Are	moan	dear	
Mourn	love	starm	
Nun	none	beat	

- c) Underline the letters representing the sounds that are silent in the following English words. (5 marks)

- i) Comb
- ii) Would
- iii) Pedal
- iv) Buffer
- v) Yacht

- d) Read the dialogue below and fill in the blanks. (9 marks)

Receptionist: Good morning. Can I help you? (9 marks)
 Student: (2 marks)
 Receptionist: Are you interested in the January intake?
 You: (2 marks)
 Receptionist: Fine. Ok, we have um...the short intensive full-time courses this term.
 Student: (2 marks)
 Receptionist: Yes each course lasts three weeks.
 Student: (2 marks)
 Receptionist: Well it's about twenty-three hours a week usually four and half days a week.
 Student: (2 marks)
 Receptionist: The whole course will cost you ksh. 15,000. We require a deposit of ksh 5,000.
 You: (1 marks)
 Receptionist: You are welcome.

IMENTI SOUTH
101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION
AND GRAMMAR)
PAPER 2

1. COMPREHENSION (20 MARKS)

Read the following passage and answer the questions that follow.

We are often advised to be confident; confidence comes when we feel passionate about what we perform, what we have achieved, and what we can offer.

Lack of confidence can hinder a lot of things, ranging from how you get ahead in your career to the number of skills you are able to acquire. It is determining factor in the way you direct your career. Confidence is conveyed from inner to the outer through the words you speak and the posture you assume. Building confidence is not a one day affair. Neither does it take other people to build your confidence. I remember an interview I once conducted for secretaries, and the memory of one woman is intact. She stammered from the point she entered the office to the moment she left. Thinking that it was interview jitters, we called her again, based on her technical qualifications rather than her presentation. She presented the same problem. We settled on a different candidate because confidence was a key qualification for the

job which involved dealing with clients and colleagues. Not many entry-level and first-time job seekers are coached or tutored on how to gain more self-confidence. Instead, we tell them to "attend a few events, meet more people, and get the hang of it". That is not the right approach. Often, by the time you get "get the hang of it," you will have probably ruined a few chances, stepped on a few toes, and generally spoiled a few opportunities. Confidence starts from within, which means working with yourself to find an effective method on your capabilities. Having had quite some experience interviewing and being interviewed, I have developed there sure-fire ways that not only help me before an interview, but improve my general self-confidence. You must start with one as you progress and eventually build your own self-confidence.

I learnt that confidence begins with pushing yourself towards positive attitude. Before an interview, I tell myself that I am capable of great things, great performance, and that the interview is only a little chat I must have to get the job. Not only do I talk myself into entering the interview room, but I also talk myself into achieving *success, whether* or not I need the job. About **90** percent of the time. I have been **successful** in interviews.

Doubting oneself only leads to criticizing oneself which plants deep roots that can be almost impossible to weed out. My mentor always used to say, "You are what you think you are" Secondly, beginning with one small step rather than giant leaps will ensure that you tackle interviews and first jobs with a lot of self-confidence. There are two ways to go through this.

The first one has to do with something that you like doing, such as writing a song. However, this should not be just any some but a new one created out of your love for music. My personal pre-interview confidence boost is to cook something that I have never tried before. This boosts my self-confidence to new levels. After achieving that particular goal, you must pat yourself on the back.

The third step to building confidence involves holding onto that little surge of confidence. Once you have tackled what you have previously found to be difficult, then the next step would be to focus on building your self-confidence a lot further.

Ensure that this becomes not only a monthly confidence boost, but a daily one because as we are all programmed, we must build our self-confidence habitually to maintain it. Routines have been known to help anybody to acquire and maintain confidence.

Questions

- a) What is confidence according to the passage? (2 marks)
- b) How is confidence conveyed? (3 marks)
- c) What suggestions are given to first-time job seekers to help them in gaining more self-confidence? (3 marks)
- d) What does the writer identify as the major hindrance to confidence? (1 mark)
- e) According to the writer what two key qualifications were they looking for in the interview for secretaries? (2 marks)
- f) Identify three ways the writer mentions that help before an interview and improve in self-confidence. (3 marks)
- g) In not more than 50 words write what the writer has been doing to achieve success in interviews. (4 marks)
 - i) Rough copy.
 - ii) Fair copy
- h) Explain the meaning of the following words as used in the passage. (3 marks)
 - a) Surge
 - b) Interview jitters
 - c) Habitually

2. DRAMA (25 MARKS)**A DOLLS' HOUSE by Henrik Ibsen**

- Nora: What right have you to question me, Mr Krogstad? –You, one of my husbands' subordinates! But since you ask, you shall know. Yes, Mrs Linde is to have an appointment. And it was I who pleased her cause, Mr. Krogstad, let me tell you that.
- Krogstad: I was right in what I thought then.
- Nora: (*Walking up and down the stage*) Sometimes one has a tiny little bit of influence, I should hope. Because one is a woman, it does not necessarily follow that- When anyone is in a subordinate position, Mr. Krogstad, they should really be careful to avoid offending anyone who-who-
- Krogstad: Who has influence?
- Nora: Exactly.
- Krogstad: (*Changing his tone*) Mrs. Helmer, you will be so good as to use your influence on my behalf.
- Nora: What? What do you mean?
- Krogstad: (You will be so kind as to see that I am allowed to keep by subordinate position in the bank.
- Nora: What do you mean by that? Who proposes to take your post away from you?
- Krogstad: Oh there is no necessity to keep up the pretense of ignorance. I can quite understand that your friend is not very anxious to expose herself to the chance of rubbing shoulders with me; and I quite understand, too, whom I have to thank for being turned off.
- Nora: But I assure you-
- Krogstad: Very likely; but, to come to the point, the time has come when I should advise you to use your influence to prevent that.
- Nora: But, Mr. Krogstad, I have no influence.
- Krogstad: Haven't you? I thought you said yourself just now-
- Nora: Naturally I did not mean you to put that construction on it. I! What should make you think I have any influence of that kind with my husband?
- Krogstad: Oh, I have known your husband from our student days. I don't suppose he is any more unassailable than other husbands.
- Nora: If you speak slightly of my husband, I shall turn you out of the house.
- Krogstad: You are bold, Mrs. Helmer
- Nora: I am not afraid of you any longer. As soon as the New year comes, I shall in a very short time be free of the whole thing.
- Krogstad: (*Controlling himself*) Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the bank as if I were fighting for my life.
- Nora: So it seems.
- Krogstad: It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason-well, I may as well tell you. My position is this, I daresay you know, like everyone else, that once, many years ago, I was guilty of indiscretion.
- Nora: I think I have heard something of the kind.
- Krogstad: The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the bank was like the first step up for me-and now your husband is going to kick me downstairs again into the mud.
- Nora: Buy you must believe me, Mr. Krogstad; it is not in my power to help you at all.
- Krogstad: Then it is because you haven't the will; but I have means to compel you.

Questions

- Krogstad asks four questions just before this excerpt. List them. (4 marks)
- For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3 marks)
- Identify and illustrate one stylistic device employed in this excerpt. (2 marks)

- d) Describe two character traits of Nora as portrayed in this excerpt. (4 marks)
- e) Rewrite the following sentences according to the instructions given after each.
- i) If you speak slightly of my husband, I shall turn you out of the house.
(Rewrite using unless) (1 mark)
- ii) I shall turn out of the house. (Supply a question tag) (1 mark)
- f) Highlight two themes evident in this excerpt. (4 marks)
- g) “Then it is because you haven’t the will; but I have means to compel you”
How does Krogstad plan to force Nora to talk to her husband? (3 marks)
- h) Write a word with the same meaning as each of the following words as used in the excerpt. (3 marks)
- i) Necessity _____
- ii) Pleaded _____
- iii) Influence _____

3. ORAL NARRATIVE (20 MARKS)

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

There was a famine in the animal kingdom. This famine had lasted so long that any existing source of food had been completely depleted. The animals knew they had to do something real quick or they would all die off one by one. They called a meeting where every animal was in attendance and they determined that they had to do something drastic. It was decided that the mothers would be sacrificed to ensure the continuation of the animal races. They would eat their mothers.

The dog who had been at the meeting decided to hide his mother. He was not going to sacrifice his mother, so he hid her in the sky. Every day, he would go to a particular spot where he sang a song asking his mother to drop a rope.

Dog would sing:

Mother Mother send down your rope
All have killed and eaten their mothers
Dog has taken his mother to the sky
Mother Mother send down your rope

His mother would drop a rope and the dog would climb to the sky where his mother would have a feast waiting for him.

One day as the dog was singing for his mother to drop the rope, the tortoise was passing by and he hid himself to observe what was going on. He heard the song dog was singing, then he saw a rope being dropped from the sky with which the dog climbed to the sky.

The following day, the tortoise went to the same spot and disguising his voice like the dog's, he sang the song he had heard the dog sing the day before. A rope dropped from the sky and the tortoise began to climb this rope. At this same time, the dog was just approaching the same spot and he saw the tortoise climbing to the sky. The dog immediately started to sing to his mother. This time, he sang that he was not the one climbing the rope and his mother should cut the rope. Dog's mother got a pair of scissors and cut the rope sending the tortoise crashing to the ground. This caused tortoise shell to break into several pieces. He managed to glue these pieces together but that is how the tortoise ended up with the rough shell we know today.

- a) With a reason, classify this oral narrative. (2 marks)
- b) Identify and illustrate two features of oral narrative evident in the story above. (4 marks)
- c) How important is the song sung by dog to his mother? (2 marks)
- d) Why did the dog have to sing at that particular spot? (2 marks)

- e) Describe two character traits of Dog as depicted in the story. (4 marks)
- f) Explain one theme evident in the story. (2 marks)
- g) The following day, the tortoise went to the same spot and disguising his voice like the dog's he sang the song he had heard the dog sing the day before. (1 mark)
Rewrite beginning with: The tortoise...
- h) Give the meaning of the following words as used in the story. (3 marks)
- Drastic
 - Disguising
 - Glue

4. **GRAMMAR (15 MARKS)**

- a) Rewrite the following sentences according to the instructions given. (3 marks)
- It is not necessary for my parents to come. Begin: There is
 - I am sorry you missed lunch. Begin: I regret
 - But for my daughters prompt action, I would be dead now. Begin: Had it
- b) Fill the blanks with the correct form of the word in the brackets. (3 marks)
- Their bodies had suffered _____ as a result of malnutrition. (contort)
 - The manager made several _____ on the original invoice (delete)
 - Keziah lost her job after she reported late and appeared _____ dressed. (appropriate)
- c) For each of the following sentences replace the words in bold with a phrasal verb which begins with the word in brackets. (3 marks)
- The suspicious behavior betrayed him. (give)
 - Please ensure that everyone gets something to eat. (see)
 - It was clear that we had invented the whole story. (make)
- d) Fill in the blanks with the correct preposition. (3 marks)
- _____ somewhat pompous, he was an entertaining companion.
 - Many things have happened _____ I left school.
 - I have never seen him _____ that unfortunate event took place.
- e) i) Between you and _____; one of us is lying (me, I) (1 mark)
- ii) Mukunga writes faster than _____ (I, me) (1 mark)
- iii) _____ students were the first to arise. (us, we) (1 mark)

IMENTI SOUTH

101/3

ENGLISH

(CREATIVE WRITING AND ESSAY BASED ON SET TEXTS)

PAPER 3

1. **IMAGINATIVE COMPOSITION (COMPULSORY) (20 MARKS)**

- a) Write a composition beginning with the following sentence.
When I left home that bright Sunday afternoon, I did not realize that the events of the next day would completely change my life.
- Or**
- b) Write a story to illustrate the saying
Honesty is the best policy.

2. COMPULSORY SET TEXT (20 MARKS)**Blossoms of the Savanna by Henry Ole Kulet.**

“People who do bad deeds to others never go unrepaid”. Show the validity of this statement with reference to Henry Ole Kulet’s novel” Blossoms of the Savannah.

3. OPTIONAL TEXTS (20 MARKS)**A) DRAMA****David Mulwa: Inheritance**

Using David Mulwa “Inheritance, write an essay showing the appropriateness of the title inheritance.

Or

B) SHORT STORIES**A silent song and other stories**

When one is given power he/she should use it only for good but more often than not people use it for wrong purposes. Support this statement basing your argument from Naguib Nahfouz’s “A man of Awesome power”.

IMENTI SOUTH

101/1

ENGLISH PAPER 1**MARKING SCHEME****1. FUNCTIONAL WRITING (20MKS)**

a) Must be a memo, if not deduct 4mks

Format 4mks

Name of the Institution	½mk
The term Internal memo	½mk
To	½mk
From	½mk
Ref No	½mk
Subject	½ (don't award RE)
Sender signature	½mk
Name/designation	½mk

Content 4mks

- Information about the demise of the colleague through fatal accident. (1mk)
- When it occurred (1mk)
- Information on collection of funds to support funeral expenses (1mk)
- When the money should be handed in (1mk)

Language 2mks

F =4

C =4

L =2

Total 10mks

b) Expect a condolence note, if not deduct upto. (4mks)

Format (4mks) (friendly letter)

Address 1mk

Date 1mk

Salutation 1mk

Content

1. Expression of your condolence
2. Mention something positive that made the deceased memorable to you
3. Express willingness to offer assistance towards burial expenses.

Language

F =4

C =4

L =2

Total =10mks

2. CLOZE TEST

1. others
2. actually
3. about
4. reflection/indication
5. happening
6. express
7. a
8. for
9. difficult
10. accept

3. a) Oral poem**i) Rhyme scheme**

aabb-It is a regular thyme scheme (2mks)

ii) Mnemonic devicesAssonance – without city's burstling (2mks)Seek, trees

It helps to create musicality in the poem

Alliteration – quiet, Country (2mks)

It helps to create musicality in the poem

iii) Seek, sight, trees, ablaze – because they are content words (2mks)**iv) I would say it with a falling intonation to indicate my final decision to go for a peaceful country life.**

The line is a declarative statement. (2mks)

v) Accept any grammatically correct answer (2mks)

b) Destroy None beat star
 Joy Nun feet are

c) Comb
 would
 pedal
 buffet
 yacht

d)**Student:** Yes please, I would like to find information on courses you offer.**Student:** Yes, I would like to know how long a course takes.**Student:** How many hours per week please?**Student:** Could I please know the fees for an intensive computer course?**Student:** Thank you very much.

(Accept any other responses that tally with the receptionists utterances.)

IMENTI SOUTH
101/2
ENGLISH PAPER 2
MARKING SCHEME

1. READING COMPREHENSION

- a) Confidence is the passion feeling about what we perform, what we have achieved and what we can offer. (2mks)
- b) From the inner to the outer though the words you speak. (1mk)
 From the posture you assume (1mk) (Expect both points, 1 each)
- c) i) Attending a few events (1mk)
 ii) Meeting more people (1mk)
 iii) Getting the hang of it (1mk)
 (Expect all the 3 points. 1mk each)
- d) The major hindrance to confidence is doubting oneself (1mk)
- e) - Self confidence
 - Technical qualifications
- f) Pushing yourself towards a positive attitude.
 Beginning with a small step rather than giant steps
 Holding onto the little surge of confidence
 (Expect all 3 points, 1mk each)
- g) - Tells himself that he is capable of great things.
 - The interview is only a little chat he/she must have to get the job.
 - Talking himself into entering the interview room.
 - Talking himself into achieving success.

Instructions for marking

- Mark up to 50 words
 - Must be in prose form, if not deduct 50% per point

Sample paragraph

- To achieve success is interviews, the writer first tells himself that he is capable of great things and that the interview is only a little chat he/she must have to get the job. Thirdly, talking to himself into entering the interview room and finally talking himself into achieving success. (50words)
- h) a) Surge –sudden increase of strong feeling.
 b) interview jitters – anxiety and nervousness before an interview
 c) habitually – happening oftenly

2. CONTEXT QUESTION

- a) - If it is Mrs. Linde he has seen with Helmer
 - If Mrs. Linde has just arrived in town.
 - That Mrs. Linde and Nora have been friends.
 - If Mrs. Linde is to have an appointment in the bank. (Expect all 4 points -1mk each)
- b) - To plead with Nora to influence her husband to help him keep his job at the bank.
 - To remind Nora of her fraud.
 - To blackmail Nora.
 (Expect all 3 points -1mk each)
- c) i) Sarcasm –Krogstad sarcastically says to Nora, “You will be so kind to see to it that I am allowed to keep my subordinate position in the bank.
 ii) Irony – Nora keeps threatening Krogstad, when it should be the other way round since Krogstad has incriminating information against Nora.
Any 1-2mks
Identification -1mk

4. GRAMMAR

- a) i) There is no need for my parents to come.
 ii) I regret you having missed lunch.
 iii) Had it not been my daughters prompt action, I would be dead by now.
- b) i) Contortions
 ii) deletions
 iii) Inappropriately
- c) i) gave him away
 ii) see to it
 iii) made up
- d) i) Though/Although
 ii) Since
 iii) Since/after
- e) i) I
 ii) We
 iii) me

IMENTI SOUTH**101/3****ENGLISH PAPER 3****MARKING SCHEME****1. CREATIVE WRITING**

- Paper 101/3 is intended to test the candidate's ability to communicate in writing.
- Communication is established at different levels of intelligibility, correctness, fluency, pleasantness and originality. Within the constraints set by each question.
- Examiners should not hesitate to use the full range of marks for each essay.
- It is important to determine first how each essay communicates and which category A, B, C or D it fits, (the marks indicated below are for question one)

D CLASS:

The candidate either does not communicate at all or his language ability is minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words she knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid. Punctuation. All kinds of errors "broken English"

01 - 02:

Chaotic, little meaning whatsoever. Question paper or some words fro, it simply copied.

D03:

Although the English is often broken and essay is full of errors of all types we can at least guess what the candidate wants to say.

C CLASS:

The candidate communicates understandably but only more or less clearly. He is not confident with his language. The subject is always undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language: mother tongue influence is felt. The candidate obviously finds it difficult to communicate his/her ideas. He/she is seriously

SUKELLEMO JOINT EXAMS 2023

101/1

ENGLISH**PAPER 1****(Functional Writing, Cloze Test And Oral Skills)****QUESTION ONE: FUNCTIONAL WRITING (20 MARKS)**

Diamond Trust Bank has advertised and wishes to recruit a qualified candidate to fill the post of a bank teller. The suitable candidate must be a Kenyan citizen of 30 years and above, ambitious and self-motivated. The candidate must have a minimum mean grade of B minus in KCSE with very good passes in Mathematics and Business Studies. In addition, the candidate must have a degree in a business-related course from a recognized university. Computer knowledge is mandatory. Interested candidates should send their applications to:

The Human Resources Manager,
Diamond Trust Bank,
P.O Box 1234-00010,
Nairobi.

Applications should be received on or before 20th May, 2023. Write a letter to apply for the post.

QUESTION 2: CLOZE TEST (10 MKS)

Fill in each gap in the passage below using the most appropriate word.

One of the 1..... challenging issues in Africa today is the availability of and use water. While some argue that there is water scarcity in Africa, 2..... say that there is adequate water 3..... the same is mismanaged. The latter group argues that Africa has enough water for the people and that if this water is well utilized 4..... agricultural production and domestic use, then Africa should be able to produce 5..... food to feed herself and even to export. If local authorities, government 6..... and local communities take care of water sources well and ensure that they are used in an efficient and sustainable 7, Africa will not have to worry about the availability and quality of water. There are places where water is unavailable especially in the deserts in the North and South of Africa, and in the semi-arid areas 8 on the continent, but these are often sparsely populated areas. Indeed, most of them are 9 inhabited at all. 10..... deserts experience irregular and inadequate rainfall, something encouraging is that there are other life supporting conditions that attract settlement in some deserts. Mechanisms to tap the little rain water that falls in these areas should be established in Africa to continue supporting human life.

QUESTION 3: ORAL SKILLS (30 MARKS)

a) *Study the poem below and answer the questions after it.*

Sundays too my father got up running
and put his clothes on in the black cold,
then with cracked hands that ached
from labour in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress-
fearing the chronic angers of the house,

Speaking so indifferently to him,
 Who had driven out the deadly cold
 and polished my good shoes as well.
 What did I know, what did I know
 of love's austere and lonely offices?

1. Write down two instances of alliteration in the poem. (2mks)
2. Identify four words in the poem that contain a **diphthong**. (2mks)
3. How would you perform the last two lines of the poem? (2mks)
4. a) How does the punctuation in the second stanza influence your reading of the poem? (2mks)
- b) You performed an oral narrative in the ongoing national drama competitions. During the performance, you realized that your audience shows signs of restlessness and are making noise. You also realized that you are nervous. State three indicators of nervousness in you. For each indicator provide an appropriate strategy that you need to adopt in order to manage this weakness. (6 marks)
- c) Study the telephone conversation below then answer the questions after it.

Mercy: Hallo. My name is Mercy.

Tabby: This is Masai stores. What do you want?

Mercy: I am calling to confirm whether the maize supply to Light School Which was to be done yesterday was done.

Tabby: It was not done and it will not be done soon. Come to the store and follow up.

Mercy: I am sorry I may not be able to come over there because I will be attending a meeting. Would you please find out for me and let me

Tabby: I already told you what to do. (*Hanging up on her*)

- i) State one reason why the caller uses the word 'hallo' then introduces herself. (1 mark)
- ii) Identify three shortcomings that make this telephone conversation unsuccessful. (3 marks)
- iii) Identify two markers of politeness in the conversation. (3 marks)
- d) For each of the following words, underline the stressed part. (4 marks)
 - i. Col.league
 - ii. Re.gi.ster (Verb)
 - iii. Cle.ver
 - iv. Suit.case
- e) You have been invited to attend a debating session in a different school. On your way to the school, you get lost on the way after being properly directed by the host on how to arrive at the venue. State three things you did not do when you were receiving the directions. (3 mks)
- f) For each of the words below, supply a pair of homophones. (2marks)
 - i) Saw
 - ii) Rite

SUKELEMO JOINT EXAMINATION - 2023**101/2****ENGLISH PAPER 2****(Comprehension, Literary Appreciation and Grammar)****1. COMPREHENSION: Read the comprehension below and answer the questions that follow
20 marks**

Kenyan roads hold two things in equal measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the road presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does happen, value of property appreciates a hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger day by day, and finally, they develop into the craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them, permanent scars and loss of lives. Right in front of our eyes, what held great promise and hope to us, becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business in spite of the difficulties.

Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. When it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds.

Here are some thoughts to consider.

First, just like roads, relationships are necessary in spite of their challenges. People come into the relationship with expectations, some realistic, some unrealistic and everything in between them. The background we come from informs those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family, wealth and so on. When these expectations are not met, disappointments are bound to occur.

Yet like the roads, relationships still hold great promise for happiness, health and wealth. Mark Gungor, the creator of the video, "Laugh your Way to a Better Marriage," quotes research that says: Married people are happier, healthier and make more money on average than the singles, the challenges notwithstanding. I am of the opinion that human beings have not yet discovered any other source of companionship, love, friendship and pleasure that is greater than that which is found in relationships.

Another thought is the permanent nature of the roads. Every time I visit my home town, am amazed that most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature. In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans pledge allegiance. Unfortunately, these traditional deals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be a difficult proposition for anyone.

The proliferation and acceptance of come-we-stay arrangements and other forms of non-committal type of unions is a challenge. This is because the roles that marriage plays in the society -- producing and nurturing of children to maturity, providing companionship and building wealth --

require a high level of permanency. The promise of relationships lies in commitment, and if approached from any other angle, relationships become unfulfilling.

1. Explain why people look to the construction of a new road with optimism. 3 marks
2. Identify one similarity between Kenyan roads and relationships. 2 marks
3. What is the writer's take on Mark Gungor's position on relationships? 2 marks
4. According to the passage, state why relationships should be permanent. 3 marks
5. What is the writer's attitude towards Kenya roads as revealed in the passage? 2 marks
6. In note form, give the consequences of poor road workmanship. 5 marks
7. "Everyone is excited about the possibilities that the road presents."
(Rewrite beginning: Everyone's.....) 1 mark
8. Explain what the following word and phrase mean as used in the passage. 2 marks
 - a. Proliferation
 - b. Pledge allegiance

2. **Read the excerpt below from *A Doll's House* by Henrik Ibsen and then answer the questions that follow 25mks**

- Nora: (shaking her head) You have never loved me. You have only thought it pleasant to be in love with me.
- Helmer: Nora, what do I hear you saying?
- Nora: It is perfectly true, Torvald. When I was at home with papa, he told me his opinion about everything, and so I had the same opinions; and if I differed from him I concealed the fact, because he would not have like it. He called me his doll-child, and he played with me just as I used to play with my dolls. And when I came to live with you –
- Helmer: what sort of an expression is that to use about our marriage?
- Nora: (undisturbed) I mean that I was simply transferred from papa's hands into yours. You arranged everything according to your own taste, and so I got the same tastes as yours or else I pretended to, I am really not quite sure which – I think sometimes the one and sometimes the other. When I look back on it, it seems to me as if I had been living here like a poor woman – just from hand to mouth. I have existed merely to perform tricks for you, Torvald. But you would have it so. You and papa have committed a great sin against me. It is your fault that I have made nothing of my life.
- Helmer: How unreasonable and how ungrateful you are, Nora! Have you not been happy here?
- Nora: No, I have never been happy. I thought I was, but, it has never really been so.
- Helmer: Not – not happy!
- Nora: No, only merry. And you have always been so kind to me. But our home has been nothing but a playroom. I have been you doll-wife, just as at home I was papa's doll-child; and here the children have been my dolls. I thought it great fun when you played with me, just as they thought it great fun when I played with them. that is what our marriage has been, Torvald.
- Helmer: There is some truth in what you say – exaggerated and strained as your view of it is. But for the future it shall be different. Playtime shall be over, and lesson-time shall begin.
- Nora: Whose lessons? Mine, or the children's?
- Helmer: Both yours and the children's, my darling Nora.
- Nora: Alas, Torvald, you are not the man to educate me into being a proper wife for you.
- Helmer: And you can say that!
- Nora: And I – how am I fitted to bring up the children?
- Helmer: Nora!
- Nora: Didn't you say so yourself a little while ago — that you dare not trust me to bring them up?
- Helmer: In a moment of anger! Why do you pay any heed to that?

They looked at the fruits and they were all unripe or bad. Kimera, the grandson of the great Kimera who first told the clan to move to the mango grove said: 'I am going to climb up again and pick some better fruits. This is no good.'

"Yes, you go," said the other children. If the giant attacks you, we shall come to your help at once.'

Kimera climbed up, but just as he put out his hand to pick a large mango, the huge giant Nohoho appeared! He was as big as an elephant and the whole body was covered with thick short hair. He had four eyes just under his forehead. His eyelids were like red flames and his eyes kept moving up and down or sideways.

When Kimera saw this awful sight, he screamed. The giant hit him a terrible 'whack' on his left cheek. 'Where are my helpers?' Kimera angrily asked himself.

Of course, as soon as the other children had heard the 'whack' they forgot to keep the promise to kick the giant. You know what happened then.

Nohoho picked up Kimera in one hand and put him in a dirty purse which was tied around his waist. Kimera cried and cried, but the giant thought what a good meal he would be. The giant went home and cooked Kimera and ate him. Each year the ripe fruits fall on the ground, but who touches them? My story ends there.

Nede! Nede!

- | | |
|---|---------|
| a) Classify this narrative. | 2 marks |
| b) Explain two aspects creating the effectiveness of dialogue in this narrative. | 4 marks |
| c) Explain one aspect that would bring out the difference if the narrative were performed before an audience rather than silently read. | 2 marks |
| d) With illustrations from the passage, describe one character trait of the following: | 4 marks |
| i) Kimera | |
| ii) Kimera's friends | |
| e) Explain any two main economic activities carried out in the community. | 4 marks |
| f) What is the moral lesson of this story? | 2 marks |
| g) If you set out to collect an oral literature material like the one above, explain two problems you would expect to encounter and how you would try to solve them. | 4 marks |

4. GRAMMAR (15MKS)

- She lost many marks in her examination because of _____ (pronounce). Use the correct form of the word in bracket.
- A good judge relies, to some degree, on his common sense. Rewrite to remove gender bias.
.....
- Between _____ (you and me/you and I), who is more hardworking? Choose the correct option.
- The teacher gave us _____ (few/ a few/ a few) foolscaps, hardly enough to complete the assignment that he had been given. Choose the correct form of word).
- She can sing. She can draw. Join the two sentences using a correlative conjunction.
- Amina exclaimed that the teacher would not come the next day. Rewrite into direct speech.
- The man came home. The wife left. Join the two, beginning with: No sooner...
- I prefer _____ (to stand/standing) on my own to joining a group that I know to be wrong. Choose the correct form of the word in bracket.
- We visit my grandmother _____ (in/at/on) Easter. Choose the correct option.
- Each of the students that _____ (was/were) punished came from the same stream. Choose the correct option.

11. They followed all the steps carefully _____ passing the test. (*Supply a complex preposition*)
12. They are singing a new song. *Rewrite into passive voice.*
13. I bought a _____ dress.
Silk, wedding, beautiful, red. (*Put the adjectives in their right order*).
14. This is a case of the kettle calling the jug black. *Correct the idiomatic expression used in this sentence.*
.....
15. I'm afraid I can no longer _____ such obnoxious behavior. (Supply the appropriate phrasal verb using the verb "put").

SUKELLEMO MOCK EXAMS 2023

101/3

ENGLISH PAPER 3

(CREATIVE WRITING AND ESSAYS BASED ON SET BOOKS)

1. **IMAGINATIVE COMPOSITION (COMPULSORY).** (20 Marks)
Either
a) Write a story that ends with the following statement.
.....that is how I ended up in this horrible place.
Or
b) Discuss the effects of social media use by teenagers.
2. **COMPULSORY TEXT: H.R Ole Kulet, Blossoms of the Savannah** (20marks)
Women from all over the world have tried to fight oppressive practices in male dominated societies. However, their efforts are always thwarted by fellow women. Write an essay to show how the female gender is at war with itself in the quest for emancipation using evidence from *Blossoms of the Savannah*.
3. **OPTIONAL SET TEXTS.**
Either;
a) **Short Story:** (Compiled by Godwin Siundu) **A Silent Song and Other Stories**
Even in the face of challenges, we need to maintain our principles. Using Vrenker Pather's 'Ninema', write an essay to support this statement. (20 marks)
Or
b) **Drama:** David Mulwa, **Inheritance**.
Write an essay on how the Western countries influence African states using illustrations from David Mulwa's *Inheritance*. (20 marks)
Or
c) **The Novel :** Kazuo Ishiguro, **An Artist of the Floating World**. (20marks)
War is a social evil that should be avoided at all costs owing to its adverse consequences. Validate the statement referring to Kazuo Ishiguro's novel *An Artist of the Floating World*.

MECS CLUSTER JOINT EXAM**101/1****ENGLISH Paper 101/1**

(Functional Writing, Cloze Test and Oral Skills)

1. FUNCTIONAL WRITING.

Imagine you are the secretary of The Journalism Club in your school. Your club is holding the third meeting of the year. During the meeting, seven members are present, three have not though one informed the chairperson of his unavailability. The club patron is present.

During the meeting, the following issues are discussed,

- A visit to K.B.C tv station.
- Election of new officials.

Write down the minutes.

(20 marks)

QUESTION 2. CLOZE TEST. (10 marks)

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

Minutes are a record of the (1) _____ at a meeting. Usually, Minutes (2) _____ written while the meeting is (3) _____ progress and the secretary must make an attempt to (4) _____ and write at the same time without missing (5) _____ on any important point or jeopardizing the accuracy. Minutes are (6) _____ records for the sake of future reference (7) _____ they are written is correct grammar. Usually they are written in the (8) _____ voice so as to avoid mentioning (9) _____ names because the decisions made at the meeting are (10) _____ group decisions.

QUESTION 3. ORAL SKILLS (30 MARKS.)**a) A 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!

QUESTIONS

- i) Describe the rhyme scheme of the first two stanzas of this poem. (3marks)
- ii) Apart from rhyme, identify and illustrate two other ways in which rhythm has been achieved in the poem. (4marks)
- iii) If you were to perform this poem live, why would it be important for you to face the audience? (1 mark)
- iv) .How would you say the last line of this poem and why? (2 marks)

a) Clearly identify the stressed syllable in the words in bold in sentences below. (3 marks)

- i) The **in.tern** will soon get his reward from the doctor.
- ii) The death of his father made us **con.sole** him.
- iii) Whose **pre.sent** is this?

b) Provide another word that is pronounced the same as each of the following.

- i) Pale _____
- ii) Root _____
- iii) Bawl _____

c) Identify the intonation you would use in the following sentences. (5 marks)

Nora: It is just what he is doing.....
Helmer: What?.....
 Do you know anything about it?.....
Nora: He means to shut himself up and die.....
Helmer: My poor old friend!.....

d) You have been selected to welcome form ones to school and give them a talk. How would you ensure that your communication is effective. (4 marks)

e) complete the telephone conversation below with appropriate responses. (5 marks)

You: (1 mark)
 Teacher: Yes, you may come in. How can I help you, Maria?
 You: Sorry to bother you, sir. Could you please show me Mr. Karanja’s desk?
 Teacher: (1 mark)
 You: He has sent me to pick a Geography textbook from his desk and to ask you to assist us with a pair of binoculars.
 Teacher: The desk is over there. The book should just be on the table.
 You: (1 mark)
 Teacher: It was there a while ago. Could it have fallen?
 You: Oh here it is. You were right, It must have fallen from the desk.
 Teacher: Now hurry up, The lesson is almost over and the teacher must be waiting for the book.
 You:(1 mark)
 Teacher: Oh, sorry. Here is the binoculars. Be careful as you handle since its casting is broken.
 You:(1 mark)
 Teacher: You are welcome.

MECS CLUSTER JOINT EXAMS

101/2

ENGLISH PAPER 2**(Comprehension, literary Appreciation and Grammar)****1. COMPREHENSION (20 MARKS)****Read the comprehension below and 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 1960s, 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, censor or deny access to the internet. They claim they must keep at bay pornography and sexual predators like pedophiles who troll the interment 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 sixty-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. What does the writer find puzzling before the coming of 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)
 - i) Lurid
 - ii) Pivot
 - iii) Sexting
 - iv) Ubiquitous

2. EXERPT

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

Nora: *(begins to unpack the box, but soon pushes it away from herself)* If only I dared go out. If only no one would come. If only I could be sure nothing would happen here in the meantime. Stuff and nonsense! No one will come. Only I mustn't think about it. I will brush my muff. What lovely, lovely gloves! Out of my thoughts, out of my thoughts! One, two, three, four, five, six- *(screams)* Ah! There is something coming - *(makes a movement towards the door, but stands irresolute)* *(enter MRS. LINDE from the hall, where she has taken off her cloak and hat)*

Nora: Oh, it's you, Christine. There is no one else out there, is there? How good of you to come!

Mrs. Linde: I heard you were up asking for me.

Nora: Yes, I was passing by. As a matter of fact, it is something you could help me with. Let us sit down here on the sofa. Look here. Tomorrow evening there is a fancy-dress ball at the Stenborgs', who live above us; and Torvald wants me to go as a Neapolitan fisher girl, and dance the Tarantella that I learned at Capri.

Mrs. Linde: I see; you are going to keep up the character.

- Nora:** Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven't any idea—
- Mrs. Linde:** We will easily put that right. It is only some of the trimming come unsewn here and there. Needle and thread? Now then, that's all we want.
- Nora:** It is nice of you.
- Mrs. Linde:** (*sewing*) So you are going to be dressed up tomorrow Nora I will tell you what -- I shall come in for a moment and see you in your fine feathers. But I have completely forgotten to thank you for a delightful evening yesterday.
- Nora:** (*gets up, and crosses the stage*) Well, I don't think yesterday was as pleasant as usual. You ought to have come to town a little earlier, Christine. Certainly Torvald does understand how to make a house **dainty** and attractive.
- Mrs. Linde:** And so do you, it seems to me; you are not your father's daughter for nothing. But tell me, is Dr. Rank always as depressed as he was yesterday?
- Nora:** No; yesterday it was noticeable. I must tell you that he suffers from a dangerous disease. He has consumption of the spine, poor creature. His father was a **horrible** man who committed all sorts of excesses; and that is why his son was sickly from childhood, do you understand?
- Mrs. Linde:** (*dropping her sewing*) But, my dearest Nora, how do you know anything about such things?
- Nora:** (*walking about*) Pooh! When you have three children, you get visits now and then from --- from married women, who know something of medical matters, and they talk about one thing and another.
- Mrs. Linde:** (*goes on sewing a short silence*) Does Doctor Rank come here everyday?
- Nora:** Everyday regularly. He is Torvald's most intimate friend and a great friend of mine too. He is just like one of the family.
- Mrs. Linde:** But tell me this-is he perfectly sincere? I mean, isn't he the kind of man that is very anxious to **make himself agreeable**?
- Nora:** Not in the least. What makes you think that?
- Mrs. Linde:** When you introduced him to me yesterday, he declared he had often heard my name mentioned in this house; but afterwards I noticed that your husband hadn't the slightest idea who I was. So how could Doctor Rank---
- Nora:** That is quite right, Christine. Torvald is so absurdly fond of me that he wants me absolutely to himself, as he says. At first he used to seem almost jealous if I mentioned any of the dear folk at home; so naturally I gave up doing so. But I often talk about such things with Doctor Rank, because he likes hearing about them.

Questions

- a) Why does Nora look disturbed at the beginning of this excerpt? (3marks)
- b) Who brought the box that Nora is unpacking at the beginning of this excerpt and why did Nora want it? (2marks)
- c) "Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven't any idea-----"
- i) What does this reveal about the character of Nora? (2marks)
- ii) From this statement, describe the relationship that exists between Nora and Torvald. (2marks)
- iii) Identify and explain a stylistic device used in this statement. (2marks)
- d) Cite **two** things that indicate that Nora is lying about Dr. Rank's sickness in this excerpt (2marks)
- e) Identify two themes evident in this excerpt. (4marks)
- f) Basing your argument from elsewhere in the play, explain what else Mrs. Linde repairs and how? (3marks)
- j) What tone does Nora adopt at the end of this excerpt? (2 marks)
- k) Explain the meaning of the following words and phrases as used in the excerpt.

- (i) Dainty
- (ii) Horrible
- (iii) make himself agreeable

3. ORAL POETRY (20MKS)

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

Adieu

It's two months today
 And the absence looks eternity
 But the memories and experiences-still very fresh
 Thought we'd have many more years
 And so much more time together
 I was wrong
 But the last day laughers, dances, sharing...
 Then the silence
 The many tubes
 The complex machines
 The silent prayers and tears
 And then the ambulance
 At one in the night
 Miles away from home
 These...these shall be my keepsakes
 You were my son
 My friend
 My love
 Still you are and I wanted you to know that
 Until that day we meet again, nind gi kue Thura
 For I can't forget about you yet
 And I will not
 Just not now!

- a) What type of an oral poem is this? Explain your answer. (2mks)
- b) Identify three stylistic devices employed in the above genre. (6marks)
- c) Explain the relevance of the title 'Adieu'. (1marks)
- d) Identify the persona in the above genre. (2marks)
- e) Explain the mood of the oral poem above. (2marks)
- f) Explain two functions of this specific genre. (1marks)
- h) Explain any character trait of the persona (2marks)
- i) Explain one social aspect of the society from which the genre is drawn. (2marks)
- j) Give the meaning of the following expressions: (2marks)
 - 1. These...these shall be my keepsakes
 - 2. The silent prayers and tears

4. GRAMMAR (15MKS)

A Use the correct form of each of the words in brackets to fill in the blank space. (3mks)

- i) They were given a warm (receive)
- ii) Maarifa is praised for his in approaching issues. (sober)
- iii) I don't understand why Eunice had to be giventreatment (prefer)

B Rewrite the following sentences as instructed. Do not change the meaning (4mks)

- i) I don't know how it happened. (Rewrite using the word "idea.")
- ii) Apart from James, they all took the same subjects. (Begin: save.....)

- iii) We only recognized the visitor when she spoke (Begin: it wasn't.....).
 iv) The candidates did the exams. They hoped for the best.(End with the word "exams")

C Fill in the gaps with the correct preposition (3mks)

- (i) I hope your friend does not dealstolen cars.
 (ii) Mwema's conduct is reproach.
 (iii) Unfortunately, the airplane plungedthe ocean.

D Replace the underlined words with phrasal verbs (3mks)

- (i) It is unfortunate that the talks have collapsed
 ii) I felt ignored the entire time they talked.
 iv) Will the meeting begin in the chair's absence?

E Rewrite the following sentences in indirect speech (2mks)

- (i) "Wanjiru, please help me get away from here," Caroline Mueni said.
 (ii) "Can you remind me what your name is?" John asked Treza.

MECS CLUSTER EXAM.

101/3 ENGLISH

(Creative Composition and Essays based on Set Texts)

1. Imaginative composition (Compulsory) (20 marks)

Either

- a) Write a story that ends with the following statement ... "that is when I realised that crime does not pay.

OR

- b) Discuss ways of curbing examination cheating in Kenya today.

2. COMPULSORY ESSAY. Novel: Blossoms of the Savannah. (20 marks)

Irresponsible decisions can lead to serious consequences. Referring closely to H.R. Ole Kulet's Blossoms of the Savannah, write an essay in support of this statement.

3. OPTIONAL SET TEXTS

EITHER

- (a) **Short story: A Silent Song and Other Stories by Godwin Siundu (20 marks)**

People with admirable traits stand out. Basing your illustrations on Vrenika Pather's Ninema, write an essay to validate this assertion.

Or

- (b) **Play: Inheritance by David Mulwa**

Lacuna's poor governance results in the suffering of the people of Kutula." Using Judah Zen Melo's family, write an essay depicting the truth of the statement.

Or

- (c) **Novel: The Artist of the Floating World by Kazuo Ishiguro.**

"The memory of the past can lead to a change of lifestyle. With illustrations from The Artist of the Floating World Validate the above statement.

NTIMARU SUB-COUNTY CLUSTER EXAMS

101/1

ENGLISH PAPER 1

JULY/AUGUST 2023 - 2 Hours

Functional Skill, Cloze Test and Oral Skills)

1. Imagine you are the Secretary of the Drama Club at Amani High School. The National Drama Festival is scheduled to take place in three weeks' time. The Patron has informed you that you need to have a meeting with the other members of the cast who are also the club members to plan for the festival which will take place at Meru High School. Write a notification of meeting. (20marks)

2. CLOZE TEST (10MKS)

Fill in the blank spaces with the most appropriate words.

A new research title "Underage drinking in Kenya", has ...1.....that nearly one third of form four students aged below 18years take alcohol.....2... As our society ponders this sad...3..... the urgent message to children who are taking alcohol.....4..... do not drink another sip. Advice to those children is to strongly say "no" ...5.....irresponsible behaviour, to alcoholism, there are many.....6...effects of alcohol. It is wrong and illegal for children to drink alcohol. This report also states that 46 percent of the children received.....7.....first pint from friends and...8..... Do you offer alcohol to a child? As a parent or guardian, do you nurture.....9.....? How much time do you spend with them? Notably,10...of guidance and supervision are stimuli to underage drinking.

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

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

THE SWEETEST THING

There is in this world something

That surpasses other things

In sweetness

It is sweeter than honey

It is sweeter than salt It is

sweater than all Existing things

This thing is sleep

When you are conquered by sleep

Nothing can prevent you

Nothing can stop you from sleeping when you

are conquered by sleep and numerous millions

arrive Millions will find you asleep

Questions:

- i) Identify at least three features that make this an oral poem. (3mks)
- ii) Write down words in the poem that have the following sounds
/ i: /
/ ^ / (2mks)
- i) Which words would you stress in the last line of the poem? Give a reason for your answer. (2mks)

b) Pick the odd word out based on the pronunciation of the underlined vowels sounds. (4mks)

i) Cup busy hut cut

ii) Pail paper patron patter

iii) Brook broom brood boot

c) Identify the silent letters in the following words. (5mks)

i) Practically -

ii) Guilt -

iii) Psychiatrist -

iv) Shepherd -

v) Thistle -

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

David: Hi Mercy

Mercy : (**Watching a movie without even looking up.**) Hi there, whoever you are.

David: (**Trying to switch off the T.V**) Please Mercy why are you not looking up to see

Mercy: Oh! Shut up. Can't you see I 'm watching?

David: I came to inform you that

Mercy: Get lost! You are getting into my nerves

David: (**Alright (As he walks away).**)

Questions:

i) Identify the shortcoming in Mercy's conversational skill (3mks)

ii) List down the strengths of the above conversationalists. (3mks)

e) Indicate the stressed syllable in the underlined word. (5mks)

i) The government is committed to ensure food security in the country.

ii) Saturday and Sunday form the weekend.

iii) The bridegroom appeared disturbed.

iv) We usually have our meeting on Wednesday.

v) It is a pleasure to meet you.

f) You have been asked to present an item in this year's National Drama Festivals. Just before you get to the stage, you feel a little nervous. Identify three ways of overcoming this.

(3mks)

NTIMARU SUB-COUNTY CLUSTER EXAMS

101/2

ENGLISH Paper 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

1. **COMPREHENSION**

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

At the start of this week, 1.3 million people had officially died on account of Covid-19 worldwide. According to the World Health Organization, another 55 million people had contracted the virus. It was a bitter-sweet week as far as efforts to battle the virus are concerned. On one hand was the great news of a second vaccine with a 95 per cent efficacy rate. We also saw leading capitals tighten travel, school ban and other containment measures as the second wave of the pandemic batters many regions.

Locally, the situation seems to mirror the global positions, albeit on a less scale, but the numbers of fatalities and infections are rising. We have lost 1,300 compatriots, with 73,000 more having encountered the virus. A casual glance on our neighbourhoods, social media and obituary pages back this, suggesting the official tally might be conservative due to unreported cases. The occasional infection of a public figure reminding us that we are not out of the woods yet. Medics and scientist continue burning the midnight oil to understand Covid-19 better and its symptoms, or lack of them witnessed in different people.

Though clear patterns of symptoms in fever, fatigue, breathing difficulty and loss of taste and smell were identified early, the last few months have seen some patients report a wide range of unexplained signs like longer infection periods and mental challenges such as anxiety, memory problems even depression. Even more intriguing has been the asymptomatic cases and cases of certain people in a family contacting illness while others remain healthy. Add that to the fact that, Africa appears to suffer disproportionately lower rates of infection and mortality, its dilapidated health systems notwithstanding.

It is going to take time before someone can explain this incongruent picture. What is clear in the interim is that our world has dramatically changed, perhaps for the better. Traditionally, counties have spent colossal amounts of money building armies to deter global bullies. Now it appears potential threats to humanity must be re-assessed and budgets adjusted. It might be an unknown virus and not a nuclear bomb that will bring the world to its knees. The most secure nations are likely to be those with highly diversified risk registers and commensurate investment to build capacity to confront such.

The early travel bans and overflowing hospitals in the developed world was another rebuke to developing nations to priorities health. The fact that some regions have been affected more than others is another sobering lesson. With the 21st century having experienced its fair share of protectionist tendencies and inward-looking policies; the pandemic has highlighted the need for concerted effort to ensure no part of the globe is left behind in modernising its health systems. Who knows, a future pandemic, may see the less affected regions serving as refuge centres and provided manufacturing hubs for drugs.

Perhaps it is time to build longer bridges and not towing walls. The pandemic has shown the spotlight on the place and role of global information systems and co-operation among nations. The future will likely be more secure if pandemics and other threats are reported early and containment measures quickly activated Covid-19 has painfully reminded us of the dividend of tackling a problem early and at source, before it grows wings.

Questions

- a) Why are the efforts to battle the virus bitter-sweet? (2 marks)
- b) What measures were put in place to contain the 2nd wave of infection? (2 marks)
- c) Explain these expressions as used in the passage; (2 marks)
- i) Not out of the woods yet

- ii) Burning the midnight oil.
- d) What are the symptoms of Covid-19. (3 marks)
- e) Identify 2 instances of irony in the passage. (4 marks)
- f) In point form, summarise the lessons the pandemic has highlighted. (4 marks)
- g) Explain the meaning of the following words as used in the passage; (3 marks)
- efficacy
Asymptomatic
Colossal

2. READ THE EXTRACT BELOW AND ANSWER THE QUESTIONS THAT FOLLOW

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

Questions

1. What does Nora refer to in her opening words in this extract? (2 marks)
2. What has happened that has made the couple happy? (2 marks)
3. Discuss two themes evident in this extract. (4 marks)
4. "There's someone at the door." Rewrite in indirect speech. (1 mark)
5. A lady has come to see Nora as reported by the maid. Who is this lady and how does her coming affect the Helmers from the rest of the play. Summarize in about 60 words. (6marks)
6. Discuss one aspect of style in this extract. (2 marks)
7. Identify and explain one character trait of Helmer as brought out in the excerpt. (2 marks)
8. Briefly explain what happens after this extract. (2 marks)
9. Describe the overriding mood of the excerpt. (2 marks)
10. Explain the meaning of the following expressions as used in the excerpt. (2 marks)
 - i) Nuisance
 - ii) A caller

Q3. Read the narrative below and answer the questions that follow. (20 marks)

At the beginning of creation, Mwene Nyaga. Ngai, the creator and provider for all mankind called one of his servants Gikuyu. He said to him, "My son Gikuyu, I am going to give you your share of land. The land I am going to give you is full of ravines, rivers, valleys, forests and plenty of game for you to hunt for your food. The land is fertile and your children and your children's children will never go hungry if you till it well.

Gikuyu stood still with disbelief. Mwene Nyaga saw Gikuyu's hesitation. He took him to his residence on top of the mountain of mystery, "kirinyanga" where He resided. From here, he commanded a good view of all his lands. He therefore, wanted Gikuyu to see for himself all the land he had been given. He showed him all the land and its beauty. He said, "My son, all this is yours." Then He sat back and watched Gikuyu's happiness as he moved from place to place, trying to locate the boundaries to his land. But no matter how hard he looked, his land seemed to roll for miles and miles. Having inspected the panorama of his land, he quickly composed himself and ran to Mwene Nyaga's feet and cried with happiness thanking Him for the great gift. He was sure that he would be happy ever after. But then, he felt a kind of loneliness and his happiness subsided. What would he do with all that land all by himself? Mwene Nyaga knew what was going on in Gikuyu's mind. As he was leaving, Mwene Nyaga called him back and pointed to him a spot far, far off in the middle of the country, where a tree, Mukuyu, grew. He ordered Gikuyu to settle there and call this place; "Mukurwe wa Nyagathanga". Whenever Gikuyu was in need of Mwene Nyaga's help in whatever way, he should offer sacrifice to Him at the fig tree. He should raise his hands towards Kiringaga, Mwene Nyaga's residence, and state all his problems. Mwene Nyaga will definitely see him and come to his rescue. He also told him that he had given him a present, the most precious present in his life and that he would get his presents on his arrival home, his new home.

Gikuyu thanked Mwene Nyaga and being unable to contain his curiosity any longer, he hurried straight to Mukurwe wa Nyagathanga. To his surprise, seated there was a young beautiful woman whom he called Mumbi (Moulder or creator). They lived together as man and his wife and were blessed with nine daughters but no sons. The daughters were: Wachera, Wanjiku, Wairimu, Wambui, Wangari, Wanjiru, Wangui, Mwithaga and Waithera. Gikuyu needed an heir and his not having a son disturbed him. He then remembered Mwene Nyaga's advice, "I'll come to your rescue".

He organized a sacrifice at the Mukuyu tree. He slaughtered a ram and a kid from his flock and poured their blood and fat on the trunk of a sacred tree. He went to his house and called Mumbi and their daughters. They roasted some meat and offered it to Mwene Nyaga. They raised their hands towards Kiringaga and prayed, "Thaai thathaiya Ngai thaii....." "He later left and went home.

Mwene Nyaga quickly answered Gikuyu's prayers. On the following morning Gikuyu went to the sacred tree and he couldn't believe his eyes when he found seated near the tree, nine strong young men. He was overcome with joy and he looked up to the mountain and thanked Mwene Nyaga, his benefactor. He welcomed the nine young men and he took them to his home where he introduced them to his wife and daughters. Food was cooked for them and after bathing and eating they went to sleep.

The next morning, the nine men woke up early in the morning having had a good night's sleep. After the morning meal, Gikuyu called them outside to discuss marriage. He told them they would marry his daughters on one condition: they had to live with them in his land. By this time, the men had already made their choices. They were so fascinated by the daughter's beauty and the father's kindness that they agreed to his proposal. Gikuyu and Mumbi were overjoyed for they now had sons to inherit their vast lands. The daughters, on the other hand had already started to show their preference of the men. They were also happy when the men agreed to their father's wish for, they knew they now had men to protect them and give them company.

Gikuyu did not wait long before making arrangements for his daughters' wedding according to the Gikuyu customary laws. He did not ask for bride wealth from the young men for he knew they did not have any and in actual fact they were a blessing to him. They were, however, united under one name "Mbari ya Mumbi" which means Mumbi's family group. This was in honour of their mother Mumbi.

Gikuyu and Mumbi were the heads of "Mbari ya Mumbi" and the nine families remained under them. They are the mother and father of the Gikuyu people.

As the years passed, Gikuyu and Mumbi became older and older and eventually they died. Before they died, Gikuyu called all his daughters and their husbands. He told them, "My children, as you can see, your mother and I are about to leave you but before we go, we would like to leave you with these words. All the land and whatever else we possess is yours. Divide it equally among yourselves. Remember that on finger cannot kill a louse"

With these words, Gikuyu and Mumbi breathed their last breath.

The nine families continued to live together but the number of their children and grandchildren were increasing. They became so many that it was impossible for the families to live together anymore. They called a meeting where they resolved that each family should call together all its children and grandchildren and live together as one clan (Muhiriga). The clans were to be called after the nine daughters of Gikuyu and Mumbi. This decision is the basis of the nine principal Gikuyu clans. They are Acheera, Atachiko, Airimo (or Agathigia), Ambui, Agari, Anjiru, Ethaga, and Aitherando. The nine clans lived in Gikuyu's land but they occupied different parts of it.

Questions

- (a) Classify the above narrative fully. (2 marks)
- (b) Gikuyu received his gift with mixed feelings. Why? (4 marks)
- (c) "Divine intervention is real" how true is this statement in light of what happens in the narrative. (3 marks)
- (d) Comment on the use of at least one feature of style in this narrative (2 marks)
- (e) Gikuyu thanked Mwene Nyaga and being unable to contain his curiosity any longer, he hurried straight to MukurwowaNyagathanga
(Begin:
Having.....
- (f) Give and illustrate at least two-character traits of Mwene Nyaga. (4 marks)
- (g) With illustrations, identify two themes evident from this tale. (4 marks)

4. GRAMMAR. (15marks)

- a) Rewrite the following sentences according to the instructions given. (4marks)
- Kipchoge is the most popular athlete in Kenya. (Begin: No...)
 - The young man was very hungry. He swallowed the food without chewing it. (Begin: So...)
 - The teacher found out how intelligent Joel was when he started the discussion. (Begin: It was not until...)
 - They were so exhausted that they could not stay awake. (Rewrite using "too".)
- b) Complete the following sentences using the appropriate form of the word in brackets. (3marks)
- The winner of the race jogged..... around the stadium waving the Kenyan flag. (pride)
 - The guard was very.....today. (quarrel)
 - (iii)That is not the correct.....(define)
- c) Fill in the gaps with an appropriate preposition.(2marks)
- The prefect is answerable _____ the behaviour of the class.
 - I have placed the coffee table _____ the shade of that tree over there.
- d) Complete each of the following sentences with one of the words in brackets. (2marks)
- They saw _____ animals in the park than they expected. (less, fewer)
 - After walking for three kilometers, they were lucky to get _____ water from the stream. (little, a little)
- e) Correct the error(s) in each of the sentences below. (2marks)
- I went for shopping yesterday.
 - How do you hope to get the lost child between so many people?
- f) Explain the meaning of the underlined idiomatic expressions in the following sentences. (2marks)
- They arrived at the eleventh hour.
 - (ii)Most people prefer to sit on the fence

NTIMARU SUB-COUNTY CLUSTER EXAMS

101/3

ENGLISH Paper 3

(Creative Composition and Essays Based on Set Texts)

JULY/AUGUST 2023 - 2½ Hours

1. **Imaginative composition. Compulsory** (20marks)
Either
 a) Write a composition beginning with the following:
 It all started as a rumour, but no one in the family took it seriously until.....
Or
 b) Discuss various ways in which drug menace can be curbed in schools.
2. **The Compulsory Set Text** (20 marks)
 HR Ole Kulet, **Blossoms of the Savannah**
 “The frustrations faced by people in the contemporary times can be traced to the conduct of a few immoral individuals.” Write an essay supporting this statement drawing illustrations from Ole Kulet’s **Blossoms of the savannah.**
3. **The Optional Set Texts** (20 marks)
 Answer any **one** of the following three questions.
Either
 (a) **Short story: A Silent Song and Other Stories** by Godwin Siundu. (20 marks)
 Discuss the theme of **Religious hypocrisy** as depicted in Leonard Kibera’s story, **A Silent Song.**
Or
 (b) **Drama: David Mulwa, Inheritance** (20 marks)
 David Mulwa uses satire to expose and criticize vices in the society. Validate the truthfulness of this statement, citing examples from the play, **Inheritance.**
Or
 (c) **Novel: An Artist of the Floating World** by Kazuo Ishiguro. (20 marks)
 The changed way of life we live today is shaped by what we must have gone through in the past. With illustrations from **An Artist of the Floating World,** validate the above statement.

WEITHAGA

101/1

ENGLISH PAPER 1

FUNCTIONAL WRITING, CLOZE TEST AND ORAL SKILLS

JULY – AUGUST 2023

1. FUNCTIONAL WRITING

You are the chairperson of the drama club in your school. The club would like to publish this year's drama festival winning play. Write a letter to a publisher requesting them to consider the play for publication. Remember to write through the principal.

In your letter include the following:

- The title of the play.
- The name of the author
- A brief description for the book to be published.
- Why it is important for the book to be published

20mks

2. CLOZE TEST

10mks

Nasila River had been there as far back as Nasila (1)remember. It has sustained the (2).....of man and beast from time immemorial. But Nasila water was no longer the (3).....she drew when she was a little girl. It was no longer the water she had her friends (4).....up with their hands and drank happily to (5).....their thirst after a long hot (6).....in the fields. No, the water was no longer the same. The water had been (7)..... In those days the water was (8).....and clear and the pebbles on the river bed were visible. Even the mud fish and the crab – like creatures called Enkeleleo were so clearly (9)in the water one would have thought they were in (10).....

3. ORAL SKILLS

30mks

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

Against Idleness and Mischief

How doth the little busy bee
Improve each shining hour
And gather honey all day
From every opening flower!

How skilful she builds her cell
How neat she spreads the wax!
And labours hard to store it well
With the sweet food she makes.

In works of labour or of skill
I would be busy too
For Satan finds some mischief still
For idle hands to do

In books or work, or healthy play
Let my first years be past
That I may give every day
Some good account at last

Questions

- i. Describe the rhyme scheme of this poem. Describe its functions 4mks
- ii. Explain how you would perform the following line: 2mks
 How neat she spreads the wax!
 Describe the tone of voice that you would use in reading the second stanza of this poem 2mks
- b. For each of the following words give another word that is pronounced the same 4mks
 For
 Draft
 Doe
 Cell
- c. Indicate whether you would use a rising or falling intonation at the end of the following 3mks
 - i) What have you taken for lunch?
 - ii) The books were bought today.
 - iii) She really turned down his marriage proposal?
- d. Imagine that your class is having a talk on career choices. The speaker keeps asking the students to pay attention. Give six indicators that inform the speaker that his or her listeners are not attentive 6mks
- e. The following is a conversation between a mother and her daughter. Identify seven shortcomings in the mother's listening skills 8mks
 - Daughter:** (*Shortly having arrived home from the school*) Good afternoon, mother.
 - Mother:** (Busy cooking in the kitchen, looking up.....)
Good afternoon (*Resumes cooking*)
 - Daughter:** (*Holding out her school report form*) Mummy, I'm excited. My teacher said I was the best improved. I was.....
 - Mother:** Oh, you were? Me, I used to be number one. I was absolutely unbeatable.
 - Daughter:** Mathematics has been a particular headache (*Now looking at the report form which she thought her mother would wish to see*), but this time.....
 - Mother:** (*Stretching her arms to pick vegetables, looking preoccupied*) Mathematics for me was particular easy. I never scored anything less than 90%
 - Daughter:** Mum, I was going to tell you that this time.....
 - Mother:** (*Absent minded*). By the way, where is your brother?
 - Daughter:** He is in the field playing football. But mum, you are not listening to my story. I was telling you about mathematics.
 - Mother:** You mean you have a story about mathematics? Mathematics is not about Stories. It is about numbers.
 - Daughter:** It is about improvement. I was always at the top of the class. Mum, I give up. You are not listening.
 - Mother:** (*Looking surprised*) Listening? I heard you; you were talking about improvement in Mathematics, weren't you?
 - Daughter:** Anyway, mum. Thank you for paying attention. Enjoy your cooking.
 - Mother:** Oh Yes, I want to finish cooking before it gets late.

WEITHAGA

101/2

ENGLISH PAPER 2

COMPREHENSION, LITERARY, APPRECIATION AND GRAMMAR

JULY – AUGUST 2023

1. PASSAGE

Read the passage below and then answer the questions that follows

20mks

I hate to tell you this, but your kid is spoiled. Mine are not much better. That, in essence, is the finding of a recent media poll. Most of us think most of our kids are overindulged, **materialistic** brats.

I bring this issue to talk about controversial study that deals corporal punishment – spanking – and it has outraged those who oppose the practice while rearming those who support it.

Dr. Dianna Baumrind studied 164 families from the time their children were in pre- school until they reached their 20s. She found that most families used some form of corporal punishment. She further found that, contrary to what we have been told for years, giving a child a mild spanking (defined as open - handed swats on the back side, arm or leg) does not leave the child scarred for life.

Baumrid makes a distinction between the minor punishment practiced by most parents who spank and the harsher variants practiced by a tiny minority (shaking and blows to the heal or face, for example) For my money, there was always something spurious about the orthodoxy that assured us all corporal punishment, regardless of severity, was de facto abuse. Nevertheless, we brought into it with the result being that parents who admitted to spanking were treated as primitive dolts and heaped with scorn.

They were encouraged to negotiate with misbehaving children in order to nurture their self esteem But the orthodoxy was wrong on several fronts. In the first place, it is plainly ridiculous to equate a child who has been swatted on the butt with one who has been stomped. Scalded or punched. In the second, the argument that reasonable corporal punishment leads inevitable to mental instability always seemed insupportable and has just been proved by Baumrind’s study.

Don’t get me wrong, contrary to what is proponents sometimes claim, corporal punishment is most a **panacea** for misbehaving. Rearing a child requires not just discipline, but also humor love and some luck.

I have seen too many children behave with a sense of entitlement to believe it is. Heard too many teachers tell horror stories of dealing with kids from households where parents are not sovereign, adult authority not respected. So the pertinent question is not: to spank or not to spank? Rather, it is who’s in charge here?

Some folks think its abuse when you swat a child’s back side. But maybe, sometimes, its abuse when you don’t

Questions

- (a) What does the author mean when he says “Most of us think most of our kids are overindulged, materialistic brats?” 2mks
- (b) According to the author, what is the effect of mild punishment? 2mks
- (c) What is the controversy in the passage? 2mks
- (d) What are the two major findings of Dr. Diana Baumrind’s study? 3mks
- (e) What is the author’s personal view about corporal punishment? 4mks
- (f) Identify two other words that the author uses in the passage to mean mild corporal punishment? 2mks
- (g) Use two illustrations from the passage to explain the author’s use of formal language 2mks
- (h) Explain the meaning of the following words as used in the passage
- i. Materialistic 1mk
- ii. Panacea 1mk

2. EXCERPT

- Krogstad:** I don't trust that. It is nothing but a woman's overstrained sense of generosity that prompts you make such an offer of yourself.
- Mrs. Linde:** Have you ever noticed anything of the sort in me?
- Krogstad:** Could you really do it? Tell me – do you know all about my past life?
- Mrs. Linde:** Yes.
- Krogstad:** And do you know what they think of me here?
- Mrs. Linde:** You seemed to me to imply that with me you might have been quite another man.
- Krogstad:** I am certain of it.
- Mrs. Linde:** Is it too late now?
- Krogstad:** Christine, are you saying this deliberately? Yes, I am sure you are. I see it in your face. Have you really the courage, then - ?
- Mrs. Linde:** I want to be a mother to someone, and your children need a mother. We two need other. Nils, I have faith in your real character – I can dare anything together with you.
- Krogstad:** (Grasps her hands) Thanks, thanks, Christine! Now I shall find a way to clear myself in the eyes of the world. Ah, but I forgot –
- Mrs. Linde:** (Listening) Hush! The Tarantella! Go, go!
- Krogstad:** Why? What is it?
- Mrs. Linde:** Do you hear them up there? When that is over, we may expect them back.
- Krogstad:** Yes, yes – I will go. But it is all no use. Of course you are not aware what steps I have taken in the matter of the Helmers.
- Mrs. Linde:** Yes, I know all about that.
- Krogstad:** And in spite of that have you the courage to - ?
- Mrs. Linde:** I understand very well to what lengths a man like you might be driven by despair.
- Krogstad:** If I could only undo what I have done!
- Mrs. Linde:** You cannot. Your letter is lying in the letter – box now.
- Krogstad:** Are you sure of that?
- Mrs. Linde:** Quite sure, but –
- Krogstad:** (With a searching look at her) Is that what it all means? – that you want to save your friend at any cost? Tell me frankly. Is that it?

Questions

- (a) What prompts Krogstad's first statement in this excerpt 4mks
- (b) What is Krogstad referring to when he talks about his past life and what people think about him. 4mks
- (c) What steps has Krogstad taken in the matter of the Helmers? Explain what the matter was 4mks
- (d) Describe the character of Mrs. Linde as it emerges in this excerpt. 4mks
- (e) Identify two themes that emerge in the excerpt 4mks
- (f) State and explain the answer that Mrs. Linde gives to Krogstad's last question in this excerpt 4mks
- (g) "And do you think what they think of me here?" Mr. Krogstad asked Mrs. Linde (Rewrite in reported speech) 1mks

2. ORAL NARRATIVE

Read the following narrative and answer the question that follow

A man had two daughters from different wives. One of his daughters was motherless, her mother died when she was still a baby. The mother of the other girl did not like the motherless girl. She did not like her because her daughter loved her step sister more than she loved her. The woman therefore thought out some ways of eliminating her.

One day the woman made an arrangement with a hyena. The hyena was to go and wait for the two girls somewhere in the bush. To the motherless girl she would tie a band like a bangle on the left arm

and to her daughter she would tie one of the right arm. Then she told the hyena to catch, kill and eat the girl with the band on the left hand. After the hyena had gone to wait, she called the two girls, tied the bands accordingly and sent both of them to go and visits their aunts. She directed them to follow the path where she had asked the hyena to await for them. On the way the woman's daughter suggested that they should exchange the bangles.

"Why should my mother tie your bangle on the left arm, when everybody else wears theirs on the right arm?" She complained and took her bangle and put it on her left arm. They went on with their journey. They had gone half - way through the journey when the hyena came and caught the woman's own daughter and ate her up. The motherless girl was terrified and grew hysterical. She cried endlessly. Her grief was so great that she refused to go away from the scene of her sister's tragic death. She wishes to die too; to be eaten up by the hyena which had eaten her dear friend and sister. She cried, wailed, wept and grieved for her dear sister, so much if sorrow expressed by the living would bring back the dead, Awino's sister Nyawino would have returned to life. After the kill, the hyena had gone away but Awino would not leave. She stayed on the spot wailing.

"Aai, what are you doing here alone in the bush?" Some travelers asked her. "We were two, and we were going to visit our aunt but my sister has been eaten up by a hyena," she replied amid sobs. "Then what are you doing here alone? Go home and take the sad news of her death to your parents," the people advised her. "No I also want to be eaten up by the same hyena," she cried. The travelers saw her futile determination. They would not live her there and in any case they were convinced that the parents should know. "No, you go home and take the news of the death of the sister home." The people advised her more persuasively until she accepted to go home.

She arrived home, tired and wet with tears and sweat. She explained to her father what has happened. He became furious and called his wife to explain. But she was full of grief that she could not talk. The elders were then called. It was agreed unanimously that the woman must be banished from the village because of her jealousy and wickedness. She left the village crying with regret and shame.

Questions

- (a) Identify and illustrate four oral features in this narrative 4mks
- (b) Explain two aspects of the culture of the community from which this narrative is drawn 4mks
- (c) What do we learn from the character of Nyawino from this narrative? 4mks.
- (d) Describe the mood of this narrative 3mks
- (e) Explain the role of travelers in this narrative 2mks
- (f) "She left the village crying with regret and shame." (Rewrite beginning: Crying.....) 1mk
- (g) What moral lesson do we learn from the narrative in relation to Awino's conduct? Illustrate your answer 2mks

3. GRAMMAR

- (a) **Rewrite the following sentences according to the instructions given after each other. Do not change the meaning** 3mks
- i) Hardly had we arrived when it began to rain. (Begin.....We...)
- ii) But for the teacher's timely advice, the student would have failed the exams (Begin; Had it.....)
- iii) Everyone considered Ouko the best man for the job (Begin..Ouko.....)
- (b) **Complete the following sentences using appropriate prepositions** 3mks
- i) The students are looking forwarda fruitful weekend challenge.
- ii) Nyawira, get.....the wet wall immediately!
- iii) Who is the girl.....that photo?

- (c) **Complete each of the sentences by inserting the appropriate linking expression** 3mks
- Odieki is impatient and rather arrogant;, he is a brilliant engineer.
 - I have no wish to criticize Muturi; I agree with most of his actions and decisions.
 - There is considerable evidence that smoking is harmful;, it must be discouraged at all costs.
- (d) **Replace each of the underlined words with a phrasal verb. Formed from the words in brackets)** 3mks
- The officials cancelled the basketball match because it was almost raining (call)
 - Kariuki was born and raised on a farm (bring)
 - When she reached the house, she removed her coat and hung it on the door (take)
- (e) **Choose the correct pronoun form to fill in the blanks in the following sentences** 3mks
- Job andare childhood friends(me, I)
 - The girl is as old as(he, him)
 - It waswho gave me permission (she, her)

WEITHAGA

101/3

ENGLISH PAPER 3**(IMAGINATIVE, COMPOSITION AND ESSAYS BASED ON SET TEXTS)****JULY – AUGUST 2023**

1. Imaginative Composition (Compulsory)

Either

a. Write a composition beginning with: One look at his face and I knew I would regret my actions for the rest of my life

Or

b. Discuss the effects of Social Media use by Youth

2. **Compulsory text: H.R Ole Kulet Blossoms of the Savannah**

“The strong bond between Resian and Taiyo contributes significantly to their triumph”. Write an essay in support of the statement basing your illustration of Blossoms of the Savanna

3. **Optional Text:**a. **Drama: David Mulwa; Inheritance**

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

b. **The Short Stories**

Our society is characterized by people who mask their true identity in a bid to achieve their selfish interests. With reference to the story “Truly Married Woman by **Abioseh Nicol**, write an essay to illustrate the truth in the statement above.

c. **The Novel: An Artist of the Floating World**

War is a social evil that should be avoided at all costs owing to its adverse consequences. Validate this statement referring to **Kazuo Ishiguru’s Novel** ‘An Artist of the Floating World.

4. Ayo took down calendars with pictures of lightly clothed woman. Hid wine glasses, replaced magazines with religious books and borrows a wedding ring. She puts on her Sunday dress. Her true identity is not as religious as she wants the visitors to believe. She only does this to impress.
5. Ayo has been pretending to be dutiful and submissive wife to Ajayi for 12 years. Her real intention seems to have been to do a wedding as is the admirable thing in her society. Her true identity is revealed after the wedding as she neglects all her duties.
6. Ayo pretends to turn down the sexual advances of Ajayi on the evening he revealed plans of doing a wedding. This is ironical as they have been married for 12 years and with three children. Her intention is to impress on her husband to proceed with wedding plans.

MWAKICAN JOINT EXAMINATION – 2023 FORM 4

101/1

ENGLISH PAPER 1

(FUNCTIONAL SKILLS)

FUNCTIONAL WRITING (20 mks)

Imagine you are the secretary of the Journalism club in your school. Last term, the club held an end of year meeting that was attended by 7 members. One member excused herself while no one knew the whereabouts of another member. The meeting was graced by an editor from a leading media house and the club patron. During the meeting a member raised an issue about a previously planned trip to the Royal Media Services. Key issues discussed during the meeting included an income generating project, a talent show and election of new officials. Write down the minutes of the meeting.

CLOZE TEST (10 MKS)

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

The full use of information and communications techniques (ICTs) in the schools will

(i)..... changes in education that will ultimately reshape not (2)..... how a class is run, but also the entire notion of what a school is and how it is structured. Today, almost everyone is concerned (3)improving school performance. In the twenty first century, the world acknowledges that computers will be fundamental to the future of education. In taking on subjects that may, for example, require comparing Osaka, Japan to Kisumu, Kenya or learning about the earthquakes, the use of ICTs is (4)..... appropriate, that may sound to (5).....people highly futuristic, but it is possible today. There is little question that computer oriented classes will have a more interesting (6)..... to education than the current teaching style. Using ICTs, the students will be (7).....involved and will learn more than if a teacher stood in front of them, talking. (8).....using technology in the classroom has (9).....own demands, it does not task the teacher as heavily as traditional teaching. Consequently, computerization would (10).....teachers of the numerous burdensome and mandate teaching.

ORAL SKILLS

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

The Seed Shop

Here in a quiet and dusty room they lie,
Faded a scrambled stone or shifting sand,
Forlorn as ashes, shrivelled, scentless, dry.....
Meadows and gardens running through my hand.

In this brown husk a dale of hawthorn dreams,
 A cedar in this narrow cell is thrust
 That will drink deeply of a century's streams
 These lilies shall make summer on my dust.

Here in their safe and simple house of death,
 Sealed in their shells, a million roses leap;
 Here I can blow garden with my breath,
 And in my hand a forest lilies asleep.

- i) Describe the rhyme scheme of this poem. (2 mks)
 - ii) What is the effect of rhyme in the poem? (1 mk)
 - iii) Giving one example, show how else the poet has achieved the effect in (ii) above? (2 mks)
 - iv) Which word would you stress in the last line of stanza one and why? (2mks)
 - iv) Which word would you stress in the last line of stanza one and why? (2 mks)
- b) Underline the stressed syllable in the following words. (4 mks)
- i) Col.league
 - ii) Sur.prise
 - iii) Ap.proach
 - iv) Chal.lenge
- c) A flea and a fly flew up a flue
 Said the flea, "Let us fly!"
 Said the fly, "Let us flee!"
 So they flew through a flaw in the flue.
- i) Identify the genre above. (1 mk)
 - ii) Identify and illustrate the dominant sound pattern in the genre. (2mks)
- d) **Provide a word that is pronounced the same way for each of the words below. (4mks)**
- i) Kernel
 - ii) Gate
 - iii) Mare
 - iv) Lichen.....
- e) **Indicate intonation in the following sentences using words using arrows.**
- i) What a beautiful dress you have!.....
 - ii) Stop where you are!
 - iii) Did you talk to the principal?
 - iv) He is alive.
- f) A student in your class was expected to give a talk to the form ones on the reasons for studying hard. While on stage, he stares blankly to the amazement of the audience. State four things that may have led to this. (4mks)
-
- g) **Which polite expressions would be appropriate in the following circumstances? (4 mks)**
- i) When somebody has said, "Thank you"
 - ii) When somebody has introduced to you.
 - iii) When you don' t know the answer.
 - iv) When somebody has told you "You are smart.".....

MWAKICAN JOINT EXAMINATION -MJET

101/2

ENGLISH

PAPER 2

(Comprehension, literary Appreciation and Grammar)

QUESTION 1: COMPREHENSION**Read the passage below and then answer the questions that follow. (20MKS)**

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education. This demand is **reciprocated** by mismatched supply that is not focused on developing “**employable**” skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports- driven economies, but rather founs on skilled labour because their economic models have shifted to exporting value - added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio – economic transformation without the contribution of skilled manpower. Kenya seems to be **cognisant** of this fact going by the massive budget allocation made in education each year. There is a strong case for standardization and regulatory framework that will ensure delivery of high-quality teaching and research whose end product are work-ready students. This is therefore a call to the government and the private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced. Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on “cramming” – reproduction of class notes in the exam papers compromise the quality of education. The result has been a yawning gap between the quality of students released into the job market and the needs of the employers. If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and to other countries, human capital development would become a key economic driver in our country. The Government needs to partner with all stakeholders and come up with “**out of the box**”, holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond profits and priorities equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now priorities the development and implementation of a long – term growth strategy that focuses on quality, not quantity.

QUESTIONS

- a) What has created a huge demand for education according to the passage? (2 marks)
- b) What do the emerging economics rely on, and why? (3marks)
- c) Indeed, emerging economies are no longer relying on cheap labour. (Add a question tag) (1mark)
- d) What advice is given to those investing in education (3 marks)
- e) Why is there an emphasis on standardization in education? (2 marks)
- f) In a paragraph of not more than 40 words, summarize the reason why the Government and other sectors should partner in education. (5 marks)

Rough copyFair copy

- g) Explain the meaning of the following words and expressions as used in the passage (4 marks)

- i) Employable skills
- ii) Cognisant
- iii) Reciprocated

iv) Out of the box

QUESTION 2. EXTRACT

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

- Nora:** Yes, you have been awfully kind about that; but you could just as well dismiss some other clerk instead of Krogstad.
- Helmer:** This is simply incredible obstinacy! Because you chose to give him a thoughtless promise that you would speak for him, I am expected to--
- Nora:** That isn't the reason, Torvald. It is for your own sake. This fellow writes in the most scurrilous newspapers; you have told me so yourself. He can do you an unspeakable amount of harm. I am frightened to death of him--
- Helmer:** Ah, I understand; it is recollections of the past that scare you.
- Nora:** What do you mean?
- Helmer:** Naturally you are thinking of your father.
- Nora:** Yes--yes, of course. Just recall to your mind what these malicious creatures wrote in the papers about papa, and how horribly they slandered him. I believe they would have procured his dismissal if the Department had not sent you over to inquire into it, and if you had not been so kindly disposed and helpful to him.
- Helmer:** My little Nora, there is an important difference between your father and me. Your father's reputation as a public official was not above suspicion. Mine is, and I hope it will continue to be so, as long as I hold my office.
- Nora:** You never can tell what mischief these men may contrive. We ought to be so well off, so snug and happy here in our peaceful home, and have no cares--you and I and the children, Torvald! That is why I beg you so earnestly--
- Helmer:** And it is just by interceding for him that you make it impossible for me to keep him. It is already known at the Bank that I mean to dismiss Krogstad. Is it to get about now that the new manager has changed his mind at his wife's bidding--
- Nora.** And what if it did?
- Helmer:** Of course!--if only this obstinate little person can get her way! Do you suppose I am going to make myself ridiculous before my whole staff, to let people think that I am a man to be swayed by all sorts of outside influence? I should very soon feel the consequences of it, I can tell you! And besides, there is one thing that makes it quite impossible for me to have Krogstad in the Bank as long as I am manager.
- Nora:** Whatever is that?

Questions

- a) Briefly explain the events that had taken place before this excerpt. (3 marks)
- b) "Yes, you have been awfully kind about that" what is Nora referring to? (2 marks)
- c) Why does Nora earnestly beg Helmer to retain Krogstad in the bank? (3 marks)
- d) Comment on the character of Helmer and Nora as seen in this excerpt. (4 marks)
- Helmer (2 marks)
- Nora (2 marks)
- e) "And it is just by interceding for him that you make it impossible for me to keep him." From within and elsewhere in the text, give four reasons cited by Helmer as to why he can't keep Krogstad in the bank. (4 marks)
- f) Identify and explain one theme evident in this excerpt. (2 marks)
- g) From your understanding of the rest of the play, who is Krogstad and why is he so determined to fight for his small post at the bank. (4 marks)
- h) You never can tell what mischief these men may contrive. (add a question tag) (1 mark)
- i) What happens immediately after this excerpt? (2 marks)

QUESTION 3. ORAL LITERATURE

Read the song below and answer the questions that follow:

LISTEN DEAR BRIDE

Oh my sister, listen
 From this day, you won't go dancing
 From this day, you won't go to the dance
 From this day, you won't go dancing
 You'll dance only on the path to the river
 My sister, will you listen?

From this day, you won't go chatting
 From this day, you won't sit to chat
 From this day, you won't sit chatting
 You; only chat on the path to the farm

Daughter of my mother, listen!
 From this day, you won't enjoy teasing
 From this day, you won't enjoy to tease.
 From this day, you won't enjoy teasing,
 You'll only tease the baby on your lap,
 Listen, my dear sister!

You'll only dance on the path to the river,
 You'll only chat on the path to the farm,
 You'll only tease the baby on your lap,
 From this day, life will change

Have you heard daughter of my mother?
 You'll not go dancing, dance today
 You'll not go sit chatting, chat today,
 You'll not enjoy teasing, tease today,
 From this day, life will change.

- a) With an explanation, classify the above item. (2 marks)
- b) Who do you think are the singers in this song? Give reasons (3 marks)
- c) Identify and illustrate two features which qualify this text as a song (4 marks)
- d) Briefly explain what the society expects of a married woman as brought out in the song. (2 marks)
- e) Giving illustrations, give two functions of this song (2 marks)
- f) According to the song, how do you think the bride will behave when this song is sung? (2 marks)
- g) Explain the relationship between stanza two and four. (2 marks)
- h) Explain the effect of the phrase 'daughter of my mother' instead of "my sister." (1 mark)
- i) Add an appropriate question tag to the statement below. (2 marks)
- a) Listen, my sister
- b) You'll only dance on the way to the river

QUESTION 4: GRAMMAR (15 marks)

- a) *Use the correct form of the word in brackets to complete the sentences.* (3 marks)
- (i) The students had nothing but (admire) for the top KCSE student.
- (ii) Maroe still wants more food even after clearing a whole plateful of Ugali. His appetite is simply..... (Satisfy).

(iii) To prove his youthful the young man went after the Lion. (brave)

b) Choose the correct pronoun to complete the following sentences (3 marks)

- i) The girls, _____ (she/her) and Joan won the tournament.
- ii) My mother sent James and _____ to the shop. (me, I)
- iii) It is _____ that escorted him to the airport. (us, we)

c) Replace the underlined word with a phrasal verb. (3 marks)

- i) We felt completely disappointed by John's performance.
- ii) Sharleen is currently living with her sister-in-law in Lagos.
- iii) The governor was annoyed with his deputy who appeared to undermine him.

d) Rewrite the following sentences replacing the underlined idiomatic expressions with one word. (2mks)

- i) His friends made him lose heart on carrying out the project.
- ii) He was green with envy.

e) Punctuate the following sentences correctly. (3 marks)

- i) I need a copy of memories we lost and other stories
- ii) Everyone knows hard work pays
- iii) Jane the teacher said clean the classroom

f) Identify the noun phrase used as the subject of the sentence. (1 mark)

The tourist visited Mt. Kenya.

MWAKICAN JOINT EXAMINATIONS

FORM 4 ENGLISH

PAPER 3

(CREATIVE COMPOSITIONS AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition. (compulsory)

- i) Write a story ending with the following words
---and that is the last time I saw my father. (20mks)
Or
- ii) Write a story to illustrate the saying
"People who live in glass houses should not throw stones. (20mks)

2. The compulsory set text.

H.R Ole Kulet Blossoms of the savannah.

The novel Blossoms of the Savannah is a text that highlight the challenges facing African women. Write an essay to show the truthfulness of this statement. (20mks)

3. Optional set texts

Either

a) David Mulwa , *Inheritance*.

"In whatever you do, whether good or bad, expect a pay"

Or

b) A silent song and other stories by Godwin Siundu.

When one is given power, he/she should use it only for good but more often than not, people use it for wrong purposes. Support this statement basing your argument from Nagnib Manfouz's A man of Awesome Power.

Or

c) An artist of the floating world by Kazuo Ishigure.

Discuss the use of symbolism in the novel *An artist of the floating world* by Kazuo Ishigure.