

**Questions:**

1. Identify the rhyme scheme and comment about it. (2mks)
2. How would you say each line of the first stanza? Why? (2mks)
3. Identify any two pairs of rhyming words in the poem. (2mks)
4. a) Other than rhyme, which other sound pattern is evident in the poem. (2mks)
- b) Give a word that is pronounced the same as the following. (5mks)
  - i) Whale
  - ii) Missed
  - iii) Coo
  - iv) Wine
  - v) You
- c) You are a radio presenter and you are scheduled to interview a prominent politician about the current proposed constitution.
  - i) What preparation would you carry out before the interview? (6mks)
  - ii) What strategies would you employ during the interview session? (5mks)

**c) Read the dialogue below and answer the questions that follow.**

- ALLAN: Allow me to start by congratulating all of you on arriving in good time. It is a clear indication of your devotion to this club an....
- ELLY: Forget the formalities Allan, we all know we are here to declare the impossible and ru...
- EDDIE: Could you please try and check yourself Elly. Allow the chair to finish his remarks before you interject.
- ELLY: As you say Mr. Bossman.
- ALLAN: Enough of the sarcasm Elly. No matter how bad the situation is, you must respect others by giving them hearing and allowing them to air their views. As I was saying, your devotion to the club is exemplary and today we are going to set new rules on how to carry ourselves around the school and even outside, so that we can earn the respect of all those we interact with. Contrary to the expectation of many, I have decided to ask the members to discuss the reinstatement of Ma...
- ELLY: Reinstatement? Over my dead body! That shows how soft you are; and I think you should also be declared incompetent.
- TERRY: Excuse me Elly, allow me to say that we have had enough of your intolerance. You need to know that no one is perfect...
- ELLY: No lecture, girl; I'm leaving and you can keep your miserable club to yourselves! (*bangs the door as he walks out*)

- d) i) Identify poor conversation skills evident in the dialogue (2mks)
- ii) As the chair of the club, identify the people you would like to work with. Give reason for your answer. (4mks).

**ENGLISH**

101/2

**FORM IV****COMPREHENSION****Read the passage below and answer the question that follow**

Information communication technology: a double – edged sword

It is ironic that the world is becoming both smaller and bigger at the same time. This paradoxical development is, curiously, due to information communication (ICT). Indeed, ambivalence seems to characterize ICT. It may be hailed as the most significant achievement of humankind. However, one should not be blind to the challenges, or even the hazards, that ICT poses to the human race.

ICT has certainly contracted the world. The phrase global village, coined in the 1960s by the Canadian scholar Marshall McLuhan, sounds truer today than at any other time in human history. Thanks to the wonders of the combination of computers, satellite and wireless message transmission, the world has become a small place, like a village. This is in the sense that, even from the remotest corner of our planet, you can receive and send instant messages. It is just calling out someone at the end of a short street in a small village and getting an instant response.

This instant communication is obviously a positive and useful development. Communication is so fast that it is a wonder that we were ever to manage with only letters and post office. Reference to such communication as snail mail aptly conveys the sluggish nature of pre-internet communication. The speed with which information can be sent and received today has led to our era being dubbed the communication age. Our society, too, is described as an information based-society. We dare not act in ignorance when knowledge is, literally available at the tip of our fingers and the tap of a button.

The picture, however, is not all rosy. The ease and speed with which messages can be coded loaded on to various channels and sent to any corner of the world poses a number of immediate dangers. Negative messages can also easily be facilitated by ICT as positive ones. The information superhighway is hailed as a wonderful vehicle for information, research, education and knowledge in general. Unfortunately, it is, equally a conduit for evil such as fraud, terrorism, pornography, racism, hate discourse and illicit trade. Even at the individual level, the danger of ICT cannot be overstated. A clear source of worrying examples is the rapidly evolving genre of social networking sites, such as facebook, twitter and their multitudes of imitation.

These websites, where millions of people post and exchange masses of information including personal details, have become favourite hunting grounds for people with evil intentions. These villains are out to meet innocent and unsuspecting users of these sites, especially those who are young and naïve, and take advantage of them. Numerous cases are reported of people, young and old alike, who have been seduced and abducted by friends they made on the internet. One of the worst known cases was a modern-day cannibal who, in 2003, recruited his victim on the internet, and ended up killing him. Cutting him up and eating him.

A subtler also more pervasive problem of the communication revolution is that the human mind is not quite adapted to the speed at which ICT feeds information into it. In other words, people are receiving so many messages so fast that they just cannot digest them. They do not know how to react to the information. Whether it is numbers or gory images of mutilated bodies on our screens, our responses to what we see and hear through the media have become troublingly dull. We are, thus, developing into a rather shallow and insensitive society. In other words, we see, hear and read so many messages that we have no time to reflect on them. Information is rapidly becoming mere texts, sounds and images, with no meaning.

Thus, the biggest challenge that information communication technology poses for us is the re education of society to rediscover the value of serious thought and reflection. This might reinstate true insight empathy that makes us truly human.

**Questions**

1. What paradox does the writer present in the first paragraph? (2mks)
2. Why does the writer describe information communication (ICT) as a double-edged sword? (2mks)
3. Why do you think communication through the post office is referred to as snail mail? (1mk)
4. How valid is the phrase global village today with reference to ICT? (2mks)

5. What are the possible dangers of ICT? Give your answer in note form (4mks)
6. Give the meaning of the following words and phrases as used in the passage (4mks)
- Ambivalence
  - Gory
  - Information super highway
  - Empathy
7. What do you think is the writer's attitude towards ICT? Give a reason for your answer. (3mks)
8. Rewrite the sentences below according to the instructions given. (3mks)
- ICT has certainly contracted the world. (write on passive voice)
  - This might reinstate true insight and empathy that make us truly human. (use:.....not only...but also)
  - They do not know how to react to the information?

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

—My fathers, it is a shameful thing for my wife to leave her husbands house and return to her father's house. This outrageous thing has occurred only because I was not here to prevent it”

—Our chief, we are saddened by this unfortunate state of affairs, but you must admit that our mother has a point or two. Long have we pleaded with you to take another wife or two. Long have we pleaded with you to take another wife for yourself and you have adamantly refused. Now she has left you, you are like a misumba, a bachelor which would not have been the case if you had another wife. We beg you to take another wife for yourself.“  
This was from Oyier, a grizzled old man who had been his mother's greatest champion in her quest for a wife for Owour. He realized that the old geezers were going to give him a hard time of it, so he changed his tactics.

—Fathers, you are the wise men of this community. That is why you sit in the council. Is it that you have forgotten the ways of chik or that your determination to get me to marry other wives has clouded your judgement? Do you not know that a man's mikai is the greatest jewel that adorns his compound? That her position is maintained and protected by taboos imposed by the ways of chik? That if I die, Were forbid, my body can only lie of her hut? And this would do so even if she herself were dead? To lose one's mikai is to lose one's right hand”

The Jodongo nodded sagaciously at the wisdom uttered by the chief. It is true that the mikai is the centre post that holds up a man's hut. Without her, or is she were stupid, only Were could rescue such a man from being blown away from among the people like so much chaff. She it is who saves a young man from the follies and stupidity in marriage'. Yes, the chief had spoken wisely.

But Oyier would not give up so easily.

**Questions**

- Explain what happens just before this expert (3mks)
- What is the bone of contention between Akoko and her mother-in-law, NyarAsembo (3mks)
- The girl child” briefly explain the relevance of this sub-heading to whole novel (2mks)
- Oyier sounds sarcastic in his speech. Identify and explain the sarcasm. (2mks)
- Basing your answer on what we see in the excerpt,contrast the character of Owour with that of his brother Otieno. (4mks)
- Explain the meaning of the following line as used in the extract  
—It true that —Mkai” is the centrepost that hold up a man's hut” (2mks)
- Identify parenthesis in the last paragraph of this excerpt (1mk)
- Explain the main theme that comes out in this excerpt (2mks)
- From your knowledge of the novel, describe he role of Jodongo in the community represented in this novel. Write your answer in note form (4 mks)
- Local language is used in this expert. Give two examples of this style and explain its effectiveness (2mks)
- Describe the mood that is prevalent in this extract (2mks)

**2. Read the following poem and answer the questions that follow. (20mks)****Mid-Term Break**

I sat all morning in the college sick bay  
 Counting bells knelling classes to a close  
 At two o'clock our neighbours drove me home

In the porch I met my father crying-  
 He had always taken funerals in his stride-  
 And big Jim Evans saying it was a hard blow

The baby cooed and laughed and rocked the prau  
 When I came in and I was embarrassed  
 By old men standing up to shake my hand

And tell me they were \_sorry for my trouble'  
 Whispers informed strangers that I was the eldest  
 Away at school, as mother held my hand

In hers and coughed out angry tearless signs  
 At ten o'clock an ambulance arrived  
 With the corpse, standed and bandaged by the nurses

Next morning I went up to the room snowdrops  
 And candles soothed the bedside; I saw him  
 For the first time in six weeks; paler now,

Wearing a puppy bruise on his left temple,  
 He lay in the four foot box as in his cot  
 No gaudy scars, the bumper knocked him clear.

**Questions**

1. With illustrations, identify the speaker in the poem (2mks)
2. What is the poem about? (2mks)
3. Describe the character of;
  - a) The speaker (2mks)
  - b) The speaker's father (2mks)
4. What does line 7 in the poem reveal about children? (2mks)
5.
  - i) How old is the child according to the poem? (2mks)
  - ii) What caused the death of the deceased? (2mks)
6. Describe the mood in the poem. (2mks)
7. What do the following line mean?
  - i) —Counting bells knelling classes to a dose" (2mks)
  - ii) —No gaudy scars" (2mks)

**3. Grammar (15 marks)**

- a) Rewrite the following sentences according to the instructions given after each (3mks)
  - i) We need to break the door open (Rewrite in passive)
  - ii) After Julie finished her work, the teacher allowed her to go out and play (begin; Having)

- iii) The school team would not have won the game if it had not been for the captain's quick action. (Begin Had...)
- b) Use the correct form of the word in brackets (3mks)
- Kamau is a good dancer but he dances \_\_\_\_\_ (provoke)
  - His \_\_\_\_\_ (sensitive) makes him say offensive things.
  - Human beings and nature are \_\_\_\_\_ (depend)
- c) Explain the difference in meaning between the following pairs of sentences (2mks)
- All children who were suffering from malaria were treated
  - All children, who were suffering from malaria, were treated.
- d) Give the meaning of the undefined idiomatic expressions.
- The opposition and the government ought to bury the hatchet so that the country can't forward.
  - In the war against graft, there are no sacred cows
- e) Fill in the blank spaces with the most appropriate complex preposition (2mks)
- The marriage negotiations were done \_\_\_\_\_ the traditions of the Luo.
  - We are studying \_\_\_\_\_ passing our examinations
- f) Correct the errors in the following sentences (2mks)
- Put all your beddings on the line to dry
  - In my opinion, she is right.
- g) Replace the underlined words in the following sentence with an appropriate phrasal verb. (1 mk)
- The suspect confessed after a long interrogation

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**ENGLISH**

**101/3**

**FORM IV**

**(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)**

**1) Imaginative composition (compulsory)**

Either

- a) Write a composition starting with the following words.  
The secret was out and there was no hiding it...
- b) Write a composition that illustrate the saying „*a tree is known by the fruits it bears*”

**2) Drama (compulsory)**

Bertolt Brecht : The Caucasian Chalk Circle

—~~What~~ **What** goes around does come around and in good measure”. Using illustrations from the play —The Caucasian Chalk Circle” by Bertolt Brecht, show the truth the above statement.

**3) Optional texts**

- a) The short story  
Memories we lost and other short stories. Compiled by Chris Wanjala  
Making reference to the story How Much Land Does a Man Need, by Leo Tolstoy, explain the truth of the saying he who desire all loses all
- b) Drama  
Francis Imbuga – Betrayal in the City  
—~~I~~ **I** was better while we waited. Now we have nothing to look forward to.” Illustrate the validity of this statement in reference to the text Betrayal in The City.
- c) The novel  
John Steinbeck: The Pearl  
—~~Gre~~ **Gre**ed is a vice that deprives the human race of the very humanity that ought to define it”. Explain this assertion with reference to The Pearl by John Steinbeck.

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IGEMBE CENTRAL

101/1

ENGLISH

(Functional Skills, Cloze Test and Oral Skills)

PAPER 1

TIME: 2 HRS

JULY/AUGUST 2018

**1. Functional writing**

You are the manager in Tala Fruits Company you sadly learn that one of the employees in your company has passed on in 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. (12 marks)
- b) Write a condolence note to the spouse of the deceased. (8 marks)

**2. CLOZE TEST**

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

Most parents innocently believe \_\_\_\_\_ (i) parental guidance with regard to television watching means making sure that your child does not sit too close to the set. They believe that sitting close to the TV \_\_\_\_\_ (ii) hurt their eyes. Unfortunately, the harmful effects of electronic media go much deeper \_\_\_\_\_ (iii) just the physiological damage of x-rays on the brain and eyes. This is especially so with children under the \_\_\_\_\_ (iv) of seven, whose senses are only \_\_\_\_\_ (v) beginning to develop. Electronic media has been discovered to hamper young children's \_\_\_\_\_ (vi) to create their own inner pictures - which is the foundation of all creativity. Imitation is the key \_\_\_\_\_ (vii) this early age. A child can only to be truly human from human beings themselves; not from electronic gadgets, \_\_\_\_\_ (viii) do faithfully represent humanness. Studies show consistently how watching TV slants creative play in young children. Nightmares \_\_\_\_\_ (ix) ensue from the violent scenes watched. Television anaesthetizes our higher brain function \_\_\_\_\_ (x) disrupts the balance and interaction between left and right hemispheres.

**Question 3.**

1. a) Read the poem below and then answer the questions that follow:-  
**SWEET AND LOW**

Sweet and low, sweet and low,  
Wind of the western sea,  
Low, low, breath and blow,  
Wind of the western sea!  
Over the rolling waters go,  
Come from the dying moon, and blow,  
Blow him again to me;  
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,  
Father will come to thee soon;  
Rest, rest on mother's breast;  
Father will come to thee soon;  
Father will come to his babe in the nest,  
Silver sails all out of the west  
Under the silver moon;  
Sleep my little one, sleep, my pretty one, sleep.

(Alfred lord Tennyson)

**Questions 4**

- a) i) State any two pairs of rhyming words from the poem above. (2 marks)  
 ii) Apart from rhyme, with illustrations from the poem, identify any other two techniques that have been used by the poet to create rhythm in this poem. (2 marks)  
 iii) If you were to classify the above poem as a song, in which category would you place it and why? (2 marks)  
 iv) Comment on the number of syllables used in the last line of each stanza. What does this tell you about rhythm of this poem? (2 marks)  
 v) If you were to recite this poem to its target audience, how would you recite the last line of the last stanza. (1 mark)  
 vi) From the poem, identify any two words containing the vowel sound / ^/. (1 mark)
- b) For each of the following set of words, underline the odd one out. (4 marks)  
 i) Pose paws pores pours  
 ii) Heel hill heal he'll  
 iii) core corps cause  
 iv) told toed towed toad
- c) Assume you are taking part in a group discussion. Explain how you would ensure you observe the rules of turn-taking. (3 marks)
- d) Study the following situations and write down what you would say in each case. (6 marks)  
 i) When walking along a corridor, you accidentally bump into somebody out of your own clumsiness.  
 ii) You are engaging in a conversation and you catch yourself interrupting the other person.  
 iii) You want to introduce a point during a discussion which contradicts what the other person has said.
- e) In the words given below, underline the part that should be stress. (2 marks)  
 i) challenge  
 ii) advice
- f) Identify four examples of onomatopoeia in this text. (2 marks)  
 The car screeched to a sudden stop. This was followed by screams and howls as the passengers banged their heads against their seats in front of them or smashed through the windscreen.
- g) Rodgers was to attend a graduation ceremony for his daughter in Mombasa. Being his first time in the city, he asked Mark his son-in-law who lives in Mombasa for directions to the graduation venue. But it turned out that Rodgers never reached his destination. Give any possible reason for this. (3 marks)

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101/2

ENGLISH

(Comprehension, Literary, Appreciation and Grammar)

PAPER 2

TIME: 2½ HRS

**1. Read the following passage 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 As 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 achievement. There is great difference between going to school and getting an education. Youth 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 students' 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 recognised by society. Every child should enjoy educational success at every step of their journey rather than focusing continuously on top students and institutions and their achievements" for their achievements. Successful communities boast successful schools.

The second aspect of educational success is school engagement; which makes a student enjoy learning, feel appreciated and 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 transition through primary and secondary school want to further their life goals. This may include enrolling in a tertiary institution for vocational training to gain skills for the 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 and the firm belief that they can contribute to the development of self, family, and community at every step of their academic journey.

*(Daily Nation Monday January 18th, 2016)*

**Question**

- a) How is educational success defined by different people? (2 marks)
- b) From the 2<sup>nd</sup> 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 youths? (3 marks)
- d) What role can parents play as a contribution to educational success? (3 marks)
- e) In note form, explain other contributors to educational success of the students. (4 marks)
- f) What does the writer mean by —.....school with good climate.....‘ (2 marks)
- g) How does the definition of educational success change towards the end of the comprehension?(2 marks)

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

Growing up under the tutelage of a woman such as Akoko was a demanding job. She believed that a young woman had to be intelligent, fast on her feet and hard working. Intelligent because according to her, stupidity in a woman was a sin only greater than stupidity in a man, for a man can always find an astute wife to cover his folly, but there is no man born who can cover a gaping hole left by a foolish woman; fast because were in his wisdom gave only so many hours in which to get one’s work done and time never waited for any one. And hardworking because the greatest eyesore in the world was an idle woman.

—My daughter, should it ever be said of you that you are as lazy as your mother,

I will turn in my grave.”

Nyabera was a very popular girl for she was generous to a fault. She always had a gang of children at her heels who she insisted should share her meals. God knows there was enough, for by now her mother’s wealth was staggering even by the standards of today. Her herds were so vast that it was necessary to build a special dam for them separate from everybody else’s. It was said of the herds that should they get to the water to drink before you drew your water then you had to wait for almost two hours before they drank their fill. And to this day if you go to Sakwa near Ndwarra village and ask for Yap Oband (Obanda’s dam) it will be shown to you.

Not only was she rich in cattle but her granaries were full to bursting so that during the lean season, people coming to barter their cattle in exchange for food were rested and fed fully before they were given grain to take back to their villages. Everything Akoko Obanda touched simply thrived and multiplied. It could therefore be noticed that her jealous brother-in-law and his entire family hated her to an epic degree. They could barely hide their joy when Obura died and their fingers itched to lay hold of that covered wealth. Otieno by now had twelve sons, the eldest of whom was ready to marry. He had married off his eldest daughter at barely sixteen but the bride’s wealth paid for her simply evaporated in that greedy sixteen but the bride’s wealth paid for her simply evaporated in that greedy household. So eyes were being cast on Owuor to provide the cattle. After all he practically had no sons of his own so why not extend the largesse to his nephew?

As Nyabera approached her eighteenth season, suitors started to call. Some arrived with good intentions, but some who knew the situation of the family were simply young men on the make - for human nature is the same the world over.

**Questions**

- a) Briefly explain what happens before and after this excerpt. (4 marks)
- b) State the reasons Akoko could not stomach a stupid woman. (4 marks)
- c) From what you have read in the novel, identify two similar tragedies that Akoko and her daughter Nyabera to through. (4 marks)
- d) Briefly identify and illustrate Akoko’s character traits as brought out in this extract. (4 marks)
- f) Identify and explain one stylistic device present in this extract. (2 marks)
- g) Akoko decided that she would not allow her daughter to go through what she herself had gone through.” Rewrite the sentence using decision‘. (1 mark)
- h) Invert the following sentences. (2 marks)
- i) They could barely hide their joy when Obura died.
- ii) Growing up under the tutelage of a woman such as Akoko was a demanding job (A.....)

- i) Give the meaning of the following as used in the excerpt.  
i) Tutelage  
ii) Largesse

**3. Poetry**

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

Cold  
the clammy cement  
sucks our naked feet.  
a rheumy yellow bulb  
lights a clamp grey wall

the stubbed glass  
wet with the three o'clock  
is back with glitter edges;

we sit on a concrete  
stuff with our fingers  
the sugar less pap  
into our mouths  
then labor elect

from lines;  
steel ourselves into fortitude  
or accept an image of ourselves  
numb with resigned acceptance

the grizzled senior warder comments  
—Things like these  
I have no time for;

They are worse than rats;  
You can only shoot them,”

Overhead  
the large frosty glitters of the stars  
the southern cross flowering low;

the chains on our ankles  
and wrists  
that pair us together

jangle  
glitter  
we begin to move  
awkwardly

*(Dennis Brutus)*

**QUESTIONS**

- a) What is this poem about? (4 marks)  
b) Identify the speaker in the poem. (2 marks)  
c) Explain the two themes evident in this poem. (4 marks)  
d) With illustrations from the poem, identify two aspects of style evident in the poem. (4 marks)  
e) Explain the meanings of the following lines as used in the poem. (4 marks)  
i) —Things like these

- I have no time for;
- ii) the grizzled senior warden‘
  - iii) dummy cement
  - iv) the sugarless pap‘
- f) Describe the tone of this poem. (2 marks)

#### 4. GRAMMER

- i) Rewrite the following sentences according to the instructors given. Do not change the meaning.(4 marks)
- a) The bell was rang at 8.00 a.m (Rewrite in active voice)
  - b) The ladies were tired with walking. They sat down to rest. (Combine using a participle)
  - c) Illiteracy can impede development. (Form an interrogative statement)
  - d) Chirchir has a daughter who is eighteen years old. (Begin: Chirchir has an .....
- ii) Complete each of the following sentences with the correct form of the word in brackets. (3mks)
- a) It is unwise to appear for an interview .....dressed (appropriate)
  - b) Their bodies had suffered .....as a result of malnutrition (contort)
  - c) The driver nearly caused a ..... accident when the car rammmed into a bus. (fate)
- iii) Replace the underlined words with the appropriate phrasal verbs. (3 mks)
- a) The county commissioner and the Governor quarrelled after the public rally.
  - b) Grace removed her shoes.
  - c) The doctor remarked that the little girl resembled her father.
- iv) Fill in the blanks with the appropriate time‘ preposition. (2 mks)
- a) Could we meet in the office .....exactly nine in the morning.
  - b) .....Tuesday next week, we shall have completed the task.
- v) Each of the following sentences has an error. Identify the error and rewrite the sentence correctly (3 marks)
- a) The new building had it’s roof blown off.
  - b) He hanged his trousers under the sun.
  - c) I’m not understanding what you are talking about.

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**101/3**  
**ENGLISH**  
**PAPER 3**

(Creative composition and essay based on set texts)

**1. IMAGINATIVE COMPOSITION**

**EITHER**

a) Write a story ending with:

..... when tears began to well up in her eyes, I turned and walked away.

**OR**

b) —“Technological advancement has impacted negatively on the society, especially the youth.” Discuss.

**2. COMPULSORY SET TEXT**

DRAMA: Bertolt Brecht, *Caucasian Chalk Circle*.

—“I was wrong for Azdak to break the law which he was supposed to uphold as a judge.” Using illustration from the play. *Caucasian chalk circle*, write an essay in support of this statement.

**3. OPTIONAL SET TEXT**

**EITHER**

a) Short stories.

Memories we lost and other stories by Chris Wanjala.

Courage in the face of adversity helps the narrator to overcome cancer. Write an essay to illustrate this statement with reference to the short story. —“No Need To lie” Rolf Schmid.

**OR**

b) **Drama**

Francis Imbuga’s Betrayal in the city.

The violation of human rights leads to suffering among the citizenry. Write an essay in support of this statement.

c) **The Novel**

John Steinbeck’s The Pearl

The society in John Steinbeck’s, *The Pearl* is made of individuals who are materialistic and out to enrich themselves at all cost. Write a composition to justify this statement.

**FORM FOUR EXAMINATION TERM II 2018**  
**ENGLISH (101/1)**  
**Paper 1**

**MARKING SCHEME**

- 1 a) Points of interpretation
- I) Must be memo if not deduct up to (4mks)  
 Format (4 marks)
- Name of the institution ½
  - The term internal memo ½
  - Name of the person the memo is being sent to ½
  - Name of the person (title) sending out the memo. ½
  - Date the memo is written. ½
  - Reference number of the memo. ½
  - Subject (No RE = 0mk)
  - Body (1mk)
  - Sender's signature, name and designation (1)
- II) Content (4 marks)
- Information about the demise of the colleague worker through fatal accident when it occurred. (2 marks)
  - Information on collection of funds to support funeral expenses and when the money should be handed in. (2 marks)
- III) Language accuracy
- |   |   |   |
|---|---|---|
| A | - | 4 |
| B | - | 3 |
| C | - | 2 |
| D | - | 1 |
- b) i) Expect a condolence note, If not deduct up to. (4 marks)
- Salutation (If address present accept)
  - Content - expression of your condolence
    - say something positive/what made the deceased memorable to you.
    - Express willingness to offer assistance towards burial expenses
  - Closing tags.
- ii) Language accuracy (4 marks)
- |   |   |   |
|---|---|---|
| A | - | 4 |
| B | - | 3 |
| C | - | 2 |
| D | - | 1 |
2. **CLOZE TEST**
- i) That
  - ii) can/could
  - iii) than
  - iv) age
  - v) just
  - vi) capacity/ability
  - vii) at
  - viii) which
  - ix) often/may
  - x) and
- 3 a) low, blow  
 breast/nest  
 moon/soon  
 rest/nest

For each pair maximum (2mks)

ii) Mark any of the following styles if identified with a relevant illustration.

- Repetition - sweet and low, sleep and rest,
- Alliteration - wind/western, breath, blow, silver, sails
- Assonance - low, blow, rest, breast
- Consonance - rest breast
- Use of rhyme - low blow

Rest low sea soon  
breast blow me moon  
west  
nest

iii) Lullaby (1mk) Any feature of a lullaby evident in the poem.

e.g - use of mono syllabic words, soothing words

- short

- repetitive

iv) Contain equal number of syllables (1mk) has a regular rhythm. (1mk)

v) By lowering the voice and using a soothing tune so as not to awaken the body. (1mk)

vi) Come, under (1 mk)

b) i) pours

ii) hill

iii) cause

iv) told

(4 mks)

c)

- By being a good listener so as to observe pauses and prompts to speak.

- By letting others have their say so as not to dominate the conversation.

- By waiting for your turn to contribute instead of interrupting others. (3 mks)

d) i) I'm sorry - Excuse my clumsiness (2mks)

ii) Sorry, you were saying something/proceed please. (2 mks)

iii) I beg to differ/allow me to give a different opinion/what if we looked at it from this angle...../That's a good point, but ...../fair enough, but ..... (2mks)

e) i) challenge

ii) advice

(2 mks)

f) Screeched

Screams

(any four)

howls

banged

smashed

(2 mks)

g)

- The instructions were not clear and precise.

- Did not use appropriate distances.

- Did not use specific direction terms e.g left, right, north, west, east, south.

- Instructions were not systematic.

- He may have forgotten some instructions.

- He did not listen keenly.

(Any 3) (3 marks)

- The doctor is another character who is greedy. He visits Kino's house to treat Coyotito when he gets news that Kino got the pearl. The narrator says the doctor is treating a woman whose sickness is old age only but he doesn't tell that truth because he needs to make many from the poor soul. Even the beggars describe the doctor as money loving.
- The priest is interested in exploiting Kino's wealth as everyone else. He hopes he can find a way to persuade Kino to give him some of the money. He wants them to pay for their Church wedding and also baptise Coyotito.
- The pearl buyers try to buy Kino's pearl for less cost. They exploit the villagers by buying pearls at a very low price.
- The trackers, a group of violent and corrupt men are exploitative and materialistic. They attempt to steal the pearl from Kino. They even followed the family to get an opportunity to steal from them.

Accept any 4 points x 3 mks each - 12mks

Accept any relevant conclusion - 2mks

Language - 4mks

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**GATANGA**  
**101/1**  
**ENGLISH**  
**PAPER 1**  
**(FUNCTIONAL SKILLS)**

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

- a) Write a book review of the play *The Caucasian Chalk Circle* by Bertolt Brecht. (10mks)  
 b) Your friend has invited you to a birthday party. The friend asks you for advice on the best dish to prepare for the event. Write a recipe of the dish you would advise him/her to prepare. (10mks)

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

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

Chilling reports about child abduction and molestation continue to 1. \_\_\_\_\_ headlines, sending terrified parents, the police and child 2. \_\_\_\_\_ organizations on high alert. 3. \_\_\_\_\_ shocking are the profiles of the offenders, 4. \_\_\_\_\_ can easily pass for ordinary law abiding citizens that parents feel they 5. \_\_\_\_\_ readily trust their children. 6. \_\_\_\_\_ include shopkeepers, neighbours, school teachers, relatives and 7. \_\_\_\_\_ church leaders. Although the abductions and molestations are cruel ties that have 8. \_\_\_\_\_ for a long time, a 9. \_\_\_\_\_ solution is yet to be found. Many parents and guardians, therefore, continue to live in fear, not knowing when or where the cradle snatcher will strike 10. \_\_\_\_\_.

**3. (a) Read the oral narrative below and answer the questions that follow (10mks)**

**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 keep 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 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. —“Wit,” 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 work to get any more.

—“To be sure,” said the other monkeys, —“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 **two** devices of performance would you use in narrating this story effectively? (4mks)  
 iii) Which **four** things would indicate to you that the audience is following the narration? (4mks)  
 (b) Identify the silent letters in the following words (5mks)  
 i) Depot  
 ii) Debris  
 iii) Lesson  
 iv) Vehement  
 v) Psychology  
 (c) Your friend attended an interview but was not successful. Mention four things that he/she may have failed to do before and during the interview. (4mks)

(d) Pick out the word in which the underlined part is pronounced differently (4mks)

- i) leisure measure pressure pleasure
- ii) arch march search mornach
- iii) trough dough tough cough
- iv) empty free key quay

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

Jane: (Speaking o a friend) let me tell you something about .....

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

Jane: Sure you on (facing captain) what can I do for you?

Captain: you know very well that it is against the school rules to come late to class.

Jane: Yes, I do.

Captain: May I know why you came late for prep? (looking at Jane with serious expression)

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

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

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

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

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

### QUESTIONS

- i) State five significant conversation strengths applied by either or both the speakers (3mks)
- ii) Give one reason why the captain asked to be pardoned. (2mks)
- iii) What are the most likely consequences of the captain's initial interruption? (2mks)

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GATANGA

101/2

ENGLISH PAPER 2

(COMPREHENSION, LITERARY APPRECIATION &amp; GRAMMAR)

YEAR 2018

**1. Read the passage below and answer the questions that follow.****Wilma Rudolph, Olympic Star**

Wilma Rudolph was born in Tennessee in 1940. She was the twentieth of twenty-two children in a poor but loving African American family. Because she was born two months early, the doctor doubted she would live. She survived but was ill with a variety of sicknesses throughout her childhood. After recovering from scarlet fever and pneumonia, at age four she contracted polio, a virus that at the time killed thousands of people every year. The polio caused Wilma to lose the use of her left leg, and doctors doubted she would ever be able to walk again without the help of metal leg braces.

Wilma proved them wrong. She grew strong enough to discard the leg braces and kept on moving. She grew to be five feet, eleven inches tall, decided to pursue basketball, and became the team's star. In one game, she set a record of forty-nine points. Her coach gave her the nickname "Skeeter" because she buzzed around like a mosquito, constantly asking questions and begging to be put in the game.

When she was in the eighth grade, Wilma was asked to join the high school track team where she developed her running skills. She did not immediately impress people, however; at one track meet she lost every race. The next year, Ed Temple, the track coach at Tennessee State University, saw her run and thought she had talent. He invited her to his summer camp for track athletes, and the next fall, she attended daily practices at the college while still in high school.

After all this hard work, Wilma made the 1956 Olympic team at age sixteen. She did not place in the 200-meter dash event, but she earned a bronze medal as part of the 400-meter relay team.

The following year, Wilma had a baby and many people thought she would never participate in track again, yet she went on to attend Tennessee State University and joined the track team there. With intense training, she secured a place on the 1960 Olympic team. Along with three of her college teammates, she headed to Rome, Italy, for the competition.

At the 1960 Olympics, Wilma easily won the 100-meter and 200-meter dashes. Her team was trailing in the 400-meter relay when Wilma's turn came, but she pulled ahead of the leaders and ended up in first place. She became the first American woman to win three gold medals in track and field at one Olympics. This performance earned her a new nickname: "The fastest woman in the world."

At that time, Olympic stars made little money from endorsements the way they do now, so Wilma found a job teaching at her own former elementary school. She later worked in sports and eventually started an organization to train young athletes. "I tell them that the most important aspect is to be yourself and have confidence in yourself," she said. "I remind them that triumph can't be had without the struggle." Cheerful and modest, Wilma was surrounded by fans wherever she went.

Perhaps her early struggles gave Wilma her competitive spirit, or maybe being confined in childhood gave her the urge to keep moving. "I don't know why I run so fast," she once said, adding, "Just run." In fact, she ran her way into the history books and inspired generations of young athletes along the way.

**QUESTIONS**

- From the first paragraph, identify two setbacks that Wilma faced in her early years (2mks)
- Explain the figure of speech used in paragraph two (2mks)
- Make notes on Wilma Rudolph's achievements (4mks)

- d) What is the difference between the Olympic athletes of Wilma's time and present day athletes according to the passage? (2mks)
- e) —She did not immediately impress people.” Rewrite the sentence in the passive voice (1mk)
- f) Describe the authors attitude towards Wilma (2mks)
- g) What are some of the ways that Wilma Rudolph is on inspiration? (4mks)
- h) Explain the following words as they are used in the passage (3mks)
- Braces
  - Intense
  - Confined

## 2. THE RIVER AND THE SOURCE (25MKS)

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

That following year there was a record five candidates in the house and tension once again reigned supreme. Vera and Becky were doing their Advanced Level Examination, Aoro his Ordinary Level, and the twins Opiyo and Odongo their Certificate of Primary Education. Books and papers were all over the place and tempers were short. Vera at nineteen had undergone a metamorphosis from a gawky thin faced teenager into a striking young woman and the boys, who had previously had eyes only for Becky started to take notice. Becky of course noticed this and was jealous. Vera herself was unaware since all the neighbourhood boys were afraid of Mark, who had been known to throw ardent admirers bodily across the fence. He had not been a soldier for nothing and no young pup was allowed to nose around his precious girls. Naturally he had quite forgotten what he himself had been like a quarter of a century before. Short is the human memory.

One particularly persistent young man called Tommy Muhambe however kept coming back until Vera who was not only unaware, but was totally lacking in feminine wiles, became aware of him. He was in university studying Veterinary Medicine and was twenty one. More important he was madly in love – with that passion which only first love can arouse. One Sunday, he actually asked her to go to the movies with him. She was quite impressed by his temerity because the thought of Mark was usually enough to cool off the most ardent of young men. She thought of the tomes waiting for her and the triple A's she wanted to score in maths, physics and chemistry and decided one movie wouldn't kill her. So she broached the subject after dinner that night while her open mouthed siblings waited for the sky to cave in at such audacity.

—Father, Tommy asked me to the movies next Saturday. May I go? I would really like to.” She looked at him levelly but not antagonistically – one adult to another. Mark could not ignore that gentle challenge. He would have loved to steal a quick look at Elizabeth – for guidance and inspiration – but obviously could not.

—Who is this Tommy?” he asked to buy time. He knew Tommy very well. He was Mike Muhambe's son at the university – a nice enough young man were it not for the fact that he was a Luhya and was eyeing his eldest daughter. Vera was not given to making unreasonable demands or causing trouble for trouble's sake, therefore she could not be denied off-hand. She would simply come up with any number of convincing arguments. Even the tendency to spill tears seemed to have waned as she approached adulthood.

—Hesi the Muhambe's son who does Vet Medicine at the university. I thought you knew him.” The other children hung on to her every word filled with excited admiration. Becky would have fainted first before facing up to her father. Aoro remembered only too clearly what a tussle with Mark could lead to.

### QUESTIONS

- When had similar tension been experienced in the house? (2mks)
- How can we tell that Vera was different from Becky from the information given in the first paragraph? (2mks)
- What is ironical about the way Mark is treating young men? (3mks)
- Which metaphor reveals Mark's attitude towards the young men? (3mks)
- Which characteristics do Vera and Tommy have in common? (5mks)

6. —Fater, Tommy asked me to the movies nest Saturday,” Vera said. Rewrite in reported speech. (1mk)
7. Why would Mark not dare steal a quick look at Elizabeth? (2mks)
8. What do we learn about Mark from this excerpt? Illustrate your answer. (4mks)
9. Explain the meaning of the following expressions as they are used in the excerpt:
- metamorphosis
  - to cool off
  - hung on to her every word
- (3mks)

### 3. POETRY (20mks)

Read the poem below and answer the questions that follow.

#### From Song of Prisoner

Where is my gold pen?  
I want to write letters  
To my children  
And send them money.

I will not tell them  
I am here  
I don't want them  
To know that I am  
A prisoner,  
I want them to grow up  
Without suffering,  
I want them to pass  
Their examinations  
And get good jobs  
And buy land,  
Houses,  
Cars ...

I do not want my children  
To get shocked  
I do not want them  
To feel sad and sorry  
And cry for me,  
I do not want them to know  
That my hands and feet  
Are tied with ropes  
And I am sitting  
On the naked thigh  
Of the stone floor ...  
\* \* \*

There is an empty chair  
In the cabinet room,  
The occupant is on leave,  
He is alone  
Buried in soft cotton wool  
Thoughts of hope  
Filled with poisoned needles  
Of hopelessness ...  
\* \* \*

Where is my writing pad?  
I want to write  
To my parents,  
I want to send a fat cheque

To my old mother  
 And another fat cheque  
 To my old father ...  
 But how can I tell them  
 That I am shoeless,  
 That my feet are swollen,  
 Blistered and bleeding?  
 How can I tell  
 My mother that I am  
 Naked and bruised  
 All over?

## Okot p' Bitek

**QUESTIONS**

- a) Who is the persona in the poem? (2mks)  
 b) What is the poem about? (4mks)  
 c) What is the persona's attitude towards his family? (2mks)  
 d) Identify instances of repetition in the poem and comment on their effectiveness. (2mks)  
 e) Apart from repetition, describe **TWO** other features of style in the poem and their effectiveness. (4mks)  
 f) Describe the mood of the poem in the second stanza. (2mks)  
 g) Explain the meaning of the following words and phrases.  
 i) Fat cheque.  
 ii) Blistered.  
 iii) Cry for me (3mks)  
 h) Suggest another title for this poem. (1mk)

**4. GRAMMAR (15MKS)****A. Rewrite the following sentences according to the instructions given after each. Do not change the meaning (3mks)**

- i) I was not surprised that she did so well in her exams. (Rewrite beginning: That she ....."  
 ii) He shut the door, immediately, he heard a knock from behind. (Begin: No sooner ....."  
 iii) Someone took the key from my desk. (Rewrite as a question)

**B. Fill in the blank spaces in the following sentences with the correct form of the word in brackets (3mks)**

- i) I wondered why they had \_\_\_\_\_ (sing) that particular song.  
 ii) The police said it was a strange \_\_\_\_\_ (occur)  
 iii) The \_\_\_\_\_ (clear) of the speech was appreciated by all.

**C. Rewrite the sentences below by replacing the underlined words and phrases with the correct phrasal verbs formed from the words in brackets (3mks)**

- i) I met my friend accidentally in town. (run)  
 ii) The city council asked demolished kiosks in the city. (bring)  
 iii) John visited us on his way home. (call)

**D. Complete the following sentences using the most appropriate preposition (3mks)**

- i) The thief was oblivious \_\_\_\_\_ the trap.  
 ii) My sisters and I will share this piece of land \_\_\_\_\_ ourselves.  
 iii) He was an expert \_\_\_\_\_ catching criminals.

**E. Rewrite the following sentences correcting the error in each. (3mks)**

- i) Most people prefer playing football than hockey.  
 ii) Please repeat the question again.  
 iii) She can be able to read and write.

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**GATANGA  
101/3  
ENGLISH  
PAPER 3  
(CREATIVE COMPOSITION &  
ESSAYS BASED ON SET TESTS)**

**1. IMAGINATIVE COMPOSITION (COMPULSORY)**

**Either**

- a) Write a story ending with the following words.  
..... when I look back at the events of that day, I thank God that I am still alive (20 Marks)

**Or**

- b) Write a composition to illustrate the saying  
—Honesty is the best policy.” (20 Marks)
2. Essay based on compulsory set text. (20 Marks)  
—“What there is shall go to those who are good for it,” write a composition to support the truth of this statement using Bertolt Brecht The Caucasian Chalk Circle. (20 Marks)

**3. OPTIONAL SET TEXT**

**Either**

- a) **The Novel The Pearl by John Steinbeck**  
—“Greed leads to evil.” Write a composition to show the truth of this statement using illustrations from John Steinbeck’s The Pearl. (20 Marks)
- b) **Drama: Francis Imbuga’s Betrayal in the city.**  
—“.....the outside of this cell may well be the inside of another.”  
With reference to Francis Imbuga’s Betrayal in the city, write an essay showing how true the above statement is. (20 Marks)
- c) **Memories we lost and other stories.**  
—“Greed and Materialism can lead to grave consequences.” In reference to the story How Much Land Does Man a Need by Leo Toistoy, write an essay to illustrate the truth of this statement (20 Marks)

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**GATANGA**  
**101/1**  
**ENGLISH PAPER 1**  
**MARKING SCHEME**

**QUESTION 1.**

- a) Title  $\frac{1}{2}$   
 Author  $\frac{1}{2}$   
 Publisher  $\frac{1}{2}$   
 Year  $\frac{1}{2}$   
 Pages  $\frac{1}{2}$   
 Cost  $\frac{1}{2}$   
 Reviewer  $\frac{1}{2}$   
 i) A brief background of the text (1mk)  
 ii) A brief summary of the plot (1mk)  
 iii) A highlight of major issues, style and characters (1mk)  
 iv) Your opinion ( $1\frac{1}{2}$  mks)  
 v) Language (2mks)
- b) Recipe  
 – Title – state the name of the dish (1mk)  
 – Ingredients and quantities (2mk)  
 – Method and quantities (3mks)  
 – Serving – how to serve) (1mk)  
 – Number of people to be served (1mk)  
 – Language (2mks)

**QUESTION 2: CLOZE TEST**

1. make/hit
2. rights
3. More
4. who
5. can
6. These
7. even
8. existed
9. lasting/concrete/permanent
10. next

**QUESTION 3:**

- a) Conventional opening formula eg.  
 I am going to tell you a story  
 Take a story  
 Relevant riddling  
 Singing a relevant song (Mark any 2 = 2 x 1)
- i. Voice/ tonal variation  
 Mimicry  
 Appropriate facial expressions  
 Appropriate body movement/dramatization  
 Appropriate gestures.  
 (Let students give specific examples eg. In gestures, demonstrate the pulling of the trees. A commanding voice from the king and the leader of the monkeys)  
 (Any two well illustrated point. 2 x 2)
- ii. Eye contact  
 Nodding  
 Appropriate facial expression  
 Upright/forward leaning sitting posture.  
 Responding at the end of the story. (4 x 1)

**KIRINYAGA WEST**

101/1

**ENGLISH****PAPER 1****(Functional Writing and Oral Skills)**1. **Functional Skills.** (20 marks)

You are secretary of the drama club in your school. The chairperson has asked you to send out a notice of the second meeting to plan the staging of Francis Imbuga's play, *Betrayal in the City*. During the meeting, you will need to appoint the director of the play, set up a date for selecting the cast, discuss the budget for the play, and the dates of rehearsals and the final performance.

- (a) Write the notice of this meeting which you would send to the members of the drama club. (12 marks)  
 (b) Write the agenda that you would attach to the notice. (8 marks)

2. **Cloze Test.**

(10 marks)

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

By far the (1) \_\_\_\_\_ obstacle to success, in my view, is a poor understanding of people. Most careers (2) \_\_\_\_\_ working with other people. You can have great academic intelligence (3) \_\_\_\_\_ still lack social intelligence - the ability to be (4) \_\_\_\_\_ good listener, to be sensitive (5) \_\_\_\_\_ others, to give and take criticism well.

If people do not like you, they may help you fail. On the other hand, you can get (6) \_\_\_\_\_ with serious mistakes if you are socially intelligent. How are you when it comes to working with people? Are you genuine and authentic, or do you (7) \_\_\_\_\_ put up a front? Do you listen to (8) \_\_\_\_\_, or do you do most of the talking? Do you expect everyone else to confirm to your wishes, your schedule and your agenda, or do you look for ways to meet people on their (9) \_\_\_\_\_? If you haven't learnt to get along with people, you will always be fighting a battle to succeed. (10) \_\_\_\_\_, making people - skills a strength will take you farther than any other skill you develop.

3. **ORAL SKILLS.**

(30 marks)

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

If we Must Die - Claude McKay.

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

**Questions.**

- i) Describe the rhyme scheme of this poem. (2 marks)  
 ii) Which words would you stress in the last line of this poem and why? (3 marks)  
 iii) Apart from rhyme, how else has the poem achieved rhythm? (2 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) **For each of the following words, underline the part that is stress.** (3 marks)  
 col - league  
 re . gis . ter (verb)

ap . proach (noun)

- (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) **Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience attention?** (4 marks)

- (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) **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)

- (ii) Explain **three** things that one should observe if they are to communicate effectively over the phone. (3 marks)

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation &amp; Grammar)

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

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

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

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

In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called 'chefs' are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies' it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female.

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

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

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

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

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

### **Questions**

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

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

They arrived in a little late, for the matatu kept stopping to solicit even disinterested by-standers to get into their van named Apollo II - the rocket which took the first man to the moon. Between stops, the matatu hurtled down Waiyaki way at speed approaching the supersonic - in defiance of a sticker stuck on the wind screen just next to the driver entitled ; a speed song and which ran something like:-

80 K.P.H Guide me oh thou great Jehovah  
100 K.P.H God will take care of you  
120 K.P.H Nearer my God to thee  
140 K.P.H This world is not my home  
160 K.P.H Lord I am coming home  
Over 100 K.P.H Sweet memories

The girls were almost becoming sweet memories when the matatu screeched to halt and deposited them at the gate of Parkview College. It sped off down the road down to Sodom, which was the name of the slum just before Kangemi and Mary Anne, a little shaken, led the way into the compound.

— I think we'll take a bus back to campus.”

— You can say that again,” agreed Vera.

The two girls went into a stone building rather bare - looking on the outside. They were met by a young woman who said something briefly to Mary Ann, she nodded then opened a door, and another into a small chapel in which several people were already gathered. The room was in semi-darkness except for a pool of light from a desk lamp which fell in a book from which a priest in white cassock was reading. Mary Ann bowed to one knee, hitting the floor with a light thud. Vera, not used to such a complete genuflection just bent a knee and then slid into a pew next to her friend.

—A chapel she thought, looking around at the unusual decorations on the ceiling and on the altar. A beautiful statue of the virgin, resplendent in a crown stood in one corner. A candle flickered near the tabernacle and two others in the altar. There was a smell of incense in the air. It was a while before Vera could collect her wits enough to listen to what the priest was reading and saying, but even before she felt the peaceful stillness of the place steal into her soul like a fragrance - something that just came and against which one had no resistance.

—It makes me very sad to see a catholic, a child of God, called by baptism to be another Christ - calming his conscience with a purely formal piety, with a religiosity that leads him to pray now and again, and only if he thinks it worthwhile”, read the priest and Vera thought to herself”, what is the guy reading my mind or something?”

—He goes to mass on holidays of obligation”, went on the priest relentlessly, —though not all of them, while he care punctiliously for the welfare of his stomach.” Her mind turned in on itself and she could see the outlining of something hazy, forming itself, trying to push itself to the surface of her consciousness, but it was still too amoebic to be grasped.

Later, they said the rosary, a prayer which she had spent her childhood trying to dodge but which now came automatically to her lips bringing unspeakable consolation. Later still someone gave a talk on work as a means of sanctification, but she didn't understand it. Work to her was something you did, enjoyed, hopefully earned money from, but which she could not connect with anything other than material well-being. They walked out of the chapel and Mary Ann introduced her to a collection of people of every hue, colour and accent. They all shook her hand enthusiastically.

—Did you like it?” Asked Mary Anne as they waited for a bus.

—Well, I didn't know you were taking me to church. You sounded so mysterious!”

—Not mysterious. It was just hard to explain. A recollection is an experience which one has to go through to understand. In fact several experiences. Each time you have different problem, a different experience, a different level of participation. Of understanding. I am sure some of it did not make any sense to you.”

—You are right. To try to live one's faith is better, to let it permeate one's entire life - that makes sense. Otherwise going to church becomes a mere circus as it has for me; but that bit about work as a means of achieving holiness puzzles me.”

—It is a matter of linking different thought processes. You have put the one half of it very well - faith permeating one's life. That's good. I like it. But what does one's entire life consists of? What does your life consist of, Vera?”

### Questions

- (a) Briefly explain what happens immediately before this extract. (2 marks)
- (b) Why were the girls almost becoming sweet memories? (1 mark)
- (c) (i) Identify and illustrate one of Vera's major character trait portrayed in this extract. (2 marks)
- (ii) What is so ironical about the character trait identified in c(ii) above and Vera's later life. (2 marks)
- (d) Write down **two** onomatopoeic words found in this extract. (2 marks)
- (e) Apart from the feature identified above, illustrate any other **three** features of style from the extract. (3 marks)
- (f) Identify and illustrate any **two** thematic concerns evident from the extract. (4 marks)
- (g) Why didn't Vera understand the talk on —Work as a means of sanctification.” (2 marks)
- (h) Read the sentence below from the extract and answer the question. (1 mark)
- Well I didn't know you were taking me to a church. You sounded so mysterious!”
- (Rewrite into reported speech)
- (i) Explain the meaning of the following words as used in the extract. (3 marks)
- (i) Hazy
- (ii) Punctiliously
- (iii) Resplendent
- (j) Briefly explain what happens immediately after this extract. (3 marks)

### 3. POEM

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

#### **Illegal Brew**

*Dr. Noah K. Ndos*

He was a man  
of favoured health,



whose speech was clarity  
- a successful player  
in the mysterious game  
of fluctuating life.

The beginning  
was only a few sips;  
but each time,  
he hit the fullness  
of bulging calabashes.

Time pulled on;  
his head entered a pot  
and remained  
firmly stuck in;  
his head flooding  
with intoxicating  
currents of alcohol,  
he is now the last  
to leave the beer markets.  
Despite floods of warnings  
from families and friends,  
he firmly transplanted  
his young life  
on the lip-burning  
illegal brew.

Of late,  
his bowels have become  
visibly distended;  
his breath short  
and shallow,  
he also drags thickly  
swollen limbs.

Beyond despair,  
he sees the leveller coming  
to add him to a list  
like some heedless neighbour  
who perished the same way.

### **Questions.**

- (a) What is the subject matter of the poem? (3 marks)
- (b) Who is the persona in the poem? (2 marks)
- (c) Describe the current condition of the man in the poem. (3 marks)
- (d) Identify **two** figures of speech from the poem and comment on their effectiveness. (4 marks)
- (e) What does the poet mean by:- (1 mark)  
—Each time he hit the fullness of the bulging calabashes.”
- (f) Explain the contrast brought out in the first and the stanza. (2 marks)
- (g) Explain the meaning of the following terms used in the poem. (2 marks)  
(i) distended  
(ii) heedless
- (h) Describe the tone of the poem. (2 marks)
- (i) Give the poem another appropriate title. (1 mark)

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

- A **Rewrite the following sentences beginning with the underlined words.** (2 marks)

- (i) I have never felt so angry in my life.  
 (ii) If we had been informed about the meeting, we would have attended it.

**B Use the correct form of the word in brackets to complete the sentences.** (4 marks)

- (i) The employer \_\_\_\_\_ his employees to increase their production. (pressure)  
 (ii) His \_\_\_\_\_ behaviour has made him to be very unpopular. (scandal)  
 (iii) Punishing innocent students is \_\_\_\_\_ (warrant)  
 (iv) You need to listen to his \_\_\_\_\_ (argue) first.

**C Fill in the blanks space with the correct preposition.** (4 marks)

- (i) Its not advisable for anyone to live \_\_\_\_\_ his means.  
 (ii) Spread the sheets \_\_\_\_\_ the sun.  
 (iii) \_\_\_\_\_ the skin, people irrespective of their races, are the same.  
 (iv) I always strive to live \_\_\_\_\_ my means.

**D Rewrite the following sentences according to the instructions given after each. Do not change the meaning.**

- (i) The baby arose. The mother left for the market. (Begin: Hardly ...) (2 marks)  
 (ii) If you do not arrive at school punctually, you will be punished. (Begin: Unless ...)

- E (i) —“What are you waiting for now?” Mary asked.(Rewrite in reported speech) (1 mark)  
 (ii) Go out and warn them. (Supply a question tag) (1 mark)  
 (iii) Mr. Mweru is teaching English. (Rewrite beginning: English ...) (1 mark)

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101/3

ENGLISH

PAPER 3

(Imaginative Composition and Essay Based on Set Text)

**Answer three questions only.**

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

**EITHER**

- (a) Write a composition beginning with the following statement.

—As I walked out of the gate that day, I knew it was the beginning of a good life ...

**OR**

- (b) Write a composition to illustrate the saying:

—You reap what you sow.”

2. **The Compulsory set Text.**

**Bertolt Brecht, The Caucasian Chalk Circle.** (20 marks)

—Everyone in the society gets what they deserve, whether good or bad”

Write an essay in support of this statement drawing your illustrations from the play, The Caucasian Chalk Circle.

3. **Optional set tests.**

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

- (a) **The Short Story.**

**Chris Wanjala; Memories we lost and other stories.**

—Discontentment can lead to self destruction.”

With reference to the short story, How much land does a man need by Leo Toistoy, write an essay to support this statement.

**OR**

- (b) **The play:**

**Francis Imbuga, Betrayal in the City.**

—Those who speak their minds out in Kafira are silenced.” Validate this assertion with illustration from the play —Betrayal in the City.

**OR**

- (c) **The Novel.**

**John Steinbeck: The Pearl.**

Using illustrations from the novel, The Pearl, by John Steinbeck, write an essay to support the proverb: —All that glitters is not gold” referring closely to, the pearl, the priest, the doctor and the pearl dealers.

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## NAKURU CLUSTER

101/1

## ENGLISH

## PAPER 1

## (FUNCTIONAL SKILLS)

## 1. FUNCTIONAL WRITING

(20 marks)

You are a member of 'Laikipia University Environmental Club', you had a crucial meeting to map out strategies on how to improve your campus environment but the secretary was absent. The Dean of Students attended the meeting. Write the proceedings of the meeting.

## 2. CLOZE TEST

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 is (5)..... around you and you become dissatisfied.

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 analyze 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 times, 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

## a) Read the following conversation and answer the questions that follow.

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

**Chondo** : Talking about pain, had a toothache last night. I tell you. I couldn't sleep.

**Owuor** : Yes, so about my sister .....

**Chondo** : You remind me about my own sister. In fact she wrote to me last week telling me about her son's fees. She believes I have more money than I need, and that I should give her some.

**Owuor** : Well, maybe you have a lot of money. But thank you for being such a good listener.

**Chondo** : What! Have I offended you?

i Point out three reasons that you think made Owuor decided to stop the conversation. (3 marks)

ii. How could Chondo have reacted to Owuor problems in a more acceptable manner? (2marks)

iii. List down five circumstances that may force one to interrupt a speaker. (2½ marks)

iv. List five suggested words or phrases that a person may use to interrupt politely. (2½ marks)

## b) Identify the odd one out. (3 marks)

i) Van Vane Vain .....

ii) Sure Sugar Son .....

iii) Think Thy Thigh .....

iv) Dough Enough Though .....

v) heir air hare .....

vi) Ware Where Wear .....

## c) Read the poem below then answer questions below

## INFANT SORROW

My mother groaned, my father wept,  
Into the dangerous world I leapt;  
Helpless, naked, piping loud,

Like a friend hid in a cloud.

Struggling in my father's hand,  
Striving against my swaddling – bands,  
Bound and weary I thought best,  
To suck upon my mothers breast.

*(William Blake)*

- i) Work out the rhyme scheme in this poem (2 marks)
- ii) Mention two non-verbal cues you would use to enhance a recitation of the poem. State in which lines you use them. (4 marks)
- iii) Which words would you stress in line one and why? (3 marks)
- d) The head of department of languages has invited a teacher from another district to give a talk to your four classmates on examination tips just before the KCSE exam. Explain three things you would do to benefit the most from the listening experience (3 marks)
- e) Write the silent letter in the words below. (3 marks)
  - i. Solemn.....
  - ii. Softer.....
  - iii. Honour.....

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101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY 2018

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

The career market is full of opportunities. Gone are the days when we had 'either ... or' career choices. The times when women, for example, chose between only nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy, has ensured that there is no longer a dearth of career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling.

When choosing a career, whether you have the help of a career counselor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training, and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary school level. If your ability in these subject is just average, you would be overstretching your luck to enroll for a Bachelor of Medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle physics and mathematics was low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle mathematics and physics well.

There are times when people have been driven to choose a particular career because of the salary and prestige associated with jobs in that field. At times, the desire to take certain courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest is a recipe for a dull life since you will spend more of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your values.

- i. What has created the necessity for career counseling? (2 marks)
- ii. Why is one's ability an important factor in career choice (2 marks)
- iii. Why do you think the writer cites engineering in the passage? (2 marks)
- iv. According to the passage which career should a person who values variety choose? (2 marks)
- v. Make notes on the importance of knowing the availability of jobs in the career field one wants to join. (4 marks)
- vi. What evidence is given in the passage to support the statement —Money does not play a big a role in job satisfaction””? (2 mark)
- vii. Explain the meaning of the following words as used in the passage (4 marks)
  - Liberalization
  - Dearth
  - Social mobility
  - Collaboration
- viii. Rewrite the following sentences according to the instructions given after each.

The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle mathematics and physics well. (Begin: If .....)

**The River and The Source (25 marks)****Read the following extract and answer the questions that follow.**

She found Wandia sitting in the balcony of their flat, sunning herself in the warm evening sun. She had not been at work for a couple of days because she had a bad cold. She was pregnant and had confided to Vera that she was expecting twins. Vera was delighted and treated her like a priceless and breakable porcelain object - which had amused her hugely. —“People have triplets you know, and they survive,” mused Wandia. And true enough she had been remarkably fit. Her appetite was great, morning sickness had not shown its miserable face and she continued working hard until now at eight months her obstetrician had decided that her cough was too severe and might rupture the membrane before time. In truth she herself was glad to rest a little. The babies seemed to alternate between playing football and handball with her internal organs and they were getting heavier by the minute. It would be nice to laze, if only for a few days

—“Hi elephant,” greeted Vera - smiling at her.

—“Hi Don’t count on my being elephant for much longer. The way I am coughing I may just send a baby flying out unceremoniously at any moment.”

—“Hope not!”

It sure would be a relief. These relatives of yours are giving my insides a thorough beating. Sometimes I feel as if it is Gor Mahia versus AFC football clubs vying for some trophy.

—“Sounds interesting,” answered Vera laughing. She dragged a chair and sat looking at her sister-in-law.

—“Heed your advice.”

—“Sure.”

—“This business with my sister Becky, since she and John broke up, she has thrown all caution to the wind. It’s almost as if she hates herself. Every time I see her she has a different man and she doesn’t care who knows it and that includes her children. The effect on the children is noticeable already. Johnny hardly talks and Alicia acts as if her mother is not there. I went there today and told her to send the children to Mum and Dad or to their father”.

**Questions**

- (a) Why is Vera here? (1 mark)
- (b) Comment on Wandia and Vera’s relationship as evidenced in the excerpt. (3 marks)
- (c) Identify the use of humour in the excerpt. (4 marks)
- (d) Apart from humour, what other aspect of style has the author employed? (2 marks)
- (e) Who are the twins that Wandia is expecting? (1 mark)
- (f) From elsewhere in the text, how does Becky react to Vera’s suggestion of taking Johnny and Alicia to their grandparents? (2 marks)
- (g) Sometimes, I feel as if it is Gor Mahia versus AFC football club vying at city stadium. What is the relevance of this analogy. (3 marks)
- (h) It would be nice to laze if only for a few days ..... (1 mark)  
(Add a question tag)
- (i) Identify and illustrate one character trait of Vera as depicted in the passage. (2 marks)
- (j) Explain **one** theme brought out in the excerpt. (3 marks)
- (k) Explain the meaning of the following words and phrases as used in the excerpt. (3 marks)
- (i) Confided to
- (ii) Thrown all caution to the winds
- (iii) My insides

**2. Read the song below and answer the questions that follow**

Oh, mother  
Behold the daughter of Lekamoi  
Who has just grown up  
Young woman, when will she return?  
When does my love come back?  
Daughter of the bull?  
Woman, come, let me see you,  
Listen;  
Daughter of Lekamoi  
Leader of the girls.

When doe my own arrive?  
 Ah, Abul, chief of women.  
 Her neck resembles a snake  
 Coming out of a vase.  
 Behold daughter of Lekamoi  
 Her teeth are like ash  
 Oh, when does my love come back?  
 Daughter of the bull  
 Abul, come and dance before me  
 Listen  
 Daughter of Lekamoi  
 Who has just shot up,  
 All men want her  
 Ah, Abul, chief of women  
 My girl appear on the path from  
 Anaka  
 Behold the daughter of Lekamoi  
 Tall and graceful  
 With whose daughter can you  
 Compare her?  
 My companion, when will  
 She return?  
 Daughter of the bull,  
 Woman come, I will take  
 You from your husband, Listen  
 Daughter of Lekamoi,  
 Leader of the girls,  
 Ye, all the men want her  
 Abul, chief of women

### Questions

- What type of song is this? Give a reason for your answer. (2 marks)
- Who is the singer and to whom is the song? (2 marks)
- What is the attitude of the singer towards his subject? (4 marks)
- Where is Abul? (1 mark)
- What makes this song an oral song? Support your answer (4 marks)
- Identify and illustrate four poetic styles used in this song (4 marks)
- Discuss the mood of the song (3 marks)

### 3. Grammar

15 marks

- a. **Rewrite the following sentences according to instruction. Do not change their meaning** (3 marks)

- She is very tall  
Begin: How
  - Come with me: (add question tag)
  - If we do not keep the environment clean the health officer will close our café. (Rewrite beginning with unless)
- b. **Fill the blanks with the most appropriate words(s)** (3 marks)
- If she had put extra effort. She..... passed the exam.
  - If he.....the principal, he would not take such a decision.
  - Every one of the parents.....a role to play in supporting school.

c. **Join the sentences using instruction shown in the brackets**

- This is the patient. I queued for him (use a relative pronoun)
- Shakespeare is one of the greatest play writers of all time. He lived in England (Use an appositive)
- The child was fed and changed. She slept soundly (use a participle)

d. **Change the sentences into active or passive voice**

- The patient is being cancelled by the psychiatrist
- He flies the plane twice a week
- The hurricane has destroyed the building

**e. Use a dash (-) to punctuate the following sentences where necessary**

- i. The river swept away her one year old child
- ii. The fallen politician displayed a down to earth altitude to life
- iii. They have to complete a five kilometer jog in thirty minutes.

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ENGLISH

PAPER 3

(CREATIVE WRITING AND ESSAYS BASED ON SET BOOKS)

Answer three questions only.

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

EITHER

- (a) **Write a composition beginning with the words:**

—“You will serve as an example to the rest of the students in this school,” the principal said as he pushed me into his office ...

OR

- (b) Discuss ways through which you would tackle the problem of corruption if you were appointed the chairperson of the Ethics and Anti-corruption Commission.

2. **Compulsory set Text.**

**Bertolt Brecht, The Caucasian Chalk Circle.**

(20 marks)

—“Use of power is a common phenomenon in a chaotic society”

Drawing your illustrations from the play *The Caucasian Chalk Circle*, write an essay in support of this statement.

3. **Optional set tests.**

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

(20 marks)

EITHER

- (a) **The Short Story.**

**Memories we lost**

Discuss how the author has brought out parenting and change in the story ‘*Light*’ by Lesley Nneka Arimah

OR

- (b) **Drama**

**Francis Imbuga, Betrayal in the City.**

—“*Kifira* is a reflection of how dictatorial leadership leads to oppression of the citizens”.

Write an essay to show the truth of this statement.

OR

- (c) **The Novel.**

**The Pearl** - John Steinbeck

Discuss how greed brings out the worst in us basing illustrations on Kino in John Steinbeck’s ‘*The Pearl*’

(20 marks)



**COMPLIANT I**  
**01/1**  
**ENGLISH**  
**PAPER 1**  
**(FUNCTIONAL SKILLS)**

**1. Functional skills**

**(20marks)**

Imagine you are the chairperson of your school choir. The choir has been invited to participate in the national blood donation week by composing songs and poems that sensitize people on the importance of donating blood to secure lives.

Write a memo to the choir members informing them of this invitation, the importance of participating and ask for their suggestions to enable the choir participate effectively.

**2. Close test**

**( 10 MARKS)**

Read the passage below and fill I each gap with the most appropriate word

Language can be powerful, dangerous, empty..... persuasive. In fact it can be logical or ..... An orator can .....emotions such as enthusiasm and anger. We all use language in speech and in writing and most jobs depend partly on our .....to do these things well. Propagandist often use loaded words whose ..... is emotional rather than rational. Indeed, many arguments depend.....on a single emotive phrase. Did you know that .....advertising and politics .....is seen as a powerful weapon based on the belief that, ..... you say something often enough, people will start to.....it.

**3. Oral skills**

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

**I WANT TO DIE WHILE YOU LOVE ME**

I want to die while you love me  
 While yet you held me fair,  
 While laughter lies upon my lips  
 And lights are in my hair

I want to die while you love me,  
 I could not bear to see  
 The glory of this perfect day  
 Grow dim- or cease to be

I want to die while you love me,  
 Oh! Who would care to live  
 Till love has nothing more to ask  
 And nothing more to give.

I want to die while you love me,  
 And bear to that still bed  
 Your kisses, turbulent, unspent,  
 To warm me when I'm dead.  
 (By Georgia Douglas.)

- i) Identify the words that rhyme in this poem. (3marks)  
 ii) Which words would you stress in the first and second lines of stanza I. (3marks)  
 iii) What is the effect of reporting the line "I want to die while you love me" (2marks)  
 iv) How would you say the last stanza (2marks)
- b) Underline the word in which the vowel sound is different in the following words. (4marks)**
- |      |      |      |      |
|------|------|------|------|
| Mall | Mate | Mat  | Mad  |
| Farm | Firm | Hurt | Girl |
| Son  | Sun  | Can  | Hut  |

Book                      Boob                      Boom                      Boot

c) Give another word pronounced the same as the following. (5marks)

- i) Hall
- ii) Holy
- iii) Pore
- iv) Suite
- v) Night

d) Your school has invited a guest speaker to give a talk on academics. At the end of the speech, students comment that the talk was interesting. Give six reasons why they commented so. (6marks)

e) Kamau is taking tea at the staff canteen at starehe. Along comes Mr. Kuria and the conversation below ensues. Fill in the parts left out.

Kuria: Good morning, do you mind if I sit here  
 Kamau: ..... (1 mark)  
 Kuria: Isn't it a nice morning (pouring tea into his cup) Eeh. (1mark)  
 .....  
 Kamau : Here you are  
 Kuria : Thank you  
 Kamau You are dressed to kill, what's the occasion  
 Kuria : As a matter of fact, I have to attend an interview. Mind telling me how to get to the T.S.C Headquarters.  
 Kamau..... (3marks)  
 Kuria : Thank you very much; I should be able to find my way with ease.  
 Kamau..... (1mark)

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ENGLISH

PAPER 2

(Comprehension, Literary appreciation and Grammar)

Answer all the questions1. Read the following passage and the questions that follow.

We are constantly being reminded that this is the century of the common man. Among the rights the common man may be expected to claim is that of a share *moulding* his mother tongue. In that agreeable essay —“Grammar without Tears” written with so pleasant a blend of good sense and *whimsicality* that it is not always easy to be sure whether the author’s tongue is in his cheek, Mr. Hung Sykes – Davies invites us to pay our tribute to the common man of the past – the —“Lowly man”, he calls him – who throughout the centuries has defied the grammarians and, by insisting on going his own way, has rid our language of tiresome and useless things like inflections and genders and brought it to its present state of ease and flexibility and what Bradley called it “*noiseless grammar*”. Mr. Sykes – Davies advocates that the lowly man should be free to continue his work. As no doubt he will, speaking no longer with the accent of the English countryside but with that of the citizen of the United States. Whether there his influence will still be beneficent only time can show. What seems certain is that we cannot do much about it. All experience goes to show that in the long run popular taste decides our vocabulary, and in the past has done so not too badly. When we feel depressed about what is happening now we must get what consolation we can out of the throughout, not wholly fantastic, that posterity may look back on the two Elizabeth ages as the eras of greatest activity in word- making and find that on each occasion the result was an enrichment of the language to suit the needs of the time.

A worse danger threatens our language than its corruption by the *undiscriminating* absorption of new words. That is the way we are using the words we already have, especially the growing habit of speakers and writers of both countries of concealing their thoughts —“even from themselves”, as George Orwell says, under resounding generalities and pseudo-scientific jargon. —“Will the next translation of the bible”, asks an English man, Ivor Brown, —“be allowed to —“help the sick” No, it will have to rehabilitate those who are suffering from psychophysical maladjustment. A spectre haunts our culture,” says an American, Lionel Trilling. ‘It is that people will eventually be unable to say, —“We fell in love and married,’ let alone understand the language of Romeo and Juliet, but will, as a matter of course, say —“outibidinal impulses being reciprocal, we integrated our individual erotic drives, and brought them within the same frame of reference. A combined operation to exorcise this spectre would be an enterprise more worth while than competing with each other for the other for the future control of a vocabulary which is unlikely to submit to dictation by anyone.

(*The complete Plan Words, DavidGorline Publishers, 2002*)

- Which one right is the common man expected to demand this century (2marks)
- How has the —“lowly man” affected the English language (3marks)
- What is the writer’s attitude towards the introduction of new words? Explain. (4marks)
- Why does the writer object to jargon (4marks)
- In a paragraph of about 80 words, summarize the writer’s views on the future of the English language. (7marks)
- Explain the meaning of the following words and expressions as used in the passage. (5marks)
  - Moulding
  - Whimsicality
  - Tongue is in his cheek
  - Noiseless grammar
  - Undiscriminating

2: The River and the Source by Margaret OgollaRead the passage below and answer the questions that follow:

(25mks)

.....that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experienced completely different pain from the one she experienced at her grandmother’s death. There is a bond that exist between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother’s womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child’s most satisfying experience will be to lie next to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked

after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

—have failed her”. These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother’s death, blaming him for God alone knew what.

—How have you failed, dear?” he asked cautiously.” Don’t keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don’t need me!”

Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn’t have to constantly worry on that score. He really understood her predicament.

—You don’t understand anything at all!” the lady declared as if reading his mind. —You don’t know how torn I’ve often felt, how I long to divide myself in two, so that I can be in both places at once!”

Mark said nothing but thought to himself that marriage was a very useful thing: there was always someone to vent one’s fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self-accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parent’s arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

—She’s not here. Father Thomas took her to the hospital at Maseno.” So she was not dead yet, thank God. It must have been eight O’clock but she simply turned on her heels and went out to the car again despite the protests of the villagers. This night would not pass without her seeing her mother. Mark and the twins followed her out. They knew the argument was of no use.

When they finally reached Maseno at about nine O’clock, they had to plead to be allowed in. they found Maria, who had suffered a massive stroke, still in a coma. The clinical officer on duty held out no hope but suggested they return in the morning to confirm with the doctor. It was then decided that Elizabeth stay with her mother and Mark take the children home. He would return in the morning.

Elizabeth pulled up a stool and sat by her mother all that night listening to the changing patterns of her breathing; first it was stertorous but steady; then she went into periodic breathing with lapses so long that her daughter, afraid that she had stopped altogether, would squeeze her hand at which she would start breathing again. Once she actually opened her eyes and Elizabeth tried to talk to her but got no response. She would have bombarded the nurses with her questions but she was afraid they would throw her out.

### **Questions**

- (a) What happens immediately before this excerpt? (2marks)
- (b) Elizabeth, in this excerpt, seems angry with Mark. What evidence is there of this? (2marks)
- (c) When else in the novel does Elizabeth project her anger at Mark, almost in similar circumstances? (2marks)
- (d) —have failed her”, she said. (Rewrite in the reported speech). (1mark)
- (e) Discuss **one** character trait of each of the following. (4marks)
- i) Mark:.....
- ii) Elizabeth:.....
- (f) Make notes on the causes of the bond between mother and child. (3marks)
- (g) From this extract, discuss **one** thematic concern that comes out clearly. (4marks)
- (h) Explain the idiomatic expression —Elizabeth had no eyes for anyone.” (1mark)
- (i) What happens soon after this extract? (2marks)
- (j) Discuss **two** aspects of style used in this excerpt. (4marks)

### **3. Oral Narrative**

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

Once upon a time, all animals in the jungle were of the same plain colour. But when they were invited by king lion for his son’s wedding, they decided to decorate themselves for the occasion. The tortoise was given the task of making the dye to be used. Though he was slow, he was the most intelligent.

The big day was fast approaching but the tortoise had only managed to make one big pot of black dye. He called a meeting and they all decided to use the available dye to make various patterns in their skins.

The leopard was allocated the job painting the rest of the animals. The zebra was the first on the queue followed by the giraffe, then the donkey and all the other animals were to follow. The giraffe and the zebra were painted and they looked very beautiful elegant.

Then the donkey's turn came but he was undecided on the pattern to choose. The leopard decided to paint him like a zebra and got down to work. He had a long line along the donkey's spine from head towards the tail. On reaching the tail, the donkey started giggling. The leopard continued and the donkey jumped and threw him his hind legs saying the brush was tickling and he could not contain himself any longer.

He had thrown his hind legs so hard that he hit the pot containing the dye. The dye splattered all over the animals on the queue. The cheetah got speckle all over his body, the leopard got spotted and the crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

All the animals rushed to the stream to try and wash out the dye but it had already dried and had become permanent. Nobody could get off the spots, streaks, speckles and splotches. And that is how the donkey was responsible for the various patterns we see on animal's bodies today.

- a) Classify the narrative above. (1marks)
- b) Identify two social aspects of the society from which the narrative is taken. (4marks)
- c) (i) Which two stylistic devices, peculiar to oral narrative, are evident in the narrative? (4marks)
- (ii) In what way are they important? (2marks)
- d) Identify any two character traits of the leopard. (4marks)
- e) Who would be the target of such a narrative? (2marks)
- f) State the types of audience in oral narrative (2marks)
- g) How would you collect such a narrative? (1mark)

4. **Grammar (15marks).**

- a) **Fill in the blank spaces with the appropriate question tags.** (4marks)

1. Let's help the old man cross the road .....
2. We needn't worry about tomorrow.....
3. Let me have a taste.....
4. I have a right to defend myself.....

- b) **Explain the difference in meaning between the two pairs of sentences.** (4marks)

1.
  - (a) He stopped to dance
  - (b) He stopped dancing
2.
  - (a) There were twenty four year-old sheep in the paddock
  - (b) There were twenty four-year-old sheep in the paddock.

- (c) **Rewrite the following sentences according to the instructions given after each.**

**Do not change the meaning.** (4marks)

1. We had not gone far from our school. It started raining heavily. (Rewrite as one sentence using hardly).
2. He was absent from work for three days without permission. He wrote a rude letter to the Manager. (Rewrite as one sentence beginning, Not only.....)
3. —We have to set out early tomorrow if we are serious about getting back the same day”, one member suggested. ( Rewrite in indirect speech)
4. In spite of the bad weather they decided to go for a walk as planned. (Rewrite using although)

- (d) **Fill in the blanks with suitable prepositions.**

1. I am fond .....music.
2. He died .....his country
3. The river flows .....the bridge

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ENGLISH

PAPER 3

(Creative composition and Essays based on set text)

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

a) Write a composition that begins: —The day started like any other, little did I know that .....

**or**

b) Write a composition based on the proverb, —‘What goes round comes round’

2. **Compulsory set text****The Caucasian Chalk Circle: Bertolt Brecht.**

(20marks)

Justice, though elusive, is eventually achieved in The Caucasian Chalk Circle. Using illustrations from the play support the above statement.

3. **Optional set text**a) **The short stories, Memories we lost and other stories**

The short story —‘How much land does a man need? Is satirical of human greed?’ Discuss.

(20marks)

**Or**b) **Drama Francis Imbuga’s Betrayal in the City**

(20marks)

—‘Close relationship with leaders may make an individual commit evil with impunity.’ With reference to Francis Imbuga’s, **Betrayal in the City**, show how Mulili’s character illustrates this.

c) **The Novel: The Pearl**

(20marks)

—‘Poverty is one of the main themes in the novel.’ Discuss

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**COMPLIANT II****101/1****ENGLISH****PAPER 1****(FUNCTIONAL SKILLS)****FUNCTIONAL SKILLS 20 MARKS**

1. You are the secretary, debating club in your school. Recently, the club held a meeting and the following issues were discussed

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

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

**Write down the minutes of the meeting.**

**2. CLOZE TEST 10 MARKS**

Fill in the gaps with the most appropriate words

More access \_\_1\_\_ land and credit by women will go a \_\_2\_\_ way in \_\_3\_\_ food insecurity, meeting has been told.

At the same time \_\_4\_\_ expert said gender \_\_5\_\_ in agricultural development \_\_6\_\_ to lower productivity, higher levels of poverty and under-nutrition as women contribute most of the \_\_7\_\_ force in rural areas.

Speaking at Egerton University, Njoro, \_\_8\_\_ a seminar, the Adoption pathways project leader, Dr Menale Kassie, decried inequalities and lower technology adoption, \_\_9\_\_ contribute to increased food \_\_10\_\_ and rural poverty.

**ORAL SKILLS 30 MARKS**

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

**Giraffes**

Beyond the brassy sun-stare where each shade  
Crouches beneath its substance at midmoon,  
The tall giraffes are gathered in a glade  
Grazing the green fruit of the midday noon  
Patched with sienna shadows of the jungle,  
In pencil-slender attitudes they stand,  
Grotesque in camouflage each curve and angle  
Its merged into the backcloth of the land.  
These circus creatures of a poet's dreaming  
Whose destiny on silent strings is span,  
Are patterned in designs of nature's scheming  
To move through clapped woods and dun.  
Strange genesis in which the substance seeming.  
The shadow, is the street of the sun!

By Phoebe Hesketh

- a.
- i) Describe the rhyme pattern of this poem and explain its function (3 marks)
  - ii) Identify and illustrate one instance of alliteration and any other (one) aspect of sound pattern used in the poem. (2 marks)
  - iii) If you are to recite the poem to your class/ how would you say the last line of the poem? (3 marks)
- b. Provide a word that is pronounced the same as the words below (4 marks)
- i) Lichen
  - ii) Mere
  - iii) Heir
  - iv) Quire
- c. Indicate whether you would say the following sentences in falling or rising intonation



- i. Where do they live?
- ii. .... and they lived happily ever after
- iii. Can I assist you?

- e. Imagine you are giving a speech to your fellow students on how to pass exams. Explain how eye contact would enhance your speech delivery (3 marks)
- f. Give words that are opposite in meaning of the words given below (2 marks)
- i) Latter .....
  - ii) Twilight .....
- g. Your friend wishes to visit you over the December holidays, but she has never been to your place. You decide to describe to her how to get to your home. What should you pay attention to when giving her directions? (2 marks)
- h. Your father has seen your report card for last term and he is not impressed with your performance. This is actually your poorest performance since you joined secondary school. Fill in the missing part of the conversation to make it complete
- Father:** (*Seriously*) Peter! This is very serious. Why decline at this rate? (2 marks)
- Peter:**
- Father:** Be serious and stop pretending I am talking about your performance in school last term. (2 marks)
- Peter:**
- Father:** What has sickness got to do with it? (1 mark)
- Peter:**
- Father:** Those are mere excuses. Can we get to the bottom of this? (2 marks)
- Peter:**
- Father:** What do I expect if all these are provided? (1 mark)
- Peter:**
- Father:** I will avail all these by tomorrow so that you do not have an excuse next time.

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101/2

ENGLISH

PAPER 2

(Comprehension, Literary appreciation and Grammar)

## 1. COMPREHENSION (20 MARKS)

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

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

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

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

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

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

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

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

**Questions**

1. Give **two** examples of countries with large populations which are registering huge economic growth. (1 mark)
2. Make notes on the classification of countries based on their development and use of human resources. (3 marks)
3. What is the writer's attitude towards his or her country? Explain your answer. (2 marks)
4. List resources Kenya should use properly in order to industrialize (2 marks)
5. Why do you think the writer compares Kenya to Israel? (2 marks)
6. Identify a figurative expression used in the **second paragraph** of the passage. (2 marks)
7. What is the tone of the writer with regard to the Asian Tigers? (2 marks)
8. What can cause a country to be overburdened by an ageing population? (1 mark)
9. **Rewrite the following sentence, starting with 'Instead of...'** (1 mark)  
We should direct our energies more at creating wealth rather than pushing the futile agenda of population control to the national limelight.
10. Explain the meaning of the following words as used in the passage. (4 marks)
  - i) Dwindling
  - ii) Bequeathed
  - iii) Harness
  - iv) Flawed

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

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

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

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

The herdsman came running back within an hour.

—My chief! My chief! They are both gone. They left last night before the first cockcrow. And, and ...." here he stammered and then stopped.

—And what you fool! Tell me!" The chief, a man never known to raise his voice almost screamed at the **hapless** herdsman.

—Yes my chief! Their families said that they heard them talking to a third man just before they left, but they did not see him because it was very dark."

Akoko fell down in a deep faint. Nyabera ran to her mother screaming and held her head. The chief started **barking orders** to a group of people who had now gathered to find out the cause of the commotion.

—Get the scouts, except those on watch. Tell them to prepare two search parties - one to take the route of Gem and the other to follow the route of Asembo. Maybe we can intercept them before they reach very far."

**Questions**

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

9. Explain the meaning of each of the following expressions as used in the extract
- Hapless**
  - Barkinorders**
  - Those on watch**

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

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

**DEATH IS A WITCH**

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

CHORUS : Today I will say  
Death is a witch, my people  
It snatched my child  
I will remain alone

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

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

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

**QUESTIONS**

- Classify the above oral poem giving reasons (3 marks)
- Who is the persona? (2 marks)
- What is the singer's attitude towards death? (3 marks)
- Identify and illustrate **THREE** stylistic devices in this poem. (6 marks)
- Identify **one** character trait of death brought out in this poem. (2 marks)
- With illustrations, identify social activities of the community from which this song is drawn (2 marks)
- Explain the meaning of the following lines as used in the poem (2 marks)
  - It snatched my child.
  - I will dance alone.

**4. GRAMMAR (15 marks)**

- a) **Arrange the adjectives in the following sentences in their correct order.** (2 marks)

- I hate blue toilet big ugly flies
- They found gold handsome round Swiss old watches.

- a) **Rewrite the following sentences according to the instructions after each without changing the meaning** (3 marks)

- Have you read the newspaper? (*Rewrite in Past Tense*)
- He was obviously angry with you (*Begin: His....*)
- The chief was looking for his goose. (*Rewrite the sentence into plural*)

- b) **Underline the main clause in the following sentences** (2 marks)

- He is the man who abducted the girl
- If you work hard, you will pass your examinations

- c) **Replace the underlined words or phrases with the correct phrasal verb formed from the word in brackets** (3 marks)

- His performance discouraged me until I stopped teaching him (*Put*)
- The factory manager had to tolerate lazy workers (*Put*)
- The meeting has been postponed until further notice (*Put*).

- d) **Use the correct form of the word given in brackets to fill in the gap in each sentence** (3 marks)

1. It is unclear whether or not.....is determined by heredity. (*Person*)
2. The corrupt officer left office..... (*Disgrace*)
3. There are no ..... in that house. (*Occupy*)

e) Explain the difference in meaning between the following sentences

(2 marks)

1. Has the donkey eaten Mary?
2. Has the donkey eaten, Mary?

101/3

ENGLISH

PAPER 3 (Creative composition and essays based on set text)

1. IMAGINATIVE COMPOSITION (Compulsory)

(20 marks)

Either

a) Write a story ending with:

..... I walked home feeling sad about what had happened during the day.

Or

b) Write a story to illustrate the saying:

'Pride comes before a fall'

2. COMPULSORY SET TEXT

(20 marks)

a) —'Use of power is a common practice in most societies.' Discuss the validity of this statement using illustrations from Bertolt Brecht's *The Caucasian Chalk Circle*.

3. OPTIONAL SET TEXT

(20 marks)

*Answer only one of the following three questions.*

a) **Short story ; Memories we Lost and other Stories'**

Describe the devastating effects that conflicts have on the innocent children and women in Mariutu Kamera's 'The president' in 'memories we lost and other stories'

b) **Drama; Betrayal in the City.**

'Many countries in Africa are burdened with bad governance.' Justify this statement using illustrations from Francis Imbuga's 'Betrayal in the City.'

c) **The Novel; The Pearl**

'Kino has a fair share of good and bad character traits.' Discuss the statement using illustrations from *The Pearl* by John Steinbeck.

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**EMBU CLUSTER****101/1****ENGLISH****(Functional Skills, Cloze Test and Oral Skills)****PAPER 1**

1. You are celebrating the life and times of the founder of your school. As a member of the organising committee, you have been asked to write the life history of this person to be read on that occasion. You are expected to highlight the following.

- Date and place of birth and family information
- Lifetime accomplishments including the founding of your school
- Say what drove him to establish the school
- Include one major event of his/her life.
- The effects/impact his life has on society.

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

An official \_\_\_\_\_ 1 \_\_\_\_\_ of injury from the government travelled today to the city of Goma to investigate the plane \_\_\_\_\_ 2 \_\_\_\_\_ that occurred on Monday in a residential area. The Fokker 50 owned by a local company crashed in bad weather. It was raining heavily with lots of thunder at the time of the crash.

"The toll is six \_\_\_\_\_ 3 \_\_\_\_\_," Transport minister Mr. Justin Kalumba said and added that three passengers \_\_\_\_\_ 4 \_\_\_\_\_.

"This morning, a team has been dispatched to Goma to \_\_\_\_\_ 5 \_\_\_\_\_ the cause of the accident," he added.

Toll estimates \_\_\_\_\_ 6 \_\_\_\_\_ the crash here ranged wildly, with \_\_\_\_\_ 7 \_\_\_\_\_ reports saying that dozens could have died before police drastically revised the estimate \_\_\_\_\_ 8 \_\_\_\_\_.

Earlier on Tuesday, the regional governor of North Kivu region of which Goma is the capital. Julien Paluku, had \_\_\_\_\_ 9 \_\_\_\_\_ the number of dead at seven.

The plane was flying from the central mining town of Lodja and went down just before it was due to \_\_\_\_\_ 10 \_\_\_\_\_ at Goma airport, police said.

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

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

**A Song in Spring**

O LITTLE buds all bourgeoning with Spring.

You hold my winter in forgetfulness,

Without my window lilac swing,

Within my gate I hear a robin sing-

O little laughing blooms that lift and bless !            5

So blow the breezes in a soft caress,

Blowing my dreams upon a swallow's wing;

O little merry buds in dappled dress,

You fill my heart with wantonness-

O little buds all bourgeoning with Spring !            10

- What makes this an oral poem? (4 mks)
  - Identify two rhyming pairs from this poem. (2 mks)
  - Describe the rhyme scheme for this poem. (2 mks)
  - How would you perform the last two lines of this poem? (4 mks)
- b) Give a homophone for each of the following words. (2½ mks)
- Gate - .....
  - Forward - .....

- (iii) Medal - .....
- (iv) Sweet - .....
- (v) Wrote - .....
- c) Underline the silent letters in the following words. (2½ mks)
  - (i) Rapport- .....
  - (ii) Debut - .....
  - (iii) Rendezvous- .....
  - (iv) Diarrhoea - .....
  - (v) Poignant - .....
- d) State the four points to consider when giving instructions to a person about how to get from one point to the other. (4 mks)
- e) Read the item below and answer the questions that follow.

There is no need to light a night light  
 On a light Night like tonight  
 For a night light's a slight night  
 On a light night like tonight.

- (i) Identify the genre above. (1 mk)
- (ii) State two functions of the genre above. (2 mks)
- (iii) Identify and comment on any two features of style found in the above item. (2 mks)
- f) (i) Explain what you would do if you were unexpectedly asked to give a vote of thanks during the school's Prize Giving Day. (4 mks)

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101/2

ENGLISH

Paper 2

(Comprehension, literary, appreciation and Grammar)

**Section A: COMPREHENSION:****(20MARKS)**

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

Aristotle, the father of Western critical thought, Leonardo da Vinci, Oprah Winfrey, Marie Curie, Albert Einstein, Ronald Reagan, Bill Clinton, Fidel Castro, George Bush, Julius Caesar, Alexander the Great, Napoleon Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and a woman, but because all of them are left-handed!

Is there something special about being left handed? It is a question that has given rise to many myths about left handed people.

Interestingly, in a majority of cultures the world over, left-handed people are a stigmatised minority. Left is associated with femininity while right is linked to masculinity. In many of our cultures, when giving direction, we talk about the female side and male side of the road. Patriarchal structures have ways of twisting the truth to preserve masculine hegemony.

In some cultures of Africa, people view left-handedness as a sign of evil, while in Japan it can be enough reason for divorce. Many myths in our cultures in Africa regard left-handedness as something unacceptable and evil. Languages have ways of carrying these beliefs about left-handedness. In Latin, the word left is synonymous with “—inister”, while in Spanish the word for left is linked with “—malicious”. The French word for left is synonymous with “—awkward”. In English, the word left comes from the Anglo-Saxon word luft, which means weak or broken.

The holy books have not been left out in stigmatising left-handedness. The Bible, specifically the book of Judges, associates left-handedness with war-like tendencies.

We also know of many sayings that are negative in reference to left handedness, for instance left wing and a left-handed compliment.

It is, therefore, possible to argue that left handed people are a minority that deserves attention. They suffer at the hands of right handed people who do not recognise their special needs

Some insensitive teachers are known to punish left handed children and force them to write using their right hands. It is, however, notable that in Western cultures, the discrimination of left-handed people is almost over due to the enlightenment of the Society.

But what brings about left handedness? Experts remain unsure of how handedness emerges in children. However, a number of reasons have been advanced to explain why majority of people in all societies are right-handed. In terms percentage, less than 10 percent of the world population is left handed and majority of them are males.

Evolutionary theory attempts to explain this phenomenon by suggesting that during the early ages, primitive hunters needed to protect their most vital organ of the body — the heart — and their left hand was used to hold the shield. The right hand was used to hold the sword or knife and because of this it acquired greater agility, which was passed down through the generations.

This theory, therefore, explains why more men would be right-handed than women. Other studies have also revealed that the left-handedness of children is an inherited trait. It is common if one parent is left-handed and more common if both parents are left handed.

An equally useful theory that tries to explain this phenomenon is the brain hemisphere theory. It postulates that the preference of using one side of the body more than the other in performing special tasks depends on which brain hemisphere is dominant. In most people, the left hemisphere controls speaking and handy work and that is



why right-handedness is common. It further argues that left-handed people are controlled by the right hemisphere of the brain.

Some researchers claim that left-handed people are more intelligent and eloquent than the right-handed people. It is argued that there are more left-handed people with IQs of over 140 than right-handed people. Captivatingly, other studies reveal that left-handed people are more unlikely to suffer from disorders of the immune system.

In view of the fact that studies have found that this group of individuals comprise of intelligent and creative people, we need to revisit our curriculum in order for it to take care of their unique potentialities. We have to put in place structures that will create a learner-friendly environment for left handed children. Desks should also be designed to cater for their unique needs. Special pens and writing materials should be provided specifically for this 101/1,101/2,101/3 English group of children. More importantly, we should re-train teachers to appreciate the fact that pupils are gifted in different ways, and it is their duty to help pupils to put to use these gifts.

*Adapted from Saturday Nation 28/02/2015 Pg. 39 By Prof. Egara Kabaji and Dr Misigo Lushya.*

### Questions

- a. Why do the writers give a long list of people who were / are left-handed? **(2mks)**
- b. How are the left-handed people discriminated against in the society they live in? **(3mks)**
- c. What makes left-handed people unique? **(1mk)**
- d. According to the passage, why do we have fewer females being left-handed than males? **(2mks)**
- e. Distinguish the functioning of the left-handed people from the right-handed ones? **(3mks)**
- f. Make notes on the various ways left-handed individuals can be accommodated by the learning institutions. **(5mks)**
- g. Rewrite the following sentence as instructed.  
Desks should also be designed to cater for their unique needs. **(1mk)**  
Begin: Their unique needs:
- h. Explain the meaning of the following words as used in the passage. **(3mks)**
  - a) Agility:.....
  - b) Hemisphere.....
  - c) Postulates:.....

### SECTION B: EXTRACT

**(25 MARKS)**

**My dear parents,**

I hope you are well. You will be glad to hear that I have finished my internship successfully. I have now one month's leave and I will come home on Thursday the 28th to see you. I am bringing a girl with me - the girl I intend to marry. Her name is Wandia and she is a doctor. I'm sure you will like her. No. love her.

I am your affectionate son,

Aoro

The envelope had been addressed to Mark who opened it, read the letter and passed it to her.

—At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro - brief and to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during this trips abroad and had sued for a divorce. Now she was living alone with the children. Financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her."

Then Tony had joined priesthood - Mark resisted it at first but recently, during Tony's ordination he had been full of pride for his son - whose face had shone with joy and youthful dedication.

### Questions

- a. State what happens immediately after this extract. **(2 marks)**
- b. In note form, highlight the content of the letter motif used in this extract. **(4 marks)**
- c. Point out how Becky presents herself as an unstable character. **(4 marks)**
- d. "Becky who had left home unceremoniously ..." From elsewhere in the novel. State the nature of Becky's departure from home. **(4 marks)**
- e. Mark had resisted Tony's resolve to join priesthood. Who is Tony's role model and how is he related to the Sigu family. **(2 marks)**
- f. I am sure you will like her. (add a question tag) **(1 mark)**

- g. Give any two themes in the extract. (4 marks)
- h. "At least she is from the country." What frustrations had Mark gone through with his children that prompts him to utter these words. (4 marks)

**SELECTION C: POETRY****(20 MARKS)**

**Read the poem bellow and answer the question that follows**

**My grandmother** by Elizabeth Jennings

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

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

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

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

**Questions**

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

**SELECTION D: GRAMMAR****(15 MARKS)****A. Rewrite the following sentences as instructed**

- i) The principal noticed serious laxity among the students. He warned them against such behaviour. (Combine the sentence using present participle.) (1 mk)
- ii) The farmer’s cow gives twenty-five kilos of milk everyday. He feeds and waters it very well. (Combine using the present participle). (1 mk)

- B.** Rewrite and provide a question tag for the following sentences. (2 marks)
- The school bus has left.
  - Mary did not attend the lesson.
- C.** *Replace the underlined words with a suitable phrasal verbs.* (3 marks)
- Grusha fainted from exhaustion.
  - The thief escaped with our valuables.
  - Vera visited Wandia
- D.** Complete the following sentences with the correct order of adjectives in brackets. (2 marks)
- The principal sank into his \_\_\_\_\_ (leather, new, comfortable, Kenyan) chair.
  - I had to wear \_\_\_\_\_ (grey, wooden, expensive) jacket.
- E.** Complete the following sentences using the most appropriate word from the ones given in brackets. (3 marks)
- (any, each, few, a few, every)
- \_\_\_\_\_ single seedling had been stolen.
  - I've scarcely had time to read \_\_\_\_\_ books this term.
  - It had already stopped raining, but \_\_\_\_\_ drops were still falling.
- F.** Provide the most appropriate preposition in the following sentences. (3 marks)
- The exercise was conducted accordance \_\_\_\_\_ the regulations.
  - When you smile \_\_\_\_\_ me like that, I'll do anything for you.
  - Akinyi arrived at the airport just \_\_\_\_\_ time to catch the plane

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**GATUNDU SOUTH**  
**101/1**  
**ENGLISH**  
**PAPER I**  
**(Functional Skills)**

**QUESTION 1 20MKS**

The school football and volleyball teams have qualified for the Regional ball games competition. The teams are due to go to Nyeri for the Competition. Write an internal memo to the participants asking them to attend a meeting for the practice programme and the trip. Emphasize that the practice is mandatory. Ensure that the memo is copied to the principal and head of games department. Remember to quote the reference number.

**Question 2**

**CLOZE TEST 10MKS**

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

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

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

**Question 3(A)**

**ORAL SKILLS (30MKS)**

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

Lambs that learn to walk in snow  
 When bleating clouds the air  
 Meet a vast unwelcome, know  
 Nothing but a sunless glare

Newly stumbling to and fro  
 All they find outside the fold  
 Is a wretched width of cold  
 As they wait beside the ewe  
 Her fleeces wetly caked, there lies

Hidden around them, waiting too,  
 Earth's immeasurable surprise.  
 They could not grasp it if they knew  
 What so soon will wave and grow  
 Utterly unlike snow

- (i) Describe the rhyme scheme of the poem and comment on the effect (2mks)
- (ii) How else has the poet achieved rhythm in this poem? Illustrate your answer. (2mks)
- (iii) How would you say the last line and why? (2mks)
- (iv) Which words would you stress in line 13 and why? (2mks)
- (v) Give any two non-verbal cues you would employ in performing this poem. (2mks)

**(B) Underline the silent letter (3mks)**

1.
  - (i) Rendezvous
  - (ii) Isle
  - (iii) Dumb

## 2. Provide a homophone for each word (3mks)

(i) Quay \_\_\_\_\_

(ii) Bail \_\_\_\_\_

(iii) Ate \_\_\_\_\_

## C) For each of the words below, write two sentences to bring out the meaning of the word as a noun and as a verb (6mks)

## a verb

## a. Record

i. Noun

ii. Verb

## b. Subject

i. Noun

ii. Verb

## c. Conduct

i. Noun

ii. Verb

**Question 3D: 8mks**

Read the conversation below between a student and a teacher and then answer the questions that follow.

**STUDENT:** (Knocking the door loudly and getting in) I am told you called me**TEACHER:** (Motioning him to a seat). Please have a seat Rono and don't be anxious.**STUDENT:** (Still standing). Don't tell me you have sum....**TEACHER:** (Interrupting) Please relax. It is not an indiscipline issue again. No cause for alarm.**STUDENT:** So then, why do you want to see me?**TEACHER:** Calm down Rono. On the contrary, it is a positive note.**STUDENT:** (**Looking a bit controlled and sliding into a seat**). Sorry sir, May I know what it is all about.**TEACHER:** (**Smiling broadly**) That's better. I called you to discuss your good progress in academics lately.**STUDENT:** (**With a lightened up face and more reassured**) Yes sir.**TEACHER:** Looking at your trend of performance especially in languages and mathematics, I am very impressed. (pointing at the Maths and English columns). See, from D+ to B in Maths and D to C+ in English is commendable!**STUDENT:** (**Rubbing his hands and slightly smiling**) Thanks sir. I am grateful for your kind guidance.**TEACHER:** (In an affirmative note) Yes. This is the result of change of attitude, obedience and determination.**STUDENT:** (**sighs**) Thank you once more for your concern. I will be able to face my dad courageously now.**TEACHER:** Yes, that's how it should be. Always work to impress your parents. Never look back again. Forward ever.**STUDENT:** Thanks Sir. I promise never to let you and my parents down ever again.**TEACHER:** Good. You can now go back to class.**STUDENT:** (Stands up and shakes hands with the teacher). Thanks once more and good day sir.**Questions**

i. How does the teacher establish good rapport with the student. (2mks)

ii. What good conversational skills are displayed by:

a. The teacher (2mks)

b. The student (2mks)

iii. Identify any two shortcomings in the student's speech (2mks)

**GATUNDU SOUTH SUB- COUNTY FORM FOUR 2018 EVALUATION EXAMINATION**

101/2

**ENGLISH PAPER 2****(Comprehension, Literary appreciation & Grammar)****QUESTION 1****Read the passage below and answer the questions that follow (20 MKS)**

Cities and towns are experiencing massive population growth the world over, receiving huge numbers of migrants every year.

In 1950, urban population accounted for only 29 percent of the world population, according to the United Nations Educational Scientific and Cultural Organization (UNESCO). At the turn of the century, the figure had risen to about 45 per cent. This was enough to declare the Twentieth Century the century of urbanization and city life. Now the figure is projected to hit 70 percent by 2025.

In Africa, urbanization is most intense in Algeria, Tunisia and South Africa, which have more than 50 percent of their population living in urban areas. Generally, cities in the developing world are growing at a rate of 3.5 per cent per annum.

These figures indicate that there is a continuous massive movement of people from rural to urban areas worldwide. Driven by the desire for better living conditions, they flock to cities in droves in search of greener pastures. But, slowly, the **illusion** disappears, and is replaced by the harsh realities of urbanism: unemployment or underemployment, crime, poverty, hunger and life in the slums.

To cope with this fast moving wave of rural flight requires new strategies for urban planning and the use of urban spaces. Thus urban planners, policymakers and governments seek **pragmatic** and timely ways of addressing this challenge. The process of urbanization transforms land use and farming systems, patterns of labour force participation, infrastructural requirements, and natural resource systems. When cities grow, their population expand, putting a strain on food production.

As a way of easing the food shortage, many urban households, particularly the poor, have taken to growing food on small plots. Today, if you take a walk through some of the residential estates in Nairobi such as Ngara, Eastleigh and BuruBuru, you might be forgiven for thinking that a green revolution is under way. And on the outskirts of the city, green-houses and ponds compete for space with small gardens planted with flowers, vegetables and fruits. Banana plants and palm trees dwarf wrought-iron gates, their green dotting the skyline, kale, cabbage and maize gardens sprout in the middle of urban **squalor**. In this unusual rare blend, urban features and rural agrarian patterns are combined in a new form of settlement and one might call garden cities.

Although it is often not given much attention, urban agriculture is steadily increasing. The practice involves cultivating, processing and distributing food in and around a town or city. It also encompasses an array of activities including horticulture, aquaculture, animal husbandry and bee keeping.

**QUESTIONS**

- a) What are the challenges facing major cities and towns. (2mks)
- b) What does the mention of 70% by 2025 reveal? (1mk)
- c) What do we learn about urbanization in Africa from the passage? (2mks)
- d) Mention two reasons for rural to urban migration. (2mks)
- e) How are urban households easing the problem of the food shortage? (2mks)
- f) What is meant by the term garden city? (1mk)
- g) In note form, list the influences of urbanisation. (4mks)
- h) Urban populations accounted for only 29% of the world population (1mks)

**(Rewrite the statement adding a question tag)**

- i) What does urban agriculture entail? (2mks)
- j) Explain the meaning of the following words as used in the passage. (3mks)
- i) illusion \_\_\_\_\_
- ii) Pragmatic \_\_\_\_\_
- iii) squalor \_\_\_\_\_

**QUESTION 2****Read the excerpt below and answer the questions that follow**

—She means everything to me.” She looked at him steadily for a little while. —So do you—though I am beginning to think it’s a waste of time. When you are going to propose if at all? We’ve known each other for six years. Six

years! What I don't have by now I'll never get. I am twenty six years old and you are looking at the finished product. And I am tired of being asked when I'll bring home the man from Ruguru- meaning the man from the west as my relatives refer to you."

—You do ~~can~~ it, don't you? It is not brain fever due to overwork and lack of sleep, is it?" he said it half in Jest, half in earnest.

—You ~~really~~ are too much," she said getting up.

—Come on! Do have a sense of humour. It isn't everyday a girl proposes to me. As a matter of fact this is the first time-so forgive me if I don't quite know what to say. But you know there's never been anyone else since I met you. To hell with it, since we are in the age of equality, why don't I just say that there's never been anyone else? The answer is – Yes I'll marry you. Any day you want. Today, if we can get anyone to marry us."

—You ~~are~~ really a comedian, you know. What are you still doing here- an underpaid intern? You should be out there earning your millions with Bill Cosby and the rest." This is how their conversation ended. Two strong wills pitted against each other. She wondered if she was taking on more than she could manage. But he had a power over her- which even he did not know. There was no one else. There could be no one else. Still she was piqued by him.

—Point taken. But I am dead serious. You can tell your mum that I'll be over to pay my courtesy call as soon as this internship business is over. My intentions towards her daughter have always been good even if I am not a son of Mumbi and Gikuyu- the founders of your great tribe."

The alarm rang and cut him short.

—YakI've got to run, honey, I have gallonfuls of bloodletting yet to be done. I'll just walk you to the bus stop and then get on with the job at hand." He grabbed his coat and opened the door. She understood. After all, she herself was an intern and at the mercy of the clock and the beck and call of others. It was one hell of a life and one hell of a courtship. Why couldn't she fall in love with an ordinary guy who worked ordinary hours? One doctor in the house was more than enough. She wondered if the marriage would survive the onslaught of medicine. Time would tell.

### Questions

- a) Explain what happens immediately before and after this excerpt. (4mks)
- b) Identify and illustrate any one theme evident in this excerpt. (2mks)
- c) i) **She means everything to me'**  
Who is referred to as she in this sentence? (1mk)
- ii) What makes the she age faster than she should have later in the story? (1mk)
- iii) Explain the meaning of the following:  
I am twenty six years old and you are looking at the finished product.' (1mk)
- d) Both Wandia and Aoro are interns in different hospitals. What challenges do they encounter as they serve as interns (4mks)
- e) Which trait of character is shared by both Aoro and Wandia in this excerpt? (3mks)
- f) Illustrate any two features of style evident in the excerpt. (4mks)
- g) Where do Aoro and Wandia meet for the first time in the story? (1mk)
- h) —There's never been anyone since I met you" (1mk)
- (Begin: Never .....)
- i) Explain the meaning of the following words as used in the excerpt. (3mks)
- i) Piqued \_\_\_\_\_
- ii) Internship \_\_\_\_\_
- iii) Jest \_\_\_\_\_

### QUESTION 3: ORAL LITERATURE

(20mks)

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

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

It does not follow  
Like beer in a pot



That is sucked  
Until it is finished.

It does not resemble  
A loaf of millet bread  
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 your villages  
And 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. (1mk)
- b) Who is the singer? (1mk)
- c) Explain two economic practices by the community from which the song is derived. (4mks)
- d) Contrast the Africans and Westerners in view of (4mks)
- i) Time
- ii) Concept of hard work.
- e) Identify and illustrate three aspects of style found in this song. (6mks)
- f) Giving examples, state the dominant tone of this song. (2mks)
- g) Identify the moral lesson in this song. (2mks)

#### 4. GRAMMAR

**A: Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence. (3mks)**

- i) The excited fans ran into the field to congratulate their goal keeper.  
(Begin: Into.....)
- ii) There is no way you can solve your problem unless you are able to define its cause.  
(Begin: Unless.....)
- iii) They always bring their relatives. (use a passive voice)
- iv) There are eleven players in a football team.  
(Begin: A football.....)

**B: Complete the following sentences with the correct order of adjectives in brackets. (2mks)**

- i) The principal sank into his \_\_\_\_\_ (leather, new, comfortable, Kenyan) chair.
- ii) I had to wear \_\_\_\_\_ (grey, wooden, expensive) jacket.

**C: Complete the following sentences using the most appropriate form of word in brackets. (4mks)**

- i) The dog barked \_\_\_\_\_ at the stranger. (Menace)
- ii) The queens \_\_\_\_\_ impressed everybody. (Elegant)
- iii) The beautiful girl danced \_\_\_\_\_ (grace)
- iv) There is little evidence of \_\_\_\_\_ (diligent) in his school work.



**D: Provide the most appropriate preposition in the following sentences.**

- i) The exercise was conducted in accordance \_\_\_\_\_ the regulations.
- ii) When you smile \_\_\_\_\_ me like that, I'll do anything for you.
- iii) Akinyi arrived at the airport just \_\_\_\_\_ time to catch the plane.

**E: Explain the difference in meaning between the following pair of sentences.**

(2mks)

- i) He stopped to smoke.
- ii) He stopped smoking

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**GATUNDU SOUTH SUB-COUNTY FORM 4 JOINT EVALUATION**  
**English PAPER 3 – 101/3**  
**(Creative Composition and Essays Based on Set Texts)**

**Instructions**

**Answer three Questions Only**

**1. Compulsory: Imaginative Composition (20MKS)**

**Either**

- a. Write a Composition ending with: .....I walked home feeling unhappy about what had transpired that outrageous evening.  
 Or  
 b. Write a Composition to illustrate the saying ‘Do not count your chicks before they are hatched’.

**2. Compulsory Set Text (20 MARKS)**

**Bertolt Brecht, The Caucasian Chalk Circle.**

‘In all the cases he listens to, Azdak rulings consider the weak in society as opposed to the rich.’  
 Write an essay to show the truthfulness of this statement.

**3. The Optional Set Text (20 MARKS)**

**Answer anyone of the following three questions.**

**a. The Short stories**

Memories We Lost and other stories (Compiled by Chris Wanjala) (20MARKS)

‘In the short story, How Much Land Does Man Need, the author shows human greed’. Write an essay to support the above statement.

**b. Drama: Betrayal in the City – Francis Imbuga. (20 MARKS)**

‘Dictatorship is rampant in Kafira.’

Write an essay to show the validity of the above statement

**c. The Novel: The pearl – John Steinbeck (20 MARKS)**

When they found the Pearl of the World, Juana and Kino are excited and hopeful of a better life.

Write an essay to show what happened to Kino’s life after the discovery.

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**BUURI**  
**FORM FOUR EVALUATION TEST**  
**END OF 2<sup>nd</sup> TERM – 2018**  
**ENGLISH pp1 101/1 EXAM**

1. Functional Writing (20mks)  
 You know a student who has been peddling drugs in your school. The student can hurt anyone who leaks this information. Write an email to the Principal, discipline teacher and HOD Counselling directing them to the place where the student gets the drugs. This information is confidential and should be treated as such. So, none of the recipients should know you sent that email to the other. Also briefly describe the peddler so that it will be easy for the teachers to identify him.

2. Cloze Test - 10mks  
 Fill the blank spaces using the most appropriate word.

Regular drinkers and (1) ..... pay severe penalties for (2) .....drinking. It has been (3) ..... that alcoholics are (4) .....to die ten or twelve years sooner than (5) ..... And half die (6) .....age of fifty, which is one (7) ..... there are (8) .....few elderly alcoholics. The mortality (9) ..... among alcoholics is (10)..... than two and a half times higher than that of the general population.

3. Oral Skills - 30mks

- a) Underline the stressed syllable in the words written in bold type.  
 i) They are supposed to **abstract** some information from the text.  
 ii) This is an **abstract** idea.  
 iii) I **refuse** to take your brotherly hand.  
 v) The council wanted the **refuse** to be disposed properly.
- b) Considering the underlined vowel sound, identify the odd word out. (4mks)
- i) Father farther further  
 ii) Said paid mend  
 iii) Stick stake steak  
 iv) Bid bead ship
- c) Indicate the intonation pattern in the following text. (3mks)  
 i) One, two, three, four and five.  
 ii) The teacher called the students, —Jane, John, and Mary,” stand up.  
 iii) Who is the owner of the book?
- d) Imagine you are the class secretary and you intend to talk to the members of your class on how to improve the class performance. How can you engage your colleagues to keep them listening? (4mks)
- e) Indicate whether the underlined letters in the following pairs of words are pronounced the same or differently. (3mks)  
 (indicate by use of words “differently” or “~~same~~”)
- i) Aisle/listen  
 ii) Handsome/handwork  
 iii) Warthog/yacht
- f) Juma was asked to read an article to the class by English language teacher. The teacher concluded that Juma was not a good reader. What could have the teacher noticed about Juma’s reading skills? (3mks)
- g) Read the following narrative then answer the questions below.

Long ago Ngai sent the weaverbird whenever he wanted to tell people anything.

The weaverbird was fast – he would relay message quickly. However, he had weakness. He talked too much before delivering any message, the weaverbird would talk endlessly. People started getting impatient with him. One day, Ngai sent weaverbird to tell the people that they would live forever. They would only live forever if they knew what Ngai’s wish was. The weaverbird set off very fast. When he got to the people, he announced that he had an important message from Ngai. Soon people gathered to hear what the news was. Weaverbird, as usual, started talking about other things. In spite of people’s pleas to go straight to the message, weaverbird rambled on. Soon the people got fed up with weaverbird and was very important and threatened to beat him

up. Weaverbird assured them that the message he had was very important and they should therefore listen to him, but he continued to talk about other things. Unable to tolerate him any longer, they beat him up and sent him away. Ngai's message did not get to the people. They started dying and to this day they are still dying.

Questions:

- i) Pick any part of the story that you find dramatic and describe how you would perform it during narration. (2mks)
  - ii) What important oral skills do we learn from this narrative. (2mks)
  - iii) What would tell you that the people were eager to get the information? (2mks)
4. Imagine you are a house prefect and there is a shortage of wardrobes in the cube. You are called to arbitrate the case. As a good negotiator what three aspects would you consider as you try to reach an agreement. (3mks)

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**BUURI**  
**FORM FOUR EVALUATION TEST**  
**END OF 2<sup>nd</sup> TERM – 2018**  
**ENGLISH 101/2 PP<sub>2</sub> EXAM**

**1. Comprehension.**

**Read the following passage and answer the questions that follows:**

**(20 mks)**

The research by the Maendeleo ya Wanaume Organization that reports a case of reversed roles where men are made to cook, wash clothes, clean the house, utensils and baby sit should reveal more and delve into the causalities rather than issue inflammatory findings with alarming statistics that will only serve to scare courtship. It should be noted with clarity that society at transition are normally treated with a lot of caution, sobriety and reasonableness to avoid and angering the very fabrics that hold the society together. This is because it's a process that takes time to sink, be appreciated and acceptably embraced. Equally, the connotation reversed roles imply replacement of male domination by female domination instead of hybrid system where roles are shared equally and help handed out where necessary to supplement each other's effort.

Gender refers to women's and men's socially defined roles and characteristics that are shaped by historical, economic, religions, cultural and ethical factors. Gender is learned through socialization, it is not fixed it is changeable. Gender stereotypes therefore include, comments like, women are weak and cowards, gentle, winners, decisions makers and generally aggressive.

The African society and Kenya in particular is patriarchal. A social system based on male privilege and power in which women are regarded secondary and created for service of men.

Patriarchy is mostly for men and that's why men feel threatened when patriarchy is challenged. However, research has shown that not all men are winners under patriarchy.

This is because patriarchy puts a lot of pressure on men to perform and become workaholic in a struggle to maintain the family, for example, research has shown most millionaires in the US are women, widows of men who died young related to over work.

Since gender is societal creation and not biology, it can be changed, albeit gradually. The stubborn men who live in the past should be prepared for **feminism approach** that perceives and interprets social situation from a women's point of view. According to his approach, female oppression should be addressed adequately. Here, the area of focus includes: Education and legal rights for women. Economic rights, that advocates equal access to properties, jobs and career. The puzzle however, is where the approach leaves men, especially if the process is forceful.

Gender equity is an idea whose time has come as statistics indicate girls perform better than boys in schools and ladies are more preferable by employers than men due to hard work, honesty, loyalty and cost effectiveness.

Women must also rise to the occasion, take responsibility with caution and cease to be victims of inferiority complex. Change must not translate to arrogance and revengeful attitudes that will pain to women as heartless. Life is meaningless without effective family institution. Let's ensure our society does not fall apart.

**Questions:**

- a) Why does the writer describe gender as a socialization process? (2mks)
- b) Describe what is gender stereotyping according to the passage? (2mks)
- c) Distinguish between the hybrid system and the case of reversed roles. (2mks)
- d) Give evidence from the passage that indicates that not all men are winners under patriarchy? (2mks)
- e) What is the writer's tone in the passage? (2mks)
- f) Rewrite the following sentences beginning:  
(Not fixed .....)  
Gender is learned through socialization, it is not fixed, it is changeable.
- g) In a summary of about 60 words, describe the writer's attitude towards women. (7mks)
- h) Explain the meaning of the following words and phrases as used in the passage. (3mks)
  - i) Inflammatory
  - ii) Sobriety

## iii) Feminism approach

## 2. Read the following passage and answer the questions that follows. (25marks)

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confounding slim for the remainder of that year: and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? Had he been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame.

But that evening, he came home smiling like a brewery. He offered no explanation and she asked none: however family life continued somewhat uneasily for they were both still too young to give way to each other.

When the third year of marriage came and went with no visible offspring to show for it, Mark's mother arrived to demand an explanation. A woman with an education was an object of suspicion – who knows what she had been up to before her marriage? To Mark's credit, he told her in no uncertain terms whose business she was not allowed to mind.

—But but – she's only a wife and I am your mother!"

—Yes. She's my wife, but you will soon be a stranger if you don't leave us alone. I'll put you on the bus this evening. You should go back and look after your husband. The old woman was beside herself with fury but Mark had the determination of a mule, so she went.

This incident went a long way to thaw things out between them and before long Elizabeth started having attacks of nausea again. This development was greeted with such enthusiasm by the two hopeful parents that they could barely blurt it out to the doctor who agreed she was pregnant. They went home walking on air.

—It will be a boy and he'll be a soldier like his father!" exclaimed Mark.

—Nonsense. She will be a girl and I will call her Veronica after my grandmother. I'll make sure that she gets a really good education and I will send her to the University at Makerere," said Elizabeth sweetly.

—Oh, ~~Q~~. Whatever you say." He was too happy to quarrel. A child! That's all he wanted and he would work his boots off if need be to provide for them. It was time he went for some in – service training and improve his chances of promotion.

**Questions:**

1. Which experience is being referred to in the story? (3mks)
2. — She forgot her earlier" good intentions." From the extract what are these good intentions? (2mks)
3. What is the character of Mark as brought out in this passage? (4mks)
4. Identify any two features of style used in this extract. Illustrate appropriately? (4mks)
5. a) After all she had been the wronged one.  
Provide a question tag? (1mk)
- b) A woman with an education was an object of suspicion." ( Identify an abstract noun in the quotation.) (1mk)
6. —But but – she's only a wife and I am your mother." What does this reveal about the mother's character? (4mks)
7. Identify any two themes brought out in this extract? (4mks)
8. Who is referred to as ~~he~~" in the extract? (1mk)

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

**I REFUSE TO TAKE YOUR BROTHERLY HAND**

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

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

That nobody shall know what clean hands look like  
And there shall be comfort in the dirty crowd  
And enough to eat, for there are *good yields*  
When the stinking manure is well dug in  
With strong and bold hands in time.

Are you going blind brother?  
I ask how many have the sludge  
Or the strong and bold hands like yours  
With which to *dig* and *delve*?  
Brother the hands of many are too weak with hunger  
And for many the sludge is out of reach  
And yet for others the stink is too nauseating!  
But all have eyes and hunger fills them with anger  
As they watch your fingernails fill with dirt!

I have seen hungry envious eyes  
Watching silently through your chain – link fence  
I have seen eyes in deep sunken sockets  
Burning with anger intently watching you  
I have seen parched mouths water with saliva  
And heard the rumbling of hollow empty stomachs  
As they watched you feed the dog with meat  
From the heavy yields of the city sludge

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

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

**Questions:**

1. Who is referred to as —the brother” in the poem? (2mks)
2. How many types of hands are mentioned in this poem? What do you think they represents? (3mks)
3. What reasons does the poet give in stanza one for refusing to take the —Brthely Hand?” (2mks)
4. Why does the poet wonder whether the brother has gone —blind”? (2mks)
5. Has the brother always led this kind of life? Support your answer with evidence from the poem? (3mks)
6. What do you think is the use of the rhetoric questions in the poem? (3mks)
7. What is the poet’s attitude towards the brother? (2mks)
8. Identify and explain any two metaphors used in the poem? (4mks)
9. Explain the following words and phrases as used in the poem. (3mks)
  - i) Clammy
  - ii) Impeccably
  - iii) Parched mouths

**3. Grammar****15 marks**

- a) Rewrite the following sentences according to the instructions after each. (3mks)
  1. Mr. Kirima got into trouble with the Manager. He had just joined the institution. He had known this manager for many years ( Rewrite as one sentence beginning: No sooner .....)
  2. Being dropped by parachutes, the terrain looked entirely unfamiliar to the paratroopers. (Rewrite this sentences relating the participle to the correct subject)
  3. A rhino is a strong animal. An elephant is equally strong. ( Rewrite the sentence as one beginning. An elephant.....
- b) Rewrite the following sentences correcting the wrongly stated idiomatic expressions. (2mks)
  - i) The accused ground himself between a rock and a hill.
  - ii) The family lives from hand to the bag.
- c) Replace the underlined word with a suitable phrasal verb formed from the words provided in the brackets. (3mks)
  - i) Christians should always strive to follow the principles of their religion. (abide)
  - ii) After the second lap the girl who was leading in the race fainted. (pass)
  - iii) The manger could not tolerate the worker’s gossipy tendencies (put)
- d) Construct two sentences to give two meanings of each of the following words. (4mks)
  - i) Ground
  - ii) Bow
- e) Complete the following sentences using the appropriate form of the words in brackets. (2mks)
  - i) The ..... of the matter brought the district commissioner to the village (grave)
  - ii) It is against our culture to treat other people ..... (respect)
- f) Rewrite the following sentence removing gender bias. (1mk)
 

The headmaster has advertised for the position of a watchman.



**BUURI**  
**FORM FOUR EVALUATION TEST**  
**END OF 2<sup>nd</sup> TERM – 2018**  
**ENGLISH PP<sub>3</sub> 101/3 EXAM**

IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS.

1. **Imaginative composition.**

**Either**

a) Write a composition which ends with:

..... looking at my new status, I realized that the trouble I had been through was worthwhile.

**Or**

b) Discuss the role of the youth in ensuring national cohesion.

2. **Compulsory text.**

The Caucasians Chalk Circle Bertolt Brecht

—Anyone who challenges what the society takes as a general truth must be ready to take a different path —

Drawing your illustrations from Brecht's

—The Caucasian Chalk Circle" discuss the validity of this statement.

3. **Optional Texts.**

a) Drama:

Betrayal in the City – Francies Imbuga

—It is better while we waited. Now we have nothing to look forward to.

We have killed our past and are busy killing our future. —Discuss how Kafira has killed her past and is busy killing the future.

b) Novel:

The Pearl – John Steinbeck

— Fortune can sometimes be tragic — validate this statement in reference to John Steinbeck's —The Pearl."

c) Short Stories:

Memories we lost and other stories.

— Contentment is a key ingredient to better living". Drawing your illustrations from Leo Tolstoy's —How much Land does Man Need?", discuss the validity of this statement.

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**CEKENA**  
**101/1**  
**FORM FOUR**  
**ENGLISH PAPER 1**

**(FUNCTIONAL SKILL)**

**Q1. Functional writing (20 mks)**

You are the principal at Maendeleo secondary School.

In the recent past, the school has experienced rampant indiscipline and drug abuse.

- (a) Write a memo to the Head of Guidance and Counselling Department to take the necessary measures (12 mks)
- (b) Design a notice warning the students on the dangers of indiscipline and drug abuse (8 mks)

**Q2. Cloze Test (10 mks)**

**Fill in the blanks with the most suitable word**

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 Deputy President William Ruto, in February, to issue a 90 days moratorium on timber harvesting in public and community forests, ordering Environment Cabinet Secretary Keriako Tobiko 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) \_\_\_\_\_ 10 months, we have felt the full burnt of climate change.

**Q3. Oral Skills (30 mks)**

- (a) Read the poem and answer the questions that follow (10 mks)

**I SEE HIS BLOOD UPON THE ROSE**

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

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

- i) Describe the rhyme scheme of the poem above (2 mks)
- ii) Why would you stress the word –His” in stanza 2 line 3? (2 mks)
- iii) Apart from rhyme, identify and illustrate any 2 sound patterns in this poem (2 mks)

- iv) How would you say line seven of stanza one (2 mks)
- v) Identify any 2 onomatopoeic words in the poem above (2 mks)
- (b) For each of the following words, write another that is pronounced the same. (4 mks)
- (i) Use \_\_\_\_\_
- (ii) Tears \_\_\_\_\_
- (iii) Lyre \_\_\_\_\_
- (iv) Main \_\_\_\_\_
- (c) Two of your classmates have disagreed over a certain issue leading to a conflict. As the student in charge of the class, you decide to arbitrate. Identify **four** negotiation skills you will use to ensure that an agreement is arrived at. (4 mks)
- (d) You are adjudicating during an inter-schools drama festival. Your colleague is giving a report on the items presented during the festival. He or she has made obvious errors which you would wish to correct. Explain any four things you would do to ensure that your contribution is deemed courteous. (4 mks)
- (e) Complete the telephone conversation below with appropriate responses (8 mks)

**You:** \_\_\_\_\_ (1 mk)

**Teacher:** Speaking. How can I help you?

**You:** I'm sorry, but I may not make it in time for school today. My Mum has been taken ill suddenly and we are on our way to hospital.

**Teacher:** \_\_\_\_\_ (1 mk)

**You:** Unfortunately, my siblings have travelled up-country but my neighbours are with me.

**Teacher:** \_\_\_\_\_ (1 mk)

**You:** St James Hospital in Milimani

**Teacher:** \_\_\_\_\_ (1 mk)

**You:** I will let you know as soon as the doctor diagnoses her condition. I hope I will not miss out much.

**Teacher:** \_\_\_\_\_ (1 mk)

**You:** Thank you, Sir

**Teacher:** \_\_\_\_\_ (1 mk)

**You:** \_\_\_\_\_ (1 mk)

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CEKENA

101/2

FORM FOUR

ENGLISH PAPER 2

(Comprehension, Literary Appreciation and Grammar)

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

With mobile phone networks spread throughout the country, service such as safaricom's mobile money transfer (MPesa), mobile banking (M-Kesho) and information on agricultural produce markets (411 Get It) have increased job opportunities for rural youths as the demand for local agents increases. In his late twenties, Elijah Kimenjo from Pwani in Nakuru district is an example: he approached Equity Bank in 2007 for a loan to set up an M-Pesa kiosk. As well as enabling farmers and traders to deposit or withdraw money using their mobile phones, kimenjo was able to pay back his start-up loan in just six instalments.

By simplifying money access, members of the community have more money at their disposal and therefore are more likely to spend it locally. The service has also enabled farmers and traders to purchase inputs and make orders with their suppliers without having to travel to town. The savings made on transport costs enable them to acquire more stock, which means that the entire community benefits from more goods being available locally. Kimenjo's business has also benefitted from transactions made by the farm owners residing in Nakuru, who do not have to commute to the village to pay their casual labourers. These farm owners are also able to pay their farming supervisors for land preparation and purchase of fertilisers and seeds.

In 2008 the entire region of Nakuru experienced a severe drought, which led to widespread crop failure and Kimenjo noticed an increase flow of money through his business due to remittances from relatives in urban areas. —This service has strengthened friendships and social interactions in the community," kimenjo says "Moreover this has greatly contributed to the success of my business. This means that the entire community benefits from the goods available."

Using the revenue generated by his M-Pesa business, kimenjo has diversified into farming, now leasing 20 acres of land. He also receives information about agronomic practices from the Organic farmer e-bulletin, published by the International Centre for Insects, Pests and Ecology (ICIPE), through his data-enabled mobile phone, helping him grow maize, beans and potatoes.

The SMS-based '411 Get It' services, a joint venture between safaricom and the Kenya Agriculture Commodity Exchange (KACE), also provides Kimenjo with information on agricultural produce and market prices, enabling him to identify favourable markets and cut out middle men. With the profits from his farm, kimenjo opened an M-Kesho business, allowing community members to make deposits from their M-Pesa accounts into an Equity Bank account where they earn interest. —This is an incentive for rural youths to engage in farming." Kimenjo adds. During the planting and weeding season,

Kimenjo's operating capital is reduced as his customers increase their M-Pesa withdrawals. To counter this problem, kimenjo took out another loan from equity bank to purchase a motorcycle so that he could travel to Nakuru town quickly to top up his M-Pesa account. As a result, he has a steady flow of cash in order to facilitate local business transactions. Despite an increasing range of information services available through the internet, literacy remains a major obstacle for many people because these services are only supplied in official languages. The technologies therefore needs to be adapted in such a way as to be accessible in a variety of local dialects to help farmers have easy access to modern farming information and technologies, especially to tackle the current climatic uncertainties that are being experienced. Access to ICT services would also help to foster local skill building and knowledge sharing between rural communities. Yet guided by locally driven business oriented solutions, kimenjo's experiences and business knowledge clearly show the important linkages and synergies that exist between the development of ICTs and information sharing that can support the livelihoods of a large cross-section of youth and other members of communities for agricultural and rural development.

**Questions:**

- a) According to the first paragraph what is the impact of the spread of mobile phone network on the youth? (1 mk)
- b) —In 2008, the entire region of Nakuru experienced a severe drought, which led to widespread crop failure and Kimenjo noticed an increase flow of money through his business due to remittances from relatives in urban areas. How this statement ironical? (2 mks)
- c) In note form summarize the benefits of mobile telephone as brought out in the passages (5 mks)
- d) —“This service has strengthened friendship and social interactions in the community,” Kimenjo says. (Rewrite in reported speech) (1 mk)
- e) Which other piece of technology did Kimenjo obtain to support his business? How did it help him? (2 mks)
- f) What is the relevance of Kimenjo in the passage? (2 mks)
- g) What is the tone of the passage? (2 mks)
- h) What is the biggest problem facing mobile telephony? (2 mks)
- i) Supply a suitable title to this passage (1 mk)
- j) Give the meaning of the following phrases as used in the passage. (2 mks)
- (i) Start – up \_\_\_\_\_
- (ii) Incentive \_\_\_\_\_

**Q2. Read the passage below and answer the questions that follow.**

—“You hate me! You never liked me! You only come to my school to spy on me because you are jealous of me you uglywitch, you pretender!” this was too much for Vera.

—“I sacrificed a golden chance to be with you stupid girl and you return it with nothing but insults!” tears welled in her eyes and she dashed them away angrily with her fist; the she grabbed her sister as their mother burst into the room. Elizabeth managed to cool down tempers somewhat and took Vera aside as the more reasonable one.

—“Leave your sister alone! I expect better of you Vera, I really did” Vera sniffed angrily, madder now at the uncontrollable dams that were in her eyes. When would she ever learn not to take everything so to heart? A semblance of normality was restored but the relationship between the twins had received a blow from which it would never recover.

**Questions:**

- a) Briefly but clearly what brings about the quarrel in the excerpt. (2 mks)
- b) Compare the character of Becky with that of her sister Vera (4 mks)
- c) Discuss the major theme in the excerpt (2 mks)
- d) —“I sacrificed a golden opportunity to be with you.....” From your knowledge of the novel, What did Vera sacrifice? (2 mks)

- e) Identify two aspects of style used in the excerpt (4 mks)
- f) From elsewhere in the novel, show how Vera is the reasonable one (2 mks)
- g) A semblance of normality restored. (change into the active voice) (2 mks)
- h) What happens immediately after this excerpt? (2 mks)
- i) Describe the mood prevailing in this excerpt? (2 mks)
- j) Describe Becky's attitude towards Vera as brought out in this excerpt. (2 mks)
- k) Give the meaning of the following word as used in the passage (1 mk)
- l) Golden

### Q3. Poetry

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

#### In Praise of the Blacksmith

Today this place is full of noise and jollity  
 The guiding spirit that enables my husband to forge  
 Makes him to do wonders  
 All those who lack hoes for weeding come and buy!  
 Hoes and choppers are here in plenty  
 My husband is a craftsman in iron  
 Truly a wizard at forging hoes  
 Ah, here they are! They have come eager to find hoes

Ah iron itself glow molten red with heat  
 And the one is ruddy and incandescent  
 My husband is an expert in working iron  
 A craftsman who sticks like wax to his trade  
 On the day when the urge to forge comes upon him,  
 The bellows do everything to speak,  
 The pile of slag rises higher and higher  
 Just look at what has been forged.  
 At the choppers, at the hoes, at the battle axes  
 And here at the pile of hatchets, large and small,  
 Then look at the double-bladed knives and adzes  
 Merely to list them all seems like boasting  
 And for fowl and goats, they cover yard.  
 They all come from of tools and weapons.  
 Here is where you see me eating at ease.

#### Question:

1. Classify this poem (2 mks)
2. Who is the persona in this poem? (2 mks)
3. Citing evidence from the poem identify the occupation of the people from which it is taken (4 mks)
4. Isolate any two character traits of the subject. (4 mks)
5. Comment on the use of any two techniques used in the poem (6 mks)
6. What is the attitude of the poet towards the subject of the poem? (2 mks)

### Q4. Grammar

- a) **Rewrite the following sentences according to the instructions given. Do not change the meaning** (3 mks)
- i) Jane made for the door. Jane leapt out of bed. (*Combine the two by making one a participle phrase*)

- ii) After a new principal was appointed, results began to improve. (*Rewrite beginning, Subsequent.....*)
- iii) Is there life after death or not. This is a question which man has been asking himself for a very long time. (*Re-write beginning; The question of .....*) Do not use the word question twice.
- b) **Replace the underlined word with a correct prefix** (2 mks)
- (i) After the truce, all the soldiers were armed
- (ii) Many candidates spell English words
- c) Choose the correct alternative
- (i) My grandmother gave her inheritance to her favourite grandchildren, Nyabera and \_\_\_\_\_ (I/ me)
- (ii) This matter is between Mboya and \_\_\_\_\_ (he/him)
- (iii) It is \_\_\_\_\_ not you that I called. (her/she)
- d) **Rewrite the underlined words using —phrasal verbs” in place of the underlined words.** (2 mks)
- (i) The patient recovered from his injuries sooner than we expected.
- (ii) Wafula became sick with fever after he was bitten by a mosquito.
- e) **Explain the difference in meaning between the following pair of sentences.** (2 mks)
- (i) She went and bought herself a skirt
- (ii) She went and bought a skirt herself
- f) **Complete the following sentences with the correct preposition.** (3 mks)
- (i) He had a strong preference \_\_\_\_\_ the earlier plan
- (ii) The accused was acquitted \_\_\_\_\_ murder after a long hearing
- (iii) The students worked harder with a view \_\_\_\_\_ passing the final exam.

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CEKENA

101/3

FORM FOUR

ENGLISH PAPER 3

(Imaginative Composition and Essays Based on Set Texts)

Q1. Imaginative composition (compulsory)

(20 mks)

Either

(a) Write a composition based on the proverb; You never miss the water till the well runs dry”

or

(b) Write a composition explaining what should be done to preserve forests in Kenya.

Q2. Drama (compulsory)

(20 mks)

Bertolt Brecht: The Caucasian Chalk Circle.

—Christianity is the fabric with which human goodness is wrapped.” With close reference to the play, —The Caucasian Chalk Circle,” Discuss the irony in this statement.

Q3. Optional Texts

(20 mks)

Either

a) The Anthology: —Memories we lost and other stories,” by Chris Wanjala

Taking one step at time is the yardstick to success. Basing your illustrations on the story —The Presiden”t by Mariatu Kamara, show the truth of the statement above.

Or

b) Drama: —Betrayal in the City” by Francia Imbuga.

Drawing examples from any four characters in Francis Imbuga’s —Betrayal in the City,” Write an essay to illustrate the truth of the statement: “You are the people who choke Kafir”

Or

c) The Novel: —The Pearl” by John Steinbeck

(20 mks)

Fortune does not necessarily guarantee happiness in life. Citing adequate illustrations from, —The pearl,” justify this assertion.

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**GRAPHICS  
ENGLISH  
Paper 1**

**(Functional Skills,  
Cloze test and Oral skills)**

1. Students in your school have raised concern about their safety. In a bid to address these concerns, the Principal appoints a four member committee to investigate the state of student safety and recommendations. You are chosen the secretary of this committee. Write down the report that you will present to your Principal.

(20 marks)

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

Nothing has changed the face of the global economy (1) \_\_\_\_\_ than the expansion of international trade. (2) \_\_\_\_\_ impact has been decisive on large and (3) economies alike. Most global trade is among industrialized countries, but (4) countries are gaining an increasing share of world trade.

However, globalization is not without its problems. Many countries seek to (5) \_\_\_\_\_ local industries from increased competition. Inevitably, one country's exports are (6) \_\_\_\_\_ country's imports, but whereas expanding export markets are seen as beneficial (7) \_\_\_\_\_ economic growth, increasing openness to (8) \_\_\_\_\_ is often seen, by both governments and ordinary people, as threatening the goods and (9) \_\_\_\_\_ produced in the home country.

Governments shield local industries from (10) \_\_\_\_\_ competition through such measures as putting tariffs on imports and subsidizing production.

*Adapted from : The Knowledge Book, National Geographic, Washington D.C. 2008.*

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

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

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

- i. Explain how the poet achieves rhythm in the poem above. (4 marks)
- ii. Briefly explain how you would perform the first two lines in this poem. (3 marks)
- b. The following sentences contain a highlighted word. In each sentence underline the part of the word that is stressed to convey the meaning intended.
- i. The county assembly agreed that the country's **pro.duce** will be marketed locally.
- ii. The citizens **re.ject** the proposal to divide them along tribal lines.
- iii. Why didn't you **re.cord** the speech for me?
- iv. The **sur.vey** revealed that most unemployed youth have skills that can be gainfully used.
- c. You have been appointed to chair a class discussion on M. Ogallo, 'The River and the Source'. After the discussion, your classmates comment that you steered the discussion very well. Write down four things you did right. (4 marks)

d. Underline the word that is said differently from the sets of words given below: (5 marks)

- |            |        |         |
|------------|--------|---------|
| (i) fairy  | ferry  | furry   |
| (ii) floor | flower | flour   |
| (iii) toe  | two    | tow     |
| (iv) pear  | pare   | peer    |
| (v) canal  | kernel | colonel |

e. You attend a talk on Peer Pressure organized by your school. The speaker is audible and interesting, but you find it difficult to concentrate fully. What factors could have led to your inattention? (4 marks)

f. The following is a dialogue between Doreen and her mother. Read it carefully and answer the questions that follow:

- Doreen : Mom, what did you decide about my camp?  
 Mom : What camp, Doreen?  
 Doreen : Oh mom, you mean its not important to you? I already told you about the St. John's club camp that our school is organizing.  
 Mom : Oh, that one? Remember we discussed it. But remember we also agreed that I would pay for it only if your grades...  
 Doreen : I knew it! You always use my poor grades as an excuse not to do anything for me.  
 Mom : That is not true, Doreen. You know I do a lot for...  
 Doreen : Stop it! You don't love me! That is why...  
 Mom : I will not allow you to speak to me like that, Doreen.

Identify three weaknesses in Doreen's negotiation skills, and explain briefly how she can address them.

(6 marks)

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101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

July 2018

## 1. Read the passage below and answer the questions that follow:

The irony of this being a country that floods heavily when it rains and also being one of the world's most water – scarce countries is not lost on Kenyans. Recently, water scarcity has been a concern for Kenyans, from government officials to citizens trying to eke out a living in a decent and clean environment.

Access to safe drinking water is a critical determinant of the health of individuals and households. Kenya still has a long way to go. Some 27 million people lack access to improved sanitation. When it comes to quality of water, 41 percent of the 47 million Kenyans still rely on unimproved water sources such as rivers or streams, dams, ponds, lakes, unprotected wells and springs and water vendors.

Improved water sources such as piped water, rain harvested water, borehole water and protected wells are less prone to contamination and hence are safer.

In 1963 when we attained independence, there was almost 2.4 million litres of water available for every Kenyan per year. This drastically shrunk to 461,000 litres by 2014, and it is estimated that in 2005, our population will so strain water sources that only 235,000 litres of fresh water per capita will be available. Tanzania, across the fence, is at 1.6 million litres per capita.

Deforestation, degradation and encroachment of water towers and other catchment areas as well as wanton logging have undermined our country's capability to quench its thirst, and effectively to enjoy food security.

We can reverse this through legislative, household and private sector interventions. Rain water harvesting, waste water recycling, water tower conservation, tree planting, reduction in river pollution and reduction of water wastage are some of the measures we can take and scale up.

Scarcity of safe drinking water and sanitation has a reverberating effect on the lives and livelihoods of communities. For women, children and sometimes even men, fetching water becomes a daily time-consuming activity. They walk long distances and queue long hours, and some children drop out of school.

In urban areas, residents of water scarce neighborhoods access water at exorbitant rates. As a recent study revealed, a family in the slum pays 172% more for water compared with a family living in a formal estate. Most of the family income is therefore diverted to cater for water needs.

1. According to the first paragraph, what is odd about the water situation in Kenya? (2 marks)
2. Why is access to safe drinking water important? (2 marks)
3. Comment on the use of statistics in the second paragraph. (3 marks)
4. Make notes on improved water sources. (3 marks)
5. Compare Kenya's water situation as it was at independence and as it was in 2014. (2 marks)
6. What are the effects of water scarcity on communities? (3 marks)
7. Discuss the irony evident in the access to water in urban areas. (3 marks)
8. Give the meaning of the following expressions as used in the passage. (2 marks)
  - (i) eke out :
  - (ii) interventions :

## 2. Read the excerpt below from TRATS and answer the questions that follow:

—A year is not very long you know, honey. We will survive. I know you don't trust me — but do you have to show it so blatantly?"

—Of course I trust you! What a thing to say! Its just that you always seem to be having an emergency just when we need you most."

—OK I'll tell all my patients to postpone their illnesses for one year — till you get back. How about that?" He smiled in to her blazing eyes. —A joke — and not a good one, I can see. How about if I asked my sister Mary to come and live with us? It would be good for her too. I don't like the idea of her living in a poky flat in Eastlands

with only a female room mate for company". To Wandia, it was like a light at the end of the dark tunnel. Mary had just completed a secretarial course and didn't have a well paying job yet. And she was a sensible young lady— thanks to Elizabeth who had acted as an antidote to Mark's brazen spoiling of 'his little girl'.

- You ~~thnk~~ she would want to come ? She may not want to lose her independence you know."
- ~~I~~ ~~m~~ sure she'd delighted to come."
- ~~My~~be we should also get an extra house help to assist Tabu in running the house."
- Good ~~ida~~," answered Aoro.

She was silent for a long time, then she shook her head a little and stood up.

—It's a long time since I saw Elizabeth. Would you drive us over there this weekend? I am sure she'd love to see the children and I'd like to talk to her."

Aoro looked at his wife with interest. The relationship between her and his mother was a constant source of amazement and amusement to him. In fact the two made him feel as if he was the outsider. Once he told her:

- I thought mothers and daughters-in-laws were supposed to hate each other's guts?"
- Are ~~ou~~ jealous?" asked Wandia cryptically.
- Of ~~course~~ not!" he had answered hastily.

1. What has made this conversation between Wandia and Aoro necessary? (3 marks)
2. — thanks to Elizabeth who had acted as an antidote to Mark's brazen spoiling of 'his little girl'. From elsewhere in the text, state **three** ways in which Mark had treated Mary differently from his other children. (3 marks)
3. What do we learn about Aoro's character from this excerpt? (5 marks)
4. Make brief notes on the children that Wandia talks about in this excerpt. (5 marks)
5. Identify and state the effect of two stylistic devices evident in the excerpt. (6 marks)
6. What is the significance of the statement "To Wandia it was like a light at the end of a dark tunnel."? (2 marks)
7. "Would you drive us over there this weekend? Rewrite as a statement. (1 mark)
8. Explain the meaning of the following expressions as used in the excerpt. (3 marks)
  - (i) poky .....
  - (ii) antidote .....
  - (iii) the outsider.....

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

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

these too are your children this too is your child.

by Lucille Clifton

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

**4.**  
**A. Rewrite the following sentences according to the instructions given after each. Do not change the meaning.(4 marks)**

- (i) It was raining heavily. We went to the hospital. (Join the sentences, beginning : Although...)
- (ii) The bus we have been waiting for is coming. (Rewrite beginning : Here ...)
- (iii) —“We shall all avail ourselves for the meeting tomorrow,” Joel said. (Rewrite in reported speech)
- (iv) The Red Cross personnel rescued the little baby from the debris. (Rewrite in the passive)

**B. Complete the following sentences using the appropriate form of the word given in brackets. (3 marks)**

- (i) Jillian’s mother \_\_\_\_\_ of Jillian wearing very tight clothes to church. (approve)
- (ii) We were \_\_\_\_\_ about the cabinet secretary’s visit and were ready for him. (warn)
- (iii) The \_\_\_\_\_ of the travellers was hindered by the poor roads. (mobile)

**C. Supply a phrasal verb that means the same as the underlined words. (3 marks)**

- (i) He misses home so much that he cries when he talks about it. ....
- (ii) The bereaved families accepted their loss and moved on. ....
- (iii) Mary invented the story in order to impress the panel. ....

**D. Supply the correct form of the verb given to complete the following sentences. (3 marks)**

- (i) The masons will repair the fallen wall if Joseph \_\_\_\_\_ (supply them) with the required materials.
- (ii) The hen has just \_\_\_\_\_ (lay) an egg.
- (iii) You shall be paid all dues \_\_\_\_\_ (accrue) to you once you finish this task.

**E. Give the difference in the meaning of the following pair of sentences. (2 marks)**

- (i) The houses which were renovated last month are up for sale.
- (ii) The houses, which were renovated last month, are up for sale.

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101/3

ENGLISH

Paper 3

(Creative composition and Essays based on set texts)

Answer three questions only.

1. **Imaginative composition.** (*Compulsory*) (20 marks)  
**Either**  
 (a) Write a story ending in the following:  
 ...Looking at their grateful faces, I realized that all the trouble I had gone through was worth it.  
**Or**  
 (b) Write a composition on the impact of tribalism on our nation and explain how the youth can help overcome it.
2. **The Compulsory Set Texts.** (20 marks)  
 Bertolt Brecht, The Caucasian Chalk Circle.  
 —“What goes around comes around.”  
 Write an essay to illustrate this saying drawing from the Caucasian Chalk Circle.
3. **The Optional Set Texts.** (20 marks)  
 Answer any **one** of the following three questions  
**Either**  
**(a) The Short Story**  
 Wanjala Chris, Memories we Lost and other Stories.  
 Using Leila Aboulela’s story —“Missing Out”, write an essay on how Majdy’s stay in London alienates him from his people.  
**Or**  
**(b) Drama**  
 Francis Imbuga, Betrayal in the city.  
 “The friends of Boss are real problem in Kafira”  
 Write a composition to show the truth of this statement drawing from Imbuga’s “Betrayal in the City”.  
**Or**  
**(c) John Steinbeck, The Pearl**  
 Write an essay to show the truth of the saying “What you see is not always what you get”.  
 Use illustrations from John Steinbeck’s “The Pearl”.

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**KANGEMA**

101/1

**ENGLISH****(Functional Skills, Cloze Test and Oral Skills)****PAPER 1****1. Functional writing**

Your family is organising for a home coming ceremony for your brother who was elected as the area MCA. The area MP has been invited as the guest of honour together with four other prominent guests. Your mother has assigned you the responsibility of preparing the meal for the guests.

- a) Prepare a recipe for the dish. (12mks)  
 b) Write a thank you note that you would send to the area MP. (8mks)

**2. CLOZE TEST**

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

Every year, the government of Kenya (1) \_\_\_\_\_ hundreds of billions of shillings in tax revenue (2) \_\_\_\_\_ smuggling. Dumping of sub standard goods (3) \_\_\_\_\_ counterfeit products poses another (4) \_\_\_\_\_ threat (5) \_\_\_\_\_ the stability of the economy. Local traders say smuggling (6) \_\_\_\_\_ further fuelled by economic growth registered in the last two years. They attribute this (7) \_\_\_\_\_ to rising demand for imported goods, especially electronic (8) \_\_\_\_\_, cars and petroleum products. And while import volumes (9) \_\_\_\_\_ increased substantially in the past two years, facilities and equipment (10) \_\_\_\_\_ the Kilindini harbour, Mombasa and Kenyatta International Airport (J.K.I.A) are overstretched.

**C. ORAL SKILLS****1. Identify the silent letters in the following words. (4mks)**

- a) Climb \_\_\_\_\_  
 b) Marijuana \_\_\_\_\_  
 c) Bough \_\_\_\_\_  
 d) Lesson \_\_\_\_\_

**2. Provide a homophone for each of the words given below. (3mks)**

- a) due \_\_\_\_\_  
 b) prophet \_\_\_\_\_  
 c) ewe \_\_\_\_\_

**3. Indicate by use of arrows the correct intonation for the following. (3mks)**

- a) May I assist you? \_\_\_\_\_  
 b) Meet me in the office right away \_\_\_\_\_  
 c) What a great excursion we had! \_\_\_\_\_

**4. Read the item below and then answer questions after it.**

We shall surely see the sun shine soon.

- a) Identify the genre above. (1mk)  
 b) Identify two sound patterns that have been used in the genre. (2mks)

**5. Fill in the blank spaces with the correct alternative based on the stressed syllable. (4mks)**

- a) They may \_\_\_\_\_ their job if they are not paid (desert, desert)  
 b) My friend's \_\_\_\_\_ was approved when he agreed to move to Nairobi. (transfer, transfer)  
 c) To get \_\_\_\_\_ results, you must revise your work thoroughly. (perfect, perfect)  
 d) The \_\_\_\_\_ will be taught tomorrow. (subject, subject)

**6. The county Education secretary has been invited into your school to give a speech. As he speaks, you find it necessary to interrupt him before he is done with his speech.**

- a) Give three circumstances that may force you to interrupt him. (3mks)  
 b) State two expressions of polite interruption. (2mks)

**7. You are one of the three students chosen to negotiate in a dispute involving members of your class and another class.**

What negotiation skills will you employ to ensure an amicable resolution is reached. (5mks)

**8. A teacher of English was in class during a reading session. She realized that the students had poor reading habits. Mention three of these habits she might have observed. (3mks)**



KANGEMA

101/2

ENGLISH

(Comprehension, Literary, Appreciation and Grammar)

**1. Read the following passage and answer the questions that follow:- (20 MARKS)**

Our emphasis on money and industries has made us concentrate on urban development. We recognize that we do have enough money to bring the kind of development to each village which would benefit everybody. We also know that we cannot establish an industry in each village and through this means effect a rise in the real incomes of the people. For these reasons, we spend most of our money in urban areas and our industries are established in the towns.

Yet the greater part of this money that we spend in the towns comes from loans. Whether it is used to build schools, hospitals, houses or factories etc. It still has to be repaid. But it is obvious that it cannot be repaid just out of the money obtained from urban and industrial development. To repay the loans we have to use foreign currency which is obtained from the sale of our exports. But we do not now sell our industrial products in foreign markets, and indeed it is likely to be a long time before our industries produce for export. The main aim of our new industries is import substitution - that is to produce things which **hitherto** we have had to import from foreign countries.

It is therefore obvious that the foreign currency we shall use to pay back the loans used in the development of the urban area will not come from the towns or industries. Where then shall we get it from? We shall get it from the villages and from agriculture. What does this mean? It means that the people who benefit directly from development which is brought by borrowed money, are not the ones who will repay the loans. The largest proportion of the loans will be spent in and for the urban area, but the largest proportion of the loans will be spent through the efforts of the farmers.

This fact should always be **borne in mind** for there are various forms of exploitation. We must not forget that people who live in towns can possibly become the exploiters of those who live in rural areas. All our big hospitals are in towns and they benefit only a small section of the people of Tanzania. Yet if we have built them with loans from outside Tanzania, it is the overseas sale of peasants' produce, which provides the foreign exchange for repayment. Those who do not get the benefit of the hospitals thus carry major responsibility of paying for them. Tarmac roads with loans, it is again the farmer who produces the goods who will pay for them. What is more, the foreign exchange with which the car is bought also comes from the sale of the farmers' produce. Again, electric lights, water pipes, hotels and other aspects of modern developments are mostly found in towns. Most of them have been built with loans and most of them do not benefit the farmer directly, although they will be paid for by the foreign exchange earned by the sale of this produce. We should always bear this in mind.

Although when we talk of exploitation we usually think of capitalists, we should not forget that there are many small fish in the sea. They eat each other. The large ones eat the small ones and the small ones eat those who are even smaller. There are two possible ways of dividing the people in our country. We can put the capitalists and feudalists on one side, and the peasants and workers on the other. But we can also divide the people into urban dwellers on one side and those who live in the rural areas on the other. If we are not careful, we might get to the position where the real exploitation in Tanzania is that of the town dwellers exploiting the peasants.

- a) What is the author's main argument in the first paragraph? (2mks)
- b) According to the passage, what are the sources of money used to repay loans obtained by Tanzania? (2mks)
- c) In not more than 50 words, summarize the reasons why the town people are considered exploiters. (6 mks)
- d) Mention two challenges facing the Tanzania government as brought out in the passage. (2mks)
- e) Explain how appropriate the figure of speech in the last paragraph is in relation to the author's argument. (3mks)
- f) The author says: "This fact should always be borne in mind....." Which fact is he referring to and why should it be borne in mind? (2mks)
- g) We must not forget that people who live in towns can possibly exploit those who live in rural areas. (Rewrite in the passive). (1mk)



h) Explain the meaning of the following words as used in the passage.

- i) hitherto .....
- ii) borne in mind .....

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

Except for Kithinji Makau who seemed to have trouble handling the cadaver, the other five soon formed a good team. One person would read from the manual, another would dissect and separate the tissues and the rest would try to identify the revealed structures. Anatomy was the human body into a doctor's head; it was just a test of one's power of recall- an invaluable tool for a doctor. To carry in one's head the names, distribution and function of hundreds of muscles, nerves, blood vessels, parts of the brain, the skeleton, and all the internal organs require a no mean feat of memorization. However it soon became clear that two people were fighting for the top position in anatomy. They were both from table six - Aoro Sigu and that slip of a girl Wandia Mugo.

There were other subjects to be learned including Biochemistry and physiology, but none caused as much tension and rivalry as anatomy. If you saw a medic mumbling to himself, it was not because he was at prayer, the poor guy was practicing his anatomy. By the end of the third and last semester, the battle for supremacy in anatomy became palpable. People slept with their Cunningham's Manual and their Gray's Text Book of Anatomy. Where two or three were gathered together, anatomy was the main subject. Finally the day came. The written papers were done and the day for practical's came. You could have cut the tension with a knife after everyone took his place under a microscope. Each time the bell rang one had to move to the next item, irrespective of whether one had managed to identify the previous one or not. The time was fixed.

**Questions**

- a) Name any other two members of the team not mentioned in this passage and briefly describe their first reaction at the dissecting table. (3mks)
- b) Compare Aoro Sigu and Wandia Mugo in this passage. (2mks)
- c) Identify two thematic concerns highlighted in this excerpt. (4mks)
- d) Each time the bell rang one had to move to the next item, irrespective of whether one had managed to identify the previous one or not. (Begin, Irrespective.....end.....rang) (1mk)
- e) Make notes on the author's description of anatomy. (3mks)
- f) Explain an incident in the past that explains Aoro's passion for medicine. (4mks)
- g) Describe the mood of the third and last semester as brought out in the excerpt. (2mks)
- h) —Where two or three were gathered together.....” comment on the stylistic device employed here. (3mks)
- i) How does the battle for supremacy in anatomy end? (2mks)
- j) Explain the meaning of 'palpable' as used in the excerpt. (1mk)

**3. POETRY**

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

**ONCE UPON A TIME**

Once upon a time dear son  
They used to laugh with their hearts  
And laugh with their eyes, but now they only  
Laugh with their teeth  
While their ice-cold-block-eyes  
Search behind my shadow

There was a time indeed  
They used to shake hands with their hearts  
But that's gone son  
Now they shake hands without hearts  
As their hands search my empty pockets  
feel at home, come again'

They say but when I come  
 Again and feel at home, once, twice  
 There will be no thrice  
 For then I find the doors shut on me

So I have learned many things, son  
 I have learned to wear many faces  
 Like dresses, home face, office face,  
 Cocktail face  
 With all their conforming smiles  
 Like a fixed portrait smile

And I have learned too  
 To laugh with only my teeth  
 And shake hands without my heart  
 I have also learned to say —'Goodby'  
 When I mean 'Good riddance'  
 To say 'Glad to meet you'  
 Without being glad: and to say 'it has been  
 Nice talking to you' after being bored  
 But believe me son I want to be what I used to be when I  
 was like you

I want to unlearn these muting things  
 Most of all, I want to re-learn  
 How to laugh, show me how  
 I used to laugh and smile  
 Once upon a time when I was like you

### Questions

- a) Who is the persona in the poem? (2mks)
- b) Briefly describe what the poem is about? (3mks)
- c) Identify any two images that emphasise what the persona is saying. (2mks)
- d) Explain two poetic devices used in the poem. (4mks)
- e) Explain the following lines as used in the poem. (3mks)
- i) Like fixed portrait smile
  - ii) I want to unlearn these muting things.
  - iii) Laugh with their teeth
- f) What is the relationship between the persona and the son? (2mks)
- g) Describe the tone of the poem? (3mks)
- h) Suggest an alternative title to the poem. (1mk)

### 15. GRAMMAR (15 MARKS)

- a) Rewrite the following question according to the instructions given after each. Do not change the meaning. (4mks)
- i) It was the first time the school performed well.  
(Begin: Never before .....)
  - ii) Mount Kilimanjaro is the highest mountain in Africa.  
(Rewrite using- higher - instead of -highest-)
  - iii) The residents have succeeded in cleaning up the estate, what is more, they have made it the cleanest in the entire region. (Rewrite using - not only-)
  - iv) I did not know that there was trouble ahead.  
(Begin: Little .....)
- b) Each of the following sentences has two different meanings. Write down the two meanings of each. (2 mks)

- i) There is a man on that chair that has a broken leg.
  - ii) Eating monkeys can be interesting.
- c) **Replace the underlined word with a phrasal verb formed from the word in brackets. (2mks)**
- i) All his friends were at the airport to escort him. (see)
  - ii) Simon was shocked by the news of the closure of Nakumatt supermarket. (take)
- d) **Fill in the blank spaces with the appropriate preposition. (3mks)**
- i) They make clothes .....cotton.
  - ii) Mr Maina was sentenced .....child neglect but acquitted.....murder.
- e) **Complete the following sentences using the correct form of the word in brackets. (2mks)**
- i) The criminal's .....behaviour in court appalled the judge. (scandal)
  - ii) Hardly had the baby .....down when the mother began to clean the house. (lie)
- f) **Complete the following sentences with the appropriate question tag. (2mks)**
- i) We need to learn to prioritize, .....
  - ii) Come and visit us tomorrow, .....

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**ENGLISH  
PAPER 3  
JULY/AUGUST 2018**

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

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

**EITHER**

a) Write a story starting with:

That evening my brother came home unusually sad .....

**OR**

b) Write a composition to illustrate the saying;

'A friend in need is a friend indeed.'

**2. COMPULSORY SET TEXT**

DRAMA: Bertolt Brecht, Caucasian Chalk Circle.

Write an essay on the disputes that arise in the play, and how each of them is resolved.

(20mks)

**3. OPTIONAL SET TEXT**

**EITHER**

a) The play

Francis Imbuga; Betrayal in the city.

In a dictatorial regime, the prisoners are not the only ones incarcerated. With illustrations from the play validate this statement.

(20mks)

**OR**

b) —How much land does a man need' using Leo Tolstoy's story, write an essay showing how greed and materialism can lead to grave consequences.

c) **The Novel**

The Pearl

'Our lives are controlled by destiny.'

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

(20mks)

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**KIGUMO**

101/1

**ENGLISH****PAPER 1****(Functional skills)****1. FUNCTIONAL WRITING (20MARKS)**

You are the school captain in your school. The school has been performing dismally and you are asked to visit a top performing school for bench marking for three days. Write a report of your findings and give recommendations that would benefit the school.

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

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

Gender 1. ....against the African woman is not 2  
 .....very widespread but also deeply embedded in African Societies. Several  
 factors combine to 3. ....the African woman. First, we have primitive and irrational 4.  
 .....about the natural inferiority of the woman. 5. ...., many  
 negative cultural practices, female genital 6. ...., bride price and confinement to  
 specified spaces, injure, humiliate and 7. ....the person of the  
 woman. Thirdly, the abject poverty and abysmal ignorance prevailing in many 8.  
 .....societies deny the African woman the means, the knowledge and the power to  
 make 9. ....decisions about her life.  
 Last but not 10. ...., the African man's chauvinistic greed for power and  
 insensitivity to the needs of his mother, daughter, sister and companion is a regrettable hindrance to female  
 emancipation.

**3. ORAL SKILLS (30 MARKS)****a) The Bride**

Why do you wear that dress so white?

Why do you wear the veil so light?

Why do your young eyes shine so bright?

Is it your wedding?

I wear the dress and veil to show

That gladly to my love I go

My young eyes shine because I know

It is my wedding.

- i) Using illustrations, show how rhythm has been achieved in the poem (4 marks)  
 ii) How would you perform to distinguish stanza I from stanza 2. (2marks)  
 iii) What is the rhyme scheme of this poem? (2marks)  
 iv) Describe the tone you would use in performing the last line of the song. (2marks)

**b) Give another word pronounced the same as the following. (5marks)**

i) Heal –

ii) Elicit –

iii) Beach –

iv) Moor –

v) Shagreen –

**c) 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.

**d) Identify the odd one out in each of the following sets. (5marks)**

i) Enough, staff, dough, graph

ii) Depot, rapport, report, debut

iii) Watched, wanted, laughed, rushed

iv) Wept, debt, receipt, doubt

v) Machine, chef, chess, machete

e) You are stranded at a bus stop. You decide to ring your principal to report that you cannot arrive in school in time for class. Below is a part of the telephone conversation. Fill the other part. (6marks)

You: ----- (1mark)

School secretary: I'm sorry the principal is in a meeting and cannot speak to you at the moment.

You: ----- (1mark)

School secretary: May I know your class teacher please?

You: ..... (1mark)

School secretary: Oh I'm sorry Mrs. Mwangi is already in class. Can you please leave a message?

You: ----- (1mark)

School secretary: Oh Mrs, Muli's is your house mistress? Just hold on as I connect you to her.

Mrs. Muli: Hello, what can I do for you?

You: ----- (1mark)

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

You: ----- (1mark)

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**KIGUMO**  
**101/2**  
**ENGLISH**  
**Paper 2**

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

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

**(20 marks)**

Like a termite destroying a structure, stress undermines the body, mind and emotions and the effect can be obvious on your skin. While dermatologists are still debating whether stress actually causes skin disorders, they seem to agree that stress definitely triggers or aggravates skin conditions such as acne, hives, eczema, psoriasis, rosacea, warts, cold sores and blisters. Did you know that one of the first places stress is on your skin? The skin is the largest organ and also the busiest immune part with direct and indirect connections to the brain.

Whenever we feel anxious or overwhelmed, our bodies produce cortisol, a major stress hormone is pumped into our system, it communicates with all our organs and causes inflammation as a reaction to stress. Inflammation produces oxidants that damage the cells.

What does that mean to the skin? When a pore is inflamed, it becomes thick and swollen and is more likely to become clogged. When collagen becomes inflamed the matrix breaks down and results in acne, wrinkles, dryness and itchiness appears with the inflammation. They are telltale indications of what is really going on inside

All too often, we try to blame external influences such as eating too much chocolate, dust, even the weather for the state of our skin. But the real cause a so called "bad skin day" is often emotional.

That's the thing about the skin: you have to deal not only with how you feel, but also with how others react to you. The flip side is that once your skin starts to mend, people notice immediately and tell you that you look great. Stress management is possible if you can talk about what is going on in one's life with a friend or relative. Binging or eating of junk food too pays off. Exercise raises the level of endorphins thus the mood is raised. A time off the hectic life to relax, a massage, soft music or even meditation is healthy for stress levels to be lowered. Cortisol levels are at their lowest when one sleeps.

**Questions**

- a) Why is stress destructive? (3mks)
  - b) How does someone look when stressed? (2mks)
  - c) Make notes on the process by which stress affects our skin (4mks).
  - d) Apart from stress, what other factors are blamed for the condition of the skin (2mks)
  - e) You have to deal not only with how you feel, but also with how others react to you. (Begin....Not only.....)
  - f) How does one know that one has started managing stress? (2mks)
  - g) Why is exercise important during stress? (2mks)
  - h) Give the meaning of the following words and expressions as used in the passage.
    - i) Telltale (1mks)
    - ii) Bad skin day (1mk)
    - iii) Binging (1mk)
    - iv) inflammation (1mk)
2. Read the extract below and answer the questions that follow.

3. **THE RIVER AND THE SOURCE (25MKS)**

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

That following year there was a record five candidates in the house and tension once again reigned supreme. Vera and Becky were doing their Advanced Level Examination, Aoro his Ordinary Level, and the twins Opiyo and Odongo their Certificate of Primary Education. Books and papers were all over the place and tempers were short. Vera at nineteen had undergone a metamorphosis from a gawky thin faced teenager into a striking young woman and the boys, who had previously had eyes only for Becky started to take notice. Becky of course noticed this and was jealous. Vera herself was unaware since all the neighborhood boys were afraid of Mark, who had been known to throw ardent admirers bodily across the fence. He had not been a soldier for nothing and no young pup was allowed to nose around his precious girls. Naturally he had quite forgotten what he himself had been like a quarter of a century before. Short is the human memory.

One particularly persistent young man called Tommy Muhambe however kept coming back until Vera who was not only unaware, but was totally lacking in feminine wiles, became aware of him. He was in university studying Veterinary Medicine and was twenty one. More important he was madly in love – with that passion which only first love can arouse. One Sunday, he actually asked her to go to the movies with him. She was quite impressed by his temerity because the thought of Mark was usually enough to cool off the most ardent of young men. She thought of the tomes waiting for her and the triple A's she wanted to score in maths, physics and chemistry and decided one movie wouldn't kill her. So she broached the subject after dinner that night while her open mouthed siblings waited for the sky to cave in at such audacity.

—Father, Tommy asked me to the movies next Saturday. May I go? I would really like to.” She looked at him levelly but not antagonistically – one adult to another. Mark could not ignore that gentle challenge. He would have loved to steal a quick look at Elizabeth – for guidance and inspiration – but obviously could not.

—Who is this Tommy?”he asked to buy time. He knew Tommy very well. He was Mike Muhambe's son at the university – a nice enough young man were it not for the fact that he was a Luhya and was eyeing his eldest daughter. Vera was not given to making unreasonable demands or causing trouble for trouble's sake, therefore she could not be denied off-hand. She would simply come up with any number of convincing arguments. Even the tendency to spill tears seemed to have waned as she approached adulthood.

—Hes the Muhambe's son who does Vet Medicine at the university. I thought you knew him.” The other children hung on to her every word filled with excited admiration. Becky would have fainted first before facing up to her father. Aoro remembered only too clearly what a tussle with Mark could lead to.

## QUESTIONS

1. When had similar tension been experienced in the house? (2mks)
2. How can we tell that Vera was different from Becky from the information given in the first paragraph? (2mks)
3. What is ironical about the way Mark is treating young men? (3mks)
4. Which metaphor reveals Mark's attitude towards the young men? (3mks)
5. Which characteristics do Vera and Tommy have in common? (5mks)
6. —Father, Tommy asked me to the movies next Saturday,”Vera said. Rewrite in reported speech. (1mk)
7. Why would Mark not dare steal a quick look at Elizabeth? (2mks)
8. What do we learn about Mark from this excerpt? Illustrate your answer. (4mks)
9. Explain the meaning of the following expressions as they are used in the excerpt: (3mks)
  - a) metamorphosis -
  - b) to cool off -
  - c) hung on to her every word –

## ORAL LITERATURE

### **The Man, His Son and The Squirrel**

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

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

The chief said, —This is a lie. He is not his son. If he is his son, then let him come that I can see.” Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, —Gand join the son of the



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

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

### Questions

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

### 4. GRAMMAR.

- a) **Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the sentence.** (2mks)
1. He crawled like a snake and moved towards the dimly lit house.(Begin: Crawling.....)
  2. He will not regain other peoples respect unless he stops drinking irresponsibly.(Begin....Only.....)
- b) **Fill in the blanks with the correct form of the word given in brackets.** (3mks)
- i) Living in the .....(industry)part of the town can be very distressing.
  - ii) .....(friend) people are rare these days.
  - iii) .I did not sell the ring .I was told it was .....(worth).
- c) **Fill in the blanks with the correct preposition.** (3mks)
- i) Jane has a special liking .....Mathematics.
  - ii) The host has a dog that answers.....the name snoopy.
  - iii) I have placed the coffee table.....the shade of that tree over there.
- d) **Punctuate the following sentence.** (1mk)
- i) Dominic why do you always quarrel Paul he asked.
- e) **Replace the words in brackets with an appropriate phrasal verb.** (3mks)
- i) We hope that our plans will----- ( succeed)
  - ii) Judy was----- (deceived) by a smartly dressed man.
  - iii) She looked carefully at the document but couldn’t (understand) ----- ----what it meant.
- f) **Give two meanings of the following sentence** (1mk)
- i) Did you see the girl with a telescope?
- g) **Write one word to replace the underlined words in the following sentences.** (2mks)
- i) The School President reproduced the Principal’s speech word for word.
  - ii) Mr.Gachau is unable to pay his debts.

**KIGUMO**

**101/3**

**ENGLISH**

**Paper 3**

**(Creative Composition and Essays on Set Texts)**

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

**Either,**

a) Write a story beginning with the words:

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

**Or**

b) Discuss the measures you would take to curb flooding in our Kenyan urban areas.

**2. THE COMPULSORY SET TEXT: THE CAUCASIAN CHALK CIRCLE BY BERTOLT BRECHT.( 20 MARKS)**

Lust and greed for power are detrimental to society. Using Bertolt Brecht's The Caucasian Chalk Circle; show the truth of this statement.

**3. THE OPTIONAL SET TEXTS. 20 MARKS**

**Either,**

**Drama:**

a) We keep our friends close but our enemies even closer. Support this statement with illustrations from Francis Imbuga's Betrayal in the city

**Or**

**SHORT STORY**

b) When a teenage girl is brought up by an absentee mother, she is bound to face countless challenges. Justify this assertion basing your answer on Lesley Nneka's story Light in Memories we Lost and Other Stories by Chris Wanjala.

**Or**

**The NOVEL**

c) The greed exposed in various sectors in today's society is the same one seen in the The Pearl by John Steinbeck. Using illustrations from the text show the truth of this statement.

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**MURANGA SOUTH**  
**101/1**  
**ENGLISH (Functional**  
**Skills)**  
 Paper 1

1. Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a Report. (20 marks)
2. **Read the passage below and fill in each space with an appropriate word(10 marks)**  
 We are on the verge **1**.....an economic renewal if we consider the recent **2**.....of mineral resources in several parts of the country. There have been discoveries of titanium in Kwale, oil and water in Turkana,**3** .....coal in Kitui. Kenya has joined the **4**.....of other countries in Africa endowed with natural resources.  
 These discoveries should provoke **5**.....to consider **6**.....questions: How well are the resources **7**.....to be managed? What mechanisms are we putting in place to promote accountability and transparency in the **8**.....of these resources? Given our track **9** in managing public funds, how **10** .....we assure the citizens of accountability by properly managing the natural resources?
3. **(a)Read the story below and then answer the questions that follow: (5mks)**  
 Long time ago I was told a story about a tall, very muscular man. He used to walk only at night and he used to carry a collection of all kinds of metals –*Sufulia, ruyungu, bikhule na rundirundu tsa rwa khaboolakhu.* With these he made a lot of noise *Ngalia-ngalia-ngalia* when walking. His direction was always towards the moon. His mission nobody knew. In this metal he carried all the diseases of the earth. The noise made by his collection warned people to be out of the way, for anybody who saw him was infected by the diseases he carried and thus became blind.  
 (i) If you are performing this story to children how would you make it interesting? (2 marks)  
 (ii) Identify the sound device used in the story? What is its effectiveness (2mks)  
 (iii) Mention one way in which you would know that the audience in this story is fully participating? (1 mark)
- (b) Give a word that is pronounced in the same way as the words below. (5 marks)**  
 (i) Colonel...  
 (ii) Guest...  
 (iii) Male....  
 (iv) Oral.....  
 (v) Click...
- (c) Underline the silent letters in the following words (5 marks)**  
 (i) indictment  
 (ii) poignant  
 (iii) subpoena  
 (iv) enough  
 (v) should
- (d) Read the item below and answer the questions based on it (4 marks)**  
 The needle might be tiny but it sews.  
 (i) Classify the genre above? (1 mark)  
 (ii) Provide another item that has the same meaning as the one above (1mk)  
 (iii) For what audience would the genre be suitable? Give reasons for your answer (2 marks)
- (e) You have been asked to prepare and present an oral report on the consequences of drug abuse**  
 (i) How would you prepare for the presentation (3mks)  
 (ii) Explain how you would make use of verbal skills to make your presentation effective (2mks)

**f. Read the following telephone conversation and then answer the questions that follow(6mks)**

Secretary: (phone rings) Hello, Masomo secondary school  
How may I help you?

Caller: I want to speak to my mother

Secretary: May I know who your mother is please?

Caller : (Impatient and irritated) I have said I want to speak to my mother.

Secretary: Excuse me. I'm sorry I don't know who your mother is. Could you please tell me her name?

Caller:- (shouting) You have been working in that institution for the last ten years and you don't know Mrs.Marita?

Secretary: (Politely) Oh ! Mrs. Marita? She has just stepped out shortly. May I take a message for her please?

Caller: (Bangs the receiver)

- a. Identify any three instances that show the caller's lack of telephone etiquette. (3mks)
- b. How can you tell that the secretary observes professional conversational skill in the above telephone conversation? (3mks)

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MURANGA SOUTH  
101/2  
ENGLISH

**Question 1.**

Read the passage below and answer the questions based on it

(20mks)

**choosing a career**

The career market is full of opportunities. Gone are the days when we had 'either ... or' career choices. The times when women, for example, chose between only nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the **liberalization** and globalization of the world economy, has ensured that there is no longer a **dearth** of career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counselling.

When choosing a career, whether you have the help of a career counsellor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training, and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary school level. If your ability in these subjects is just average, you would be overstressing your luck to enroll for a Bachelor of Medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle physics and mathematics was low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle mathematics and physics well.

There are times when people have been driven to choose a particular career because of the salary and prestige associated with jobs in that field. At times, the desire to take certain courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest is a recipe for a dull life since you will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the **social mobility** that the job might provide than by their interest in the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your values

If you value variety, **collaboration**, and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.

The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive fields require more education but may not pay well. When there are many applicants for a particular position, unique personality traits become an added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should not be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs. Therefore, the availability of job opportunities is not necessarily limited to the presence of employers. It also encompasses opportunities for self-employment which everyone is free to explore.

**Questions.**

1. What has widened the scope of career choices, according to the passage? (1mk)
2. What has made career counseling necessary? (1mk)
3. Explain the relationship between one's ability and career choice. (2mks)
4. State the advice given to a person who values variety, collaboration and creativity when choosing a career (2mks)

5. What is the writer's opinion on what brings about job satisfaction? (2mks)
6. Comment on the influence of peers and family members on an individual's career choice (2mks)
7. Make notes on factors that influence career choice (4mks)
8. Rewrite the following sentences according to the instructions given after each (2mks)
  - a. The career market is full of many opportunities  
Begin: There.....
  - b. What does matter is how well a career choice matches your values (Add a question tag) (1mk)
9. Explain the meaning of the following expressions as used in the passage (4mks)
  - a. Liberalization
  - b. Dearth
  - c. Social mobility
  - d. Collaboration

## 2. RIVER AND THE SOURCE

Read the excerpt below and answer the questions that follow

—Good. Very good. How about this marriage business—don't you think it is too soon? I mean you've only worked for a year - do you really have anything to offer a wife?"

I guess not. But then I doubt if a large house and a Mercedes Benz would make any difference to Wandia. She is not that kind of girl."

—You can never tell. She is a Kikuyu after all; they have a thing about money. In any case, why don't you wait a little? I am sure there is a nice Luo girl somewhere who'd make a perfect wife for you"

—Father," Aoro struggled to control his voice. —Father, I don't know anything about the rest of the tribe, but I know Wandia. She is the one I have chosen. I love her - which is a feeling that I cannot just transfer from one girl to another at will. In any case I have done anatomy and beneath the skin, everyone is remarkably the same. Even the blood which is supposed to be thicker than water is all just a combination of iron and protein in every instance. Some people are good, others are bad - its got very little to do with their blood or tribe. It is all in the heart. I am sure you know that father."

Mark was silent for so long that his son feared that he would simply get up and walk away.

—You are my eldest son and whatever you may think, I love you. I am proud of you. I want you to be very happy. Even though you are a doctor - and I suppose doctors know a lot, there are some things that are understood only by experience. I was only trying to forestall any possible misery which may arise in future. Things like language to be spoken at home, the religion to be practised - and by the way to what faith does she belong?

### Questions

- a. Explain what happens before and after this excerpt. (4mks)
- b. Illustrate any two thematic concerns evident in the excerpt (4mks)
- c. i. I am sure there is a nice Luo girl somewhere who'd make a perfect wife for you. (add a question tag) (1mk)  
ii. Explain the meaning of the word "anatomy" as used in the excerpt. (1mk)
- d. Comment on any **TWO** stylistic devices used in the excerpt (6mks)
- e. Illustrate two aspects of Aoro's character shown in this excerpt (4mks)
- f. Where else in the novel is Aoro in conflict with his father? (2mks)
- g. In about 40 words, explain how Aoro defends Wandia as his choice for a wife. (3mks)

### Question 3 Poetry (20 marks)

Read the following poem and answer the questions that follow.

Let me not to the Alter venture  
Admission to passion being passion  
Changes at will  
Bends with the whims of individuals  
Never a fixed feeling  
Never looks challenges in the face  
An emotion beyond reasonableness  
Thunders like lightning

Blows like the wind in the dry harmattan  
 Swears to the gods and God  
 To be true to the heart  
 But alas! dies with the close of day  
 Setting with the sun in the eastern horizon  
 When touched cold as the ice cube in the deep freezer.

**Questions**

- a. Identify the persona in the poem (2mks)
- b. What is the poem about? (4mks)
- c. Identify and illustrate four aspects of imagery used in the poem (8mks)
- d. Describe the attitude of the persona to the subject matter of the poem (2mks)
- f. What is the tone of the poem? (2mks)
- g. Explain the meaning of the following lines as used in the poem (2mks)
  - a. Swears to the gods and God
  - b. To be true to the heart

**4. Grammar**

- a. Rewrite the following sentences according to the instructions after each (3mks)
  - i. You can do better than this. (Begin: This.....)
  - ii. If it were not for the rain, we would have arrived early (Begin But...)
  - iii. The teacher asked Kamau if he would go home that day or the following day. (Change to direct speech)
- b. Using the verbs in the brackets, replace the underlined words and phrases with correct phrasal verbs.
  - i. The students met their teacher accidentally.....(run) in town
  - ii. The government demolished the illegal structures near the school (bring)
  - iii. I will visit you tomorrow (call)
- c. Complete each of the following sentences with the appropriate prepositions (3mks)
  - i. Many people think that manual labour is.....their dignity
  - ii. The judge was prejudiced.....the accused from the beginning.
  - iii. John has retired.....the civil service
- d. Complete the following sentences using the correct interjection.
  - i.....what sort of food are you eating?
  - ii.....I almost knocked you down.
- e. Explain the difference in meaning between the sentences in each of the pairs given below(4mks)
  - i) Thank you for your generosity
  - ii) Thankyou for your "generosity".
  - iii) The man who lives in this house is a priest
  - iv) The man, who lives in this house, is a priest.

**MURANGA SOUTH**

101/1

English

Paper 3

(Creative Composition

And Essays Based on Set Texts)

**1. Creative composition(20mks)****Either****a. Write a composition to end with the following sentence**

.....I swore I would never make such a mistake again

(20mks)

Or

**b. Write a composition to illustrate the following saying:**

The pen is mightier than the sword

(20mks)

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

The Caucasian chalk circle by Bertolt Breteh.

Using **theCaucasian chalk circle** for your illustrations, write a composition to demonstrate that Azdak is the champion of justice for the poor and the oppressed (20mks)**3. The optional set texts****Answer any one of the following questions.****Either****1. a. The short story****Chris Wanjala (Ed.) memories we lost and other stories**

Basing your illustrations on Leo tolstoy's story How much land does man need?

Explain how insatiable greed can lead a man to his grave

(20mks)

**Or****b. Drama**Francis Imbuga, **Betrayal in the city**

Describe how the writer uses satire in Betrayal in the city to depict wicked leadership in society (20mks)

**Or****The Novel****c. John Steinbeck, The pearl**

Kino meant well as he pursued value for his pearl. Explain the truth of this statement by drawing your

illustrations from **the Pearl**

(20mks)

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KURIA EAST

101/1

ENGLISH

PAPER 1

**FUNCTION SKILLS****1. FUNCTIONAL WRITING -20MKS**

- a. Imagine that you are the chairperson of the Tendering Committee in your school. Write a memo to all heads of department requesting them to attend a meeting to discuss how to acquire supply of goods such as stationery, students' uniform, food stuff, laboratory equipment, audio-visual materials and sports equipment for the school. Copy the memo to the head of the institution. (12 marks)
- b. Write an advertisement inviting various companies to tender their goods with your school. The company must be a wholesaler Company. It must indicate the mode of payment, and how the goods would be delivered to the school. Inform the company when the items are required in your institution. (8 marks)

**2. CLOZE TEST**

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

Tension was (1) \_\_\_\_\_ in various parts of the country when rumours went round that phone users would die after receiving calls from (2) \_\_\_\_\_ telephone numbers. Many telephone users avoided calls (3) \_\_\_\_\_ their mobile phones after information spread that calls coming in red digits could cause death (4) \_\_\_\_\_ because high frequency waves would cause excessive bleeding in the brain. Some subscribers (5) \_\_\_\_\_ switched off their phones. The rumours started (6) \_\_\_\_\_ in the morning when several people received (7) \_\_\_\_\_ messages warning them against receiving calls from some listed numbers (8) \_\_\_\_\_, it was later established, belonged to a company in Pakistan — "I have switched off my phone because the news are (9) \_\_\_\_\_," One person said. However, it was later discovered that the rumours were only a (10) \_\_\_\_\_ to cause panic.

**3. ORAL SKILLS 30mks**

- a) **Read the poem below and answer the questions below correctly.**

Had we but world enough, and time  
This coyness, lady, were no crime.  
We would sit down and think which way  
To walk and pass our long love's day.  
Thou by the Indian Gange's side  
Shouldst rubies find; I by the tide  
Of Humber would complain. I would  
Love you ten years before the Flood.  
And you should; if you please, refuse  
Till conversation of the jaws.  
My vegetable love should grow  
Vaster than empires, and more slow;  
An hundred years should go to praise  
Thine eyes and on thy fore head gaze  
Two hundred to adore each breast,  
But thirty-thousand to the rest.

- (i) Explain how rhythm has been achieved in the poem. (3 marks)
- (ii) Assume you are performing this poem to an audience, in which ways would you enliven your presentation. (4 marks)
- (iii) How would you say the following lines in the poem  
—Thine eyes and on thy fore head gaze  
Two hundred to adore each breast. (3 marks)
- b) Assume you are the student leader of Guidance and Counseling in your school. The principal asks you to research and write a report on rising cases of drug Abuse in your school and present your findings during PTA and Student joint meeting. Explain how you would deal with stage fright associated with public speaking of this kind.

- c) Classify the words below according to the sound of the underlined “Ch” letters. An example of each of the sounds represented has been given. (3 marks) ( ½ each)

|                 |                  |                       |
|-----------------|------------------|-----------------------|
| <u>Ch</u> aos   | <u>B</u> ench    | <u>Ch</u> oreography  |
| <u>Ch</u> aise  | <u>Ch</u> arisma | <u>Ch</u> amois       |
| Sa <u>ch</u> et | Wre <u>ch</u>    | <u>Ch</u> ore         |
| <u>Ch</u> ortle | <u>Ch</u> ef     | <u>Ch</u> ronological |

- d) In each of the following list of words, underline the correctly stressed word. (5 marks)

- Ir`relevant
- Glo`rify
- Opera`tive
- Pictur`esque
- Ambi`guity
- `Administration
- Eco`nomic
- `Immature
- Mountain`eer

- e) The manager of Smart Uniform Company calls to speak to the principal Upendo Secondary School. The secretary answers the telephone call.

Read the conversation below and then answer the questions.

Secretary: (picks the phone) Hello. Secretary Upendo Secondary School speaking.  
 Manager: Hello. Could I speak to the Principal, please?  
 Secretary: May I know whom I am speaking to please?  
 Manager: Okey. Please remind him about our meeting in your school.  
 Secretary: Thats alright. I will relay the message to him.  
 Manager: Thank you for your assistance. Goodbye.  
 Secretary: Goodbye and thank you for calling.

- Explain how the speakers employ etiquette in their conversational skills. (3 marks)
- Write the message you would relay to the Principal if you were the secretary. (3 marks)

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101/2

ENGLISH

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

## 1. COMPREHENSION (20 marks)

**Read the passage below and then answer the questions that follow;**

How to dress to impress, how to communicate to invoke trust, how to posture to exude confidence, how to stand out as the best above the rest are all challenges that we persistently face when we compete for jobs, positions and even social acceptance.

We live in a society that judges us primarily by our physical appearance and ability to advance our propositions. Those who have the gift of garbs, the skill in creating an impression and the art of swag tend to make it further in the path of life as compared to those who sit pretty waiting for manna to fall and for ability to be recognized.

Quite philosophically, we can postulate that every time we step out into the world, we face intense scrutiny and vetting from all those around us. Our neighbours scrutinize our behavior to determine whether the home front is pleasant or tumultuous, colleagues examine our demeanor to gauge our propensity to win or lose clients assess our conduct to deliver on promises and strangers create an impression of whether our persona is repulsive or attractive just from the first glance.

In fact, everywhere we turn, there's sure to be someone judging whether or not we are who they think we are. Due to this persistent societal inspection we learn that image is everything and invest heavily in our outward appearance. And for those who understand just how pivotal it all is, they invest even more heavily in the inward appearance that provides the zest, zeal and gusto to face with enthusiasm no matter what. While image is everything, it's nothing void of intricate preparation. As we venture for job interviews, business pitches or even social engagements, we are tasked with anticipating all technical questions that could be posed, preempting all personal issues that could be raised and predicting any historical sensitive occurrences that could be revisited.

Even more critically we are expected to conduct background and emotional intelligence on those we shall come face to face with in the judging panel. Most panels tend to consist of three types of people; the neutral, the balanced and the biased. Those who are neutral are often fence-sitters keen on taking the safe middle ground. Where they could make a decisive choice, they make generalized conclusions; they make more decisive ones often rationalizing why. Those who are biased unashamedly take a stance based on their predispositions and values. They are often inclined towards a candidate who is their tribe, gender, schoolmate or friend. They have no qualms going out of their way to defend their preference.

Without doubt we have all been victims of the three personalities, seldom to our pleasure and frequently to our dismay. The vetting you and I undergo in our daily endeavours is not at all easy. Yet in the success and failures we learn to improve for the next encounter.

As we face the realities of constant scrutiny and vetting, it must have been interesting to watch our Cabinet Secretaries during the recently concluded vetting exercise. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for the nominations made. The **lukewarm** manner in which technical competence was established, personal character was unearthed and historical scandals or **grey areas** were clarified made us realize that what the candidates had undergone was a field day in comparison to the grilling sessions we endure in our quests for jobs. Indeed, watching the events unfold made me wonder whether we currently have a constitution whose tenets are ahead of its time. Whatever the case, it's refreshing that we have embarked on the journey.

Moving forward, as our new executive starts its mission to help us all fulfill our dreams, let's hope they will work with honesty, dignity and utmost professionalism. Let's pray that they will endeavour to exceed our expectations, proving that despite neutrality and bias witnessed in select cases, they were worth every penny. Finally, start the week more balanced than neutral, won't you!

*(Angela Ambitho, Standard on Sunday, May 19, 2017)*

**Questions.**

1. Which challenges do people face when competing for jobs, positions and even social acceptance? (2mks)
2. According to the writer, what should one do if one wants to succeed in our society? (3mks)
3. Identify the writer's attitude towards the neutral panelists. (2mks)
4. In note form outline the various forms of societal inspection as outlined in the passage. (3mks)
5. In your opinion, what could be some of the historical sensitive occurrences that could be revisited in a job interview? (2mks)
6. Citing examples from the passage explain what emotional intelligence is. (2mks)
7. Without doubt we have all been victims of three personalities, seldom to our pleasure and frequently to our dismay. (Replace the underlined word with a synonym). (2mks)
8. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for nominations made. (Explain the meaning of the underlined expression). (1mk)
9. Whatever the case, it's refreshing that we have embarked on the journey ..... (Put a question tag). (1mk)
10. Give the meaning of the following word and expression as used in the passage. (2mks)
  - (a) Lukewarm.....
  - (b) Grey areas.....

**2. THE RIVER AND THE SOURCE:****Read the excerpt below and answer the questions that follow:**

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confoundingly slim for the remainder of the year; and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? He had been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame. But that evening, he came home smelling like a brewery. He offered no explanation and she asked none; however family life continued somewhat uneasily for they were both still too young to give way to each other.

**Questions:**

1. Explain what happens before this extract. (2mks)
2. —Such an experience is, however, very hard to shake off ....” Explain in details which experience this is. (3mks)
3. Explain the major theme in this extract. (2mks)
4. Discuss two traits each of she and he. (4mks)
5. Explain, from your knowledge of the novel, how the fortunes of the couple turned around. (2mks)
6. Explain **three** styles found in this extract. (4mks)
7. (i) Then he turned on his heels and left the house. (Rewrite beginning: On his heels....)
- (ii) After all, she had been the wronged one. (Add a question tag).
- (iii) Such an experience is, however, hard to shake off. (Rewrite using inversion)
8. Explain the meaning of: (2mks)
  - a) Confoundingly.....
  - b) Raw fear.....
9. Explain what happens after this extract. (3mks)

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

From the rostrum they declaimed  
 On martyrs and men of high ideals  
 When they sent out  
 Benevolent despots to an unwilling race  
 Straining at the yoke.

Bull dozers trampling on virgin ground  
 In blatant violation.  
 They trampled down all that was strange,  
 And filled the void.  
 With half digested alien thoughts;  
 They left a trail of red.  
 Whenever their feet had passed  
 Oh, they did themselves fine.  
 And strutted about the place,  
 Self-proclaimed demi-gods  
 From counterfeit Olympus  
 One day they hurled down thunderbolts  
 On a toiling race of the earthworms.  
 They might have rained down pebbles.  
 To pelt the brats to death  
 But that was beneath them  
 They kept up the illusion  
 That they were fighting foes.  
 Killing in the name of high ideals.  
 At the inquest they told the world  
 The worms were becoming pests.

Moreover they said?  
 They did not like wriggling things  
 Strange prejudice for gods.

### Questions

- What is the poem about? (3mks)
- Giving a relevant explanation, identify the persona in the poem. (2mks)
- Whom do you think the persona refers to as they? Explain. (2mks)
- What is the attitude of the poet towards they in the poem? (2mks)
- Identify and illustrate any two themes evident in the poem. (4mks)
- What is the dominant style that the poet has used to deliver the message in the poem? Cite one illustration and explain its effectiveness. (3mks)
- Describe the character trait displayed by they in the poem. (2mks)
- Explain the **meaning** of the following **lines** as used in the passage. (2mks)
  - They trampled down all that was strange.....
  - And filled the void. ....
  - With half digested alien thoughts.

### 4. GRAMMAR:

(15 MARKS)

- Rewrite the following sentences according to instructions given.
  - If I were the cabinet secretary in charge of internal security, I would ensure all criminals were jailed. (Begin were....)
  - I like Nairobi more than Machakos. (Use prefer)
  - The army has rounded all the rebels. (Rewrite in passive).
- Use the **correct form** of the words in **brackets**.
  - The liberals were subjected to \_\_\_\_\_ (relent) bombarding by the loyal soldiers.
  - The \_\_\_\_\_ (certain) of the petition outcome has made him very nervous.
  - No single female candidate won the \_\_\_\_\_ seat in the just concluded elections. (Governor)
- Replace the following **phrasal verbs** with **one** word.
  - The students have taken to the new teacher quite fast.
  - Selfish leaders have brought about the fall of many states.
- Fill in the blank spaces in each sentence with the **most appropriate** choice from the ones provided.
  - Odongo introduced Apundo and \_\_\_\_\_ (her/she) to his father.
  - Mrs. Swazuri sent two students, \_\_\_\_\_ (I, me) and John out of her class.
  - We are better than \_\_\_\_\_ (they, them).

5. Use the **correct** order of **adjectives** in **brackets** to fill in the gaps.
- Karita is a \_\_\_\_\_ (Kenyan, basketball, brilliant, short) player.
  - My \_\_\_\_\_ laptop is very efficient. (ugly, small, old, dell, grey)
6. Use **prepositions** to fill in the blank spaces.
- He was charged \_\_\_\_\_ murder.
  - He was willing to get the treasure \_\_\_\_\_ any cost.

101/3

**ENGLISH****PAPER 3****(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)****1. Creative Composition and Essays Base on Set Texts**

(a) Write a composition beginning with the following words; I walked into the courtroom that sunny afternoon  
Or

(b) Write a composition based on the proverb. You never miss the water till the well runs dry. (20mks)

2. Compulsory Set Text: The Caucasian Chalk Circle: Bertolt Brecht  
—There is nothing praise-worthy about war”, drawing illustrations from the play The Caucasian Chalk Circle, write an essay illustrating the truth of this statement.

**3. Optional Set Text**

Either Play

**(a) Short Story****Memories we lost**

Discuss how the author has brought out parenting and change in the story ‘Light’ by Lesley Nneka Arimah (20mks)

**(b) Francis Imbuga: Betrayal in the City**

—Sate is the mirror through which Imbuga laughs at the society.” Write an essay justifying this statement using illustrations from the play Betrayal in the City. (20mks)

Or

**(c) Novel****The Pearl - John Steinbeck**

Discuss how greed brings out the worst in us basing illustrations on Kino in John Steinbeck’s The Pearl (20Mks)

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**KISII CLUSTER**

101/1

**ENGLISH****PAPER 1****(FUNCTIONAL SKILLS)****QUESTION 1****( 20 MARKS)**

Recently, in the Daily Nation advertisement, a vacant position of a sales trainee was advertised. In response to this, write detailed curriculum vitae (resume) that would enable you to secure the vacancy.

**2. CLOSE TEST**

**Read the passage below and put the most appropriate word.**

**(10mks)**

Circumcising men routinely across Africa (1) ..... prevent millions of  
(2) ..... from Aids, World Health organization researchers and colleagues (3)  
..... today. (4) ..... analysed data (5)  
..... trials that showed men (6) ..... has been  
circumcised had a significantly lower risk of infection with the Aids virus.

Researchers believe (7) ..... helps cut infection risk  
(8) ..... the foreskin is covered in cells the virus seems able to ( 9)  
..... infect. The virus may also survive better in a warm, wet (10)  
..... like that found beneath a foreskin.

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

**i) Read the following poem and answer the questions that follow**

**THE CROW**

Crows on the swing!  
What grace as they sing.  
Rising and diving  
Like fish in the billows  
In the willowy air;  
or softly as feathers  
From broken pillows

Crows on the swing;  
What a symphony sings  
The wind in their wings  
As they swoop and they rise  
To the sea; to the skies  
As they float in the light  
Air, like fragments of night.

**Questions**

- a) Describe the rhyme scheme of the poem.(2mks)
- b) (i) Comment on the rhythm of the poem.(1mk)  
ii) Describe how the rhythm has been achieved. (2mks)
- c) How will you say the 2<sup>nd</sup> line of the first stanza. (1mk)
- d) Which two words will be stressed in the 3<sup>rd</sup> last line? Explain. (3mks)  
ii) There was a break-in in the dormitory last night and you as the dormitory prefect went to report to the principal. Complete the dialogue below.
- Principal: Come in Matunda. How can I help you?  
You: .....
- Principal: By who and at what time? I don't understand.  
You: .....
- Principal: Was anything stolen?  
You: .....
- Principal: Do you have any suspect? I mean could it have been done by one of you?



You: .....

Principal: Motieri? I which form four class? I have never come across him.

You: .....

Principal: Oh! I see. That is the boy who came in after being expelled from Makonkori High School.

You: .....

Principal: Fine, How do we pick up from here? Well, ask Motieri to see Mr. right now.

You: .....

Principal: Tell them to make an inventory of what they have lost and let them see me at break time. Anything else?

You: .....

Principal: It's ok and keep your eyes open and your ears on the ground. (8mks)

iii) Provide words that are pronounced similar to the following words. (5mks)

a) awe .....

b) blew .....

c) guilt .....

d) idol .....

e) profit .....

iv). Assuming you are a nursery school teacher and you are teaching them English, they seem to be disinterested and un attentive. Explain what you would do to make them get the content of your lesson. (3mks)

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

(i) Proper prior planning prevents poor performance.

(ii) Boys of poor background behaving properly perform.

**Questions**

a) Identify the genre. (1mk)

b) Which sounds are being drilled in (i) and (ii) above? (2mks)

c) Write an example of the above genre from your own community. (1mk)

d) What would be lost if your (c) above is translated into English. (1mk)

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101/2

ENGLISH

PAPER 2

(Comprehension, Literary, Appreciation and Grammar)

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

Kenya Anti-Corruption Commission (KACC) has now come up with a new promise; that it will make public in two months, findings of investigations into the Anglo Leasing scandal. The commission, through Mr. Ken Mwigie, who is the personal assistant to the director, Mr. Aaron Ringera, went on to pledge that the findings will be comprehensive and we may add, exhaustive as to lay bare those behind the scam.

Ordinarily, that would sound very good. However, we have heard similar pledges before, and for far too long, that it rings hollow in our ears. Not only that, the commission is on record for having dismissed outright claims that some top people in government were involved in the Aglo Leasing scandal or sought to interfere with the investigations. Unless the report comes out and with convincing findings, all the talks about investigations do not inspire any confidence among Kenyans.

What has happened is that the commission has not emphatically done what it set out to do to and convince the public that it deserves the kind of budget it gets and particularly, the emoluments its top officials receive every month.

More often than not, the commission is quick at herding smallfries to court while the big sharks, who are involved in momentous scandals are left unscathed, creating the impression that there is selective investigation and prosecution of corruption cases.

But even when the commission has done its investigations the other bundles is to have the cases prosecuted, since it does not have powers to do. Prosecution is the domain of the Attorney General, who as we have seen in the past, has thrown out some cases saying he could not take them to court as they were not water tight as to stand the test.

In other words, there are still lots of grey areas in the war against corruption. The commission must do its job well, and proof of that is when its investigations provide the basis for prosecution and conviction of corruption suspects. But when it just talks, it only reinforces the perception that it is just a decoy and muscle-less outfit that exists only in name.

- (a) In not more than 60 words, write a summary on what makes the general public doubt the seriousness of the Kenya Anti-Corruption Commission (KACC) in its duties. (4mks)
- b) Another obstacle lies in KACC's way after it has done its investigations and given recommendations.
- (i) Which one? (1mk)
- (ii) How? (1mk)
- c) (i) From the passage, what now seems to give more credibility to KACC? (2mks)
- (ii) What irony is there in this? (1mk)
- d) (i) Unless the report comes out and with convincing findings, all the talks about investigations do not inspire any confidence among Kenyans. (Re-write the sentence beginning: If the report (2mks)
- (ii) Give prefixes of (Example: possible – impossible) (2mks)
- exhaustive .....
- similar .....
- (iii) Give a suffix of (Example: important – importance) (1mk)
- scandal .....
- e) Why does the author conclude that KACC seems to exist only in name? (1mk)
- f) Give the meanings of the following words and phrases as used in the passage: (3mks)
- (i) it rings hollow in our ears .....
- (ii) emoluments .....
- (iii) small fries .....
- g) However, we have heard similar pledges before. (Rewrite the sentence in the passive) (1mk)

h) Give the passage a suitable title.

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

**The River and the Source**

At first light, as was her wont- for she was an early riser, she woke the entire village with wails and screams. People rushed out of their houses to the chief's homestead thinking that it was the chief or his son who had died, for either case it would have been Nyar Yimbo's duty to raise the alarm. When a good sized crowd had gathered, she stood just outside her house and spoke with a loud voice.

—Akoko Obanda Nyar Yimbo (daughter of the people of Yimbo) came to the homestead of Owour Kembo, chief, as a pure girl nineteen seasons old. In all that time I was taught nothing but the ways of Chik and how to conduct myself as a woman of impeccable birth. Never in all that time did my mother or my father take me out in the dark for the purpose of showing me how to cast spells or to brew love potions to snare the hearts of me. I was taught that the way to keep a man was by the work of my hands and the words of my mouth. Obanda my granduncle was a great healer, after whom many children are named. He was known to harm no man and frequently sent off those who sought trouble for others with a flea in their ear.

Has anyone ever seen me gossiping with other women at the water hole? Do I always not rise early to till my lands? Have I ever begged for food from you my mother-in-law as all your daughters-in-law do? Do I not always have enough to eat and more left over to barter in exchange for cattle, goats and sheep? (Indeed the size of the herds had become quite impressive).

Children are a gift from Were both to the deserving and undeserving. Do not even murderers, witches and sluggards who cannot even feed themselves have children? Should I spit in the eyes of Were like a snake and deny that he has given me children? Were creates a child in its mother's womb in secret, in his own time and at his own evolution. I have not stood in the way of my husband and other women. He is the chief and I cannot order him either to marry or not to marry.

Much has been said by the daughter of the people of Asembo(nyar Asembo) and her son Otieno about the thirty head of cattle that were paid to my father as a bride price. It causes them much bitterness that I have not borne thirty children in exchange for those cattle. Indeed my continued presence here is bitter aloes to them. Therefore I shall lift their gloom and suffering and depart from here to go back to my father's house. Be it known that my father was a wealthy man before receiving those cattle and would have remained wealthy without them. For none of my twenty- one brothers is wifeless. Be it noted also that the wealth I have created in this home is more than double the number paid for me. This everyone knows. Therefore when I reach home, I shall request the council of Jodongo to convene proceedings for a separation. My people will give back your cattle and you will give me back mine.

- (a) Explain what happens just before the extract. (3 marks)
- (b) Identify one theme that is addressed in this excerpt. (2 marks)
- (c) Identify and illustrate two features of style used in the extract. (4 marks)
- (d) Identify and illustrate three character traits of Akoko as brought in the extract. (6 marks)
- (e) Comment on the view that this society holds about a married woman. (2 marks)
- (f) Explain the meaning of the following phrase as used —..... raise the alarm” (1 mark)
- (g) Children are a gift from were both to the deserving and the undeserving. (Change into an interrogative statement) (2 marks)
- (h) Elsewhere from the novel, compare how Owour Kembo and Otieno treat their wives. (2 marks)
- (i) What happens just after this extract? (3 marks)

**Oral Literature (20 marks)**

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

**Njabala**

Once upon a time, a man and his wife had a daughter. The girl's name was Njabala and she was stunningly beautiful. But she was badly brought up, that girl. She was spoilt. She did not want to do any work in the shamba or around the house. All through her childhood, it was her mother who cooked for her, washed and ironed her clothes for her, did everything for her. But Njabala's beauty was beyond words.

Anyway, Njabala grew up and was soon ready for marriage. She married a young man *who* took her to his home. But of course she couldn't do any work. When time came for her to go and work in the shamba, she didn't know what to do. She put both her hands on her head and cried out Mamma, Mother-of-twins. It's you who used to spoil me. Come and dig.

Whereupon the skeleton of her mother, who had died, suddenly appeared. It took the hoe and started clearing the shamba as it sang:

Njabala, this is the way women dig,  
Njabala  
Njabala this is the way women dig,  
Njabala'  
Don't let me be caught by my in-laws.

And it cleared a large patch of the shamba, from here to way, way out there. Then it disappeared back to the grave. This went on for quite some time. Everytime Njabala went to the shamba-she would call out?

Mamma, Mother-of-twins'  
It's you who used to spoil me.  
Come and dig.  
Then the mother's little skeleton would come and clear the-shamba,  
Singing:  
Njabala, this is the way women dig,  
Njabala'  
Njabala, this is the way women dig,  
Njabala'  
Don't let me be caught by my in-laws.  
One day, however a relative of Njabala's husband saw what was happening, She went and. said to the husband. —You know what? The food we eat in this house is grown by skeletons.”

The husband said "Oh dear, Oh dear", The next day he went and hid in the shamba. When Njabala arrived, she called out as usual

Mama, Mother-of twins'.  
It's you, who used- to spoil me,  
Come and dig,  
The skeleton came and began to dig as it sang;  
Njabala, this is the way women dig,  
Njabala'

But suddenly, the man leapt out of his hiding place and dealt his mother-in-law skeleton a big blow with his stick the skeleton disappeared immediately, Njabala was almost fainting with shame and shock. Her husband said to her angrily, —so this what's been happening? You've been feeding us on food grown —by skeletons?" From that day Njabala learned to work saying , —What else can I do now that my mother has been beaten and driven away?" And so she became a hard-working woman, I left her happy with her husband and the rich crop she was harvesting from her shamba and I came back here. That is what I saw.

## QUESTIONS

- What is the theme of this narrative? Explain (2mks)
- State and explain two functions of song as an aspect of style in this narrative. (4mks)
- Which audience(s) would this narrative be most appropriate for? Justify your answer. (2mks)
- Identify three typical features of oral narratives evident in this narrative. (6mks)
- Cite and explain a proverb from any community you are familiar with that comments on either beauty or work. (2mks)
- State and illustrate one social and one economic activity of the community from which this narrative is taken. (4mks)

4. a) **Fill each of the blank spaces with the correct preposition.** (3mks)
1. Joyce is fond ..... Fishing.
  2. The grandchildren arrived ..... Christmas Day.
  3. Peter is weak ..... Mathematics.
- b) **Rewrite the following sentences according to the instructions given after each. Do not change the meaning.** (5mks)
1. Tom is my brother. (Begin: I .....)
  2. A foreigner appeared before a Mombasa magistrate who was arrested for entering the country without a visa. (Rewrite omitting the ambiguity)
  3. —“I’m sorry madam”, the girl told the teacher, —“but I could not complete my homework” (Rewrite using the word apologized).
  4. Keroche was surprised to find the luggage stolen. (Rewrite using surprise)
  5. She was beautiful and friendly. We went out for a drink. We kept in touch after that. (combine into one sentence using the word ‘being’)
- c) **Replace the underlined phrasal verbs with a single word that means the same.** (3mks)
1. Pynette can’t put up with lazy workers.
  2. I was held up by traffic for two hours.
  3. The stadium’s perimeter wall gave in
- d) **Punctuate the sentences below.** (2mks)
1. How many students have read Chinua Achebes things fall apart.
  2. Go away shouted the shopkeeper.
- e) **Fill in the blanks with an appropriate word.** (2mks)
- Miriam is about to (i)..... her form four exams. She plans to  
 (ii) ..... a computer college in town for a diploma

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101/3

ENGLISH

PAPER 3

(Imaginative composition and  
Essays based on set texts)

Answer three questions only

1. Imaginative composition (compulsory)

Either

(a) Write an essay to illustrate the saying  
Honesty is the best policy

**OR**

(b) Write a composition that ends with  
..... the experience made me feel that my parents were the most precious people in the world.

2. The compulsory set text

**Bertolt Brecht the Caucasian chalk circle**

Write an essay to show how Bertolt Brecht satirizes various institutions in the society using illustrations from the  
**Caucasian chalk circle**

3. The optional set test

Answer any one of the following three questions

(a) The short story

**Moran publishers: Memories we lost and other stories**

Write an essay the role of a mother in parenting drawing illustrations from Nneka Arimah's light  
OR

**Drama: Francis Imbuga Betrayal in the city**

Write an essay to show the relevance of the title "Betrayal in the city" citing examples from

**Francis Imbuga's Betrayal in the city**

OR

**The Novel**

**John Steinbeck, The pearl**

Write an essay to show how greed has been brought out in **John Steinbeck's, The pearl**

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## M.C. CLUSTER OF SCHOOLS FORM 4 EVALUATION TEST – 2018

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

## 1. Functional writing.

(20 marks)

You are currently the Makueni County Representative and you have been requested to carry out a research on the problems facing the people of Makueni. Write a report on any four findings. In your report also include the purpose for the study, method(s) of study and suggest solutions to the problems found.

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

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

3. a. Read the story below and then answer the questions that follow.**The Greedy Hyena and the Stump** (A Tugen story)

Long, long ago, there was a bee-keeper who went to check on his bee-hive in the forest. It was late in the evening when he arrived at the tree where his bee-hive was hanging. He lit some fire and climbed on top of the tree to collect the honey from the bee-hive. After collecting enough honey, he descended the tree. As he stood on the ground, he heard some queer noise in a bush close by, but he could not see the bush clearly.

After tying a bunch of pieces of wood and lighting it so as to use it as a torch, he started on his journey homewards. Hardly had he gone a short distance when he heard the same noise he had heard before. This time, the noise was trailing him. He stopped to see what it was that made the noise. Behind him was a huge hyena. When he stopped, it also stopped and when he moved, it also moved towards him. He went on and when he was near his home, he stopped. He thought and thought. How could he stop the hyena from following him. He saw the stump of a tree in front. He decided to cover the remaining distance in the darkness.

He placed the torch of pieces of wood beside the stump. Meanwhile, the hyena had receded out of his sight and did not see him go. It thought the man had placed the fire on the ground and slept. What a feast I'll have! the hyena thought. It waited in an adjacent bush till the flames of the fire went off. It came towards the dim burning charcoal and mistook the stump beside the fire for the man's head. It went stealthily towards the stump. Its teeth sunk deep into the stump and got stuck. The hyena tried to pull its teeth out but it was all in vain. The teeth remained stuck to the stump. It struggled and struggled; it tugged and tugged but all in vain.

The hyena stayed in that condition the whole night. Very early the following morning, a young girl who was going to fetch water from the river saw it struggling. She went back and reported what she had seen. Her father sent an alarm for the village warriors to take up their weapons and kill the hyena. After a short while, the men were gathered near the hyena ready to kill it. The man who had been followed by the hyena the previous night was there. When he saw the hyena's long teeth stuck in the stump, he told the men that he would have been the victim had he not placed the fire beside the stump. The hyena was killed.

(Chesaina, C. 1991. *Oral Literature of the Kalenjin*, Nairobi: East African Educational Publishers Ltd.)

- (i) How would you say the opening two words in the first paragraph if you were narrating this story? (2 marks)  
 (ii) What is the effect of repetition in the second paragraph? (2 marks)  
 (iii) Describe how you would perform the sentence. —{struggled and struggled; it tugged and tugged but all in vain” (2 marks)

- (iv) What is particularly striking about the following sentences? —~~t~~s teeth sunk deep into the stump and got stuck!?  
(2 marks)
- (v) The words —~~t~~wards” and —~~a~~larm” are found in the story. **Underline** the **stressed syllable** in each case.  
(2 marks)
- (i) Towards  
(ii) Alarm

**b. Explain whether or not turn taking has taken place in the following conversation** (5 marks)

(Nduta is knocking on Wanjiku’s door)

Wanjiku: come in, oh, it is you, Nduta?  
I thought it was Kamau

Nduta: No, it isn’t. How are .....

Wanjiku: Kamau can sometimes be such a nag. Don’t you think so?

Nduta: (Thinking reflectively)Mm.....

Wanjiku: Forget it! I can see you don’t agree but that is the truth. Do you want to pretend that you don’t know that he is always borrowing money? (Pauses and looks Nduta directly in the eye as if in a challenge, but Nduta does not respond.)

That is hypocrisy on your part. Eh... also he tries to eh... I mean to eh..... force himself on others.

Nduta: (Silence. Nduta has gone to the window and is looking outside)

Wanjiku: (continuing after a lengthy pause) Anyway.....

Nduta: (clearly fed up) Enough! I am out of here

- c. There has been a lot of tension in Jomvu High School. The tension is caused by what the student consider to be a pathetic diet. The principal realized that things were reaching breaking point and called for dialogue. The students were requested to select a team to negotiate with the administration. At the end of the session, both the principal and the students are happy because a strike has been averted.  
What **five** things could have led to the success of the session? (5 marks)
- d. Your friend wishes to visit you over the December vacation but she’s never been to you place. You decide to describe to her how to get to your home. What should you pay close attention to when giving her directions? (4 marks)
- e. **Underline** the words in which the **vowel sound is different** in the following words. (3 marks)
- (i) Son, sun, can, hut  
(ii) Smell , fell, see, sale  
(iii) laugh, love, must, rust
- f. Fill in the blank spaces with the **correct stressed** form of the word in **brackets**. (Show the stress by **underlining** the stressed syllable)
- (i) A national wide \_\_\_\_\_ was carried out (survey)  
(ii) The rumour has caused \_\_\_\_\_ among us (upset)  
(iii) We really ought to \_\_\_\_\_ project the right image (project)



## M.C. CLUSTER OF SCHOOLS FORM 4 EVALUATION TEST – 2018

101/2

ENGLISH

PAPER 2

(Comprehension, Literary appreciation and Grammar)

Answer all the questions1. Read the following passage and the questions that follow.

We are constantly being reminded that this is the century of the common man. Among the rights the common man may be expected to claim is that of a share *moulding* his mother tongue. In that agreeable essay —“Grammar without Tears” written with so pleasant a blend of good sense and *whimsicality* that it is not always easy to be sure whether the author’s tongue is in his cheek, Mr. Hung Sykes – Davies invites us to pay our tribute to the common man of the past – the —“lowly man”, he calls him – who throughout the centuries has defied the grammarians and, by insisting on going his own way, has rid our language of tiresome and useless things like inflections and genders and brought it to its present state of ease and flexibility and what Bradley called it “*noiseless grammar*”. Mr. Sykes – Davies advocates that the lowly man should be free to continue his work. As no doubt he will, speaking no longer with the accent of the English countryside but with that of the citizen of the United States. Whether there his influence will still be beneficent only time can show. What seems certain is that we cannot do much about it. All experience goes to show that in the long run popular taste decides our vocabulary, and in the past has done so not too badly. When we feel depressed about what is happening now we must get what consolation we can out of the throughout, not wholly fantastic, that posterity may look back on the two Elizabeth ages as the eras of greatest activity in word- making and find that on each occasion the result was an enrichment of the language to suit the needs of the time.

A worse danger threatens our language than its corruption by the *undiscriminating* absorption of new words. That is the way we are using the words we already have, especially the growing habit of speakers and writers of both countries of concealing their thoughts —“even from themselves”, as George Orwell says, under resounding generalities and pseudo-scientific jargon. —“Will the next translation of the bible”, asks an English man, Ivor Brown, —“be allowed to —“help the sick” No, it will have to rehabilitate those who are suffering from psychophysical maladjustment. A spectre haunts our culture,” says an American, Lionel Trilling. ‘It is that people will eventually be unable to say, ‘We fell in love and married,’ let alone understand the language of Romeo and Juliet, but will, as a matter of course, say —“outibidinal impulses being reciprocal, we integrated our individual erotic drives, and brought them within the same frame of reference. A combined operation to exorcise this spectre would be an enterprise more worth while than competing with each other for the other for the future control of a vocabulary which is unlikely to submit to dictation by anyone.

(*The complete Plan Words, David Gorline Publishers, 2002*)

- a) Which one right is the common man expected to demand this century. (2marks)
- b) How has the —“lowly man” affected the English language (3marks)
- c) What is the writer’s attitude towards the introduction of new words? Explain. (4marks)
- d) Why does the writer object to jargon (4marks)
- e) In a paragraph of about 80 words, summarize the writer’s views on the future of the English language. (7marks)
- f) Explain the meaning of the following words and expressions as used in the passage. (5marks)
  - i) Moulding
  - ii) Whimsicality
  - iii) Tongue is in his cheek
  - iv) Noiseless grammar
  - v) Undiscriminating



**2: The River and the Source by Margaret Ogolla****Read the passage below and answer the questions that follow:**

(25mks)

.....that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experienced completely different pain from the one she experienced at her grandmother's death. There is a bond that exist between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother's womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child's most satisfying experience will be to lie next to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

—have failed her". These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother's death, blaming him for God alone knew what.

—How have you failed, dear?" he asked cautiously." Don't keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don't need me!"

Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn't have to constantly worry on that score. He really understood her predicament.

—You don't understand anything at all!" the lady declared as if reading his mind. —You don't know how torn I've often felt, how I long to divide myself in two, so that I can be in both places at once!"

Mark said nothing but thought to himself that marriage was a very useful thing: there was always someone to vent one's fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self-accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parent's arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

—She's not here. Father Thomas took her to the hospital at Maseno." So she was not dead yet, thank God. It must have been eight O'clock but she simply turned on her heels and went out to the car again despite the protests of the villagers. This night would not pass without her seeing her mother. Mark and the twins followed her out. They knew the argument was of no use.

When they finally reached Maseno at about nine O'clock, they had to plead to be allowed in. They found Maria, who had suffered a massive stroke, still in a coma. The clinical officer on duty held out no hope but suggested they return in the morning to confirm with the doctor. It was then decided that Elizabeth stay with her mother and Mark take the children home. He would return in the morning.

Elizabeth pulled up a stool and sat by her mother all that night listening to the changing patterns of her breathing; first it was stertorous but steady; then she went into periodic breathing with lapses so long that her daughter, afraid that she had stopped altogether, would squeeze her hand at which she would start breathing again. Once she actually opened her eyes and Elizabeth tried to talk to her but got no response. She would have bombarded the nurses with her questions but she was afraid they would throw her out.

**Questions**

- (a) What happens immediately before this excerpt? (2marks)
- (b) Elizabeth, in this excerpt, seems angry with Mark. What evidence is there of this? (2marks)
- (c) When else in the novel does Elizabeth project her anger at Mark, almost in similar circumstances? (2marks)
- (d) —have failed her", she said. (Rewrite in the reported speech). (1mark)
- (e) Discuss **one** character trait of each of the following. (4marks)
- i) Mark:.....

- iii) Elizabeth:.....
- (f) Make notes on the causes of the bond between mother and child. (3marks)
- (g) From this extract, discuss **one** thematic concern that comes out clearly. (4marks)
- (h) Explain the idiomatic expression —Elizabeth had no eyes for anyone.” (1mark)
- (i) What happens soon after this extract? (2marks)
- (j) Discuss **two** aspects of style used in this excerpt. (4marks)

### 3. Oral Narrative

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

Once upon a time, all animals in the jungle were of the same plain colour. But when they were invited by king lion for his son’s wedding, they decided to decorate themselves for the occasion. The tortoise was given the task of making the dye to be used. Though he was slow, he was the most intelligent.

The big day was fast approaching but the tortoise had only managed to make one big pot of black dye. He called a meeting and they all decided to use the available dye to make various patterns in their skins.

The leopard was allocated the job painting the rest of the animals. The zebra was the first on the queue followed by the giraffe, then the donkey and all the other animals were to follow. The giraffe and the zebra were painted and they looked very beautiful elegant.

Then the donkey’s turn came but he was undecided on the pattern to choose. The leopard decided to paint him like a zebra and got down to work. He had a long line along the donkey’s spine from head towards the tail. On reaching the tail, the donkey started giggling. The leopard continued and the donkey jumped and threw him his hind legs saying the brush was tickling and he could not contain himself any longer.

He had thrown his hind legs so hard that he hit the pot containing the dye. The dye splattered all over the animals on the queue. The cheetah got speckle all over his body, the leopard got spotted and the crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

All the animals rushed to the stream to try and wash out the dye but it had already dried and had become permanent. Nobody could get off the spots, streaks, speckles and splotches. And that is how the donkey was responsible for the various patterns we see on animal’s bodies today.

- a) Classify the narrative above. (1marks)
- b) Identify two social aspects of the society from which the narrative is taken. (4marks)
- c) (i) Which two stylistic devices, peculiar to oral narrative, are evident in the narrative? (4marks)
- (ii) In what way are they important? (2marks)
- a) Identify any two character traits of the leopard. (4marks)
- b) Who would be the target of such a narrative? (2marks)
- c) State the types of audience in oral narrative (2marks)
- d) How would you collect such a narrative? (1mark)

### 4. GRAMMAR (15MARKS).

- a) Fill in the blank spaces with the appropriate question tags. (4marks)
- Let’s help the old man cross the road .....
  - We needn’t worry about tomorrow.....
  - Let me have a taste.....
  - I have a right to defend myself.....
- b) Explain the difference in meaning between the two pairs of sentences. (4marks)
- (a) He stopped to dance  
(b) He stopped dancing
  - (a) There were twenty four year-old sheep in the paddock  
(b) There were twenty four-year-old sheep in the paddock.

- (c) Rewrite the following sentences according to the instructions given after each.  
Do not change the meaning. (4marks)

1. We had not gone far from our school. It started raining heavily. (Rewrite as one sentence using hardly).
2. He was absent from work for three days without permission. He wrote a rude letter to the Manager.  
(Rewrite as one sentence beginning, Not only.....)
3. —“We have to set out early tomorrow if we are serious about getting back the same day”, one member suggested. (Rewrite in indirect speech)
4. In spite of the bad weather they decided to go for a walk as planned. (Rewrite using although)

(d) **Fill in the blanks with suitable prepositions.**

1. I am fond .....music.
2. He died .....his country
3. The river flows .....the bridge

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## M.C. CLUSTER OF SCHOOLS FORM 4 EVALUATION TEST – 2018

101/3

ENGLISH

PAPER 3

(Creative composition and Essays based on set text)

2. **Imaginative composition** (20marks)**Either**

c) Write a composition that begins: –The day started like any other, little did I know that .....

**or**

d) Write a composition based on the proverb, –“What goes round comes round”

2. **Compulsory set text****The Caucasian Chalk Circle: Bertolt Brecht.**

(20marks)

Justice, though elusive, is eventually achieved in The Caucasian Chalk Circle. Using illustrations from the play support the above statement.

3. **Optional set text**a) **The short stories, Memories we lost and other stories**

The short story –“How much land does a man need? Is satirical of human greed?” Discuss. (20marks)

**Or**b) **Drama Francis Imbuga’s Betrayal in the City**

(20marks)

–“Close relationship with leaders may make an individual commit evil with impunity.” With reference to **Francis Imbuga’s, Betrayal in the City**, show how Mulili’s character illustrates this.c) **The Novel: The Pearl**

(20marks)

–“Poverty is one of the main themes in the novel.” Discuss

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