



GOLDEN ELITE EDUCATIONAL PUBLISHERS 0724351706



TOP NATIONAL SCHOOLS JOINT MOCKS AND TRIAL EXAMS 2022

A SOURCE YOU CAN TRUST

- **KABARAK SACHO JOINT(MOKASA)**
- **MOI GIRLS AND ELDORET DIOCESE**
- **MARANDA SCHOOL**
- **ALLIANCE BOYS HIGH SCHOOL**
- **SUNSHINE JOINT(SUKELEMO)**
- **PANGANI GIRLS**
- **ASUMBI**
- **KAPSABET**
- **STRATHMORE SCHOOL**
- **ALLIANCE GIRLS**
- **FRIENDS SCHOOL**
- **MOI GIRLS NAIROBI**
- **KENYA HIGH**
- **NAIROBI SCHOOL**

COMPILED BY
GOLDEN ELITE PUBLISHERS
NAIROBI
0724351706

KABARAK HIGH SCHOOL AND SACHO SCHOOL JOINT MOCK 2022

PAPER 1

1. FUNCTIONAL WRITING

(20 MARKS)

Imagine that you have been asked to write a report on the state of the natural environment around your school. Write the report examining briefly the various environmental problems you see around the compound, such as pollution, care of trees and bushes, litter, soil erosion and general cleanliness. Make **recommendations** as to how the natural environment can be improved by the school authorities

2. CLOZE TEST

(10MARKS)

Read the passage below and fill each blank

Space with the most appropriate word

(10Mks)

Honesty _____ an important role in everyone's life and it is a character which is visible with open eyes _____ an open book. Being considered an _____ person by society is one of the best compliments one can dream _____ in their entire life. It is the real character a person earns in life by _____ sincere and dedicated towards it. Honesty is a practice _____ is built slowly and patiently, firstly at _____ and then school. For this reason, home and school are the best places for a child to develop honesty. Thus, the _____ system should ensure the child is kept close to morality. The future of any country in the world _____ on the youth, so _____ should be given better opportunities to develop moral character and lead their country in a better way.

3. ORAL SKILLS

(30MARKS)

(a) Read the story below and answer the questions that follow it.

They loved their little boy more than anything. Such a bright, beautiful toddler who learned to say "mommy" before the age of one was pure sunshine for them. But, life has distractions and false beliefs can manifest over the stupidest of miscalculations and assumptions. As the heat built up, silent whispers intensified... There were talks on cell phones, and more and more talks on the phone. Posters were placed on every street. LOST CHILD! (HAVE YOU SEEN OUR LOVELY BABY BOY?)

As noon became late, frantic searching replaced any pleasantry. "We didn't!" they howled as they scrambled to the car hoping for the impossible. That which they cherished and loved was FOUND, but gone.

(i) Explain two ways you would use to capture the sad mood before telling this story

(2Mks)

(ii) Explain how you would perform the following sentence:

As the heat built up, silent whispers intensified.....

(2Mks)

(iii) What gesture is your audience likely to use at the end of the story? (1Mk)

(iv) Identify one instance of onomatopoeia in the story

(1Mk)

(b) Examine the sets of words below and on the basis of the pronunciation of the sounds that have been highlighted, choose the odd one out.

(5Mks)

- | | | | | |
|-------|--------------|----------------|---------------|------------------|
| (i) | Choir | Chemist | Chorus | Chasis |
| (ii) | Sugar | Shame | `Sure | Same |
| (iii) | OCean | Cease | Cede | Cell |
| (iv) | Kill | Coin | Count | Cellarage |

(v) Chic Chick Chin Chores

(c) You are the secretary to the students council in your school. The deputy principal has informed you that you are supposed to deliver a speech on behalf of the student's body during the forthcoming form one orientation.

Explain what you would do to ensure that you deliver the speech effectively to the benefit of your audience (5Mks)

(d) Come ye to me and I will heel your soles

(i) Identify the genre oral literature above (1Mk)

(ii) State one features of the genre (1Mk)

(iii) Give two functions of the genre (2Mks)

(e) Complete the following telephone conversation (10Marks)

Asha: Kilimo High School. How can I help you? (2Mks)

Zawadi: _____

Asha: Kindly tell me what it is about (2Mks)

Zawadi: _____

Asha: Okay, please hold on while I put you through to Mrs. Oloo's office. (Talking to Mrs. Oloo) Zawadi Hassan on the line. She is enquiring about an application to M.I.T.

Mrs. Oloo: Good afternoon Zawadi. (2Mks)

Zawadi: _____

Mrs. Oloo: Oh, congratulation! What course will you take?

Zawadi: My dream course – Aeronautical Engineering!

Mrs. Oloo: Marvelous! (1Mk)

Zawadi: Oh yes! Full tuition, and guess what? A stipend of US \$ 1000 per month for personal upkeep and learning materials.

Mrs. Oloo: That's a wonderful achievement. We should invite you soon to talk to the form fours on career choices and application for scholarships. Are you free next month? give a

Zawadi: I would be honored to do that, but _____ (1Mk)

Mrs. Oloo: What will you be doing for all that period?

Zawadi: The admission procedure is a bit stringent (1Mk)

Mrs. Oloo: Very well then. Let me know when it is convenient for you to come over. (1Mk)

Zawadi: Actually, two things. First I request you to prepare my academic transcripts and recommendations. Secondly, I would like to inform you that M.I.T has asked that you, as my main referee, accompany me for the pre-admission briefing in Massachusetts in October. Details will follow later.

Mrs. Oloo: Oh my God! I can't believe it. Thank you very much: Indeed the sky is the limit for me too!

PAPER 2

1. Read the passage below and answer the questions after it.

(20 marks)

In the countryside where I grew up, fruits are ripening later and rains coming late. Climatic change is real. Add overpopulation, overuse of fertilizers and deforestation, and a crisis faces the once thriving community. The rivers we once swam in are gone, intermittent after floods. The natural forests that once defined our lives have been cleared – we call that growth. Paradoxically, when we become affluent, we want to live in the leafy suburbs, nearer to nature and even play games such as golf on plain grass or polo using horses, not cars.

What other evidence do we need to prove planet earth is in a crisis? We did not need 300 delegates in the Glasgow climate conference to prove the obvious. Long before COP26, we heard President Daniel Moi and Wangari Mathai talk about climate change and the environment. We did not listen, yet the main victims of climate change are the poor. The affluent can afford water, food and other necessities; they can even import them or immigrate. Think of the years trees take to grow. Ever seen a mature mahogany or cedar tree? Think of rehabilitating land that has been built up; how much would it cost to make the Nairobi central business district green again? What do we do with all the concrete?

Climate change has become a big issue because the rich, developed countries are on the receiving end too, with floods and drought accompanied by wild fires. These countries are accepting that the earth's temperature is rising because of burning too much fossil fuels. Yet we heard of acid rain and the **greenhouse effect** decades ago. The rich countries have been active, innovating around climatic change. Think of hybrid and electric cars. And they are clever, to keep their industries humming by making hybrid cars as a stop-gap solution before going fully electrical. Their boldness on climate change could be based on their readiness.

The big debate now is how the whole world will cooperatively reduce the effects of climate change. The envisaged approach is cutting the use of fossil fuels to reduce carbon footprints. That would mean using more renewable energy that is less polluting such as solar, wind, geothermal and hydro, and less of coal despite its low cost and availability. The shift to renewables has cost implications. The plants have to be redesigned, or retired. Some countries will be losers. Think of Saudi Arabia or Nigeria and oil, and of Kenya's dream of being an oil exporting country.

Luckily, climate change could end the oil curse. The global power balance will shift; who will provide the ingredients for making car batteries that power electric cars? Who has the resources for producing renewable energy? Developing countries, on the other hand, are crying foul. They are asking why they should shift to renewables when they have plenty of fossil fuels such as oil, gas and coal. Why they can't be allowed to industrialize the old-fashioned way to catch up with the developed countries.

Some countries feel the developed countries want to share the burden of climate change yet they benefited alone. They want to be paid to stop the use of fossil fuels. South Africa could be paid for keeping coal underground. What of India? Will Russia keep her oil underground? Will China switch off her coal or oil-fired plants and slow down her economic growth? Countries have to make a choice between economic growth and climate change, or better, sustainability. It is not a choice like flipping a switch. The COP26 demonstrated that economic nationalism is at the heart of this debate. Which politicians want to lose votes over climate change? It is no wonder the young are the most vocal about climate change, they have more at stake.

Climate change affects everyone, weather has no borders. That is why we all must participate in slowing down the rise in temperatures. We must win over the **skeptics** too, just like we did with anti-vaxxers in the war on Covid-19. A lot of money has been channeled to climate change programmes, we want to see tangible evidence that emissions and temperatures are reduced. This planet is our only home, we must make it homelier. *(Adapted from the article **'Climate Change is Now a Moment of Truth'** by XN Iraki: The Standard, November 16, 2021)*

a) Why does the writer say that climate change is real? (1 mark)

b) Explain the paradox the writer mentions in the first paragraph. (2 marks)

- c) Explain the relevance of President Daniel Moi and Wangari Mathai in the writer’s argument in this passage. (1 marks)
- d) According to the writer, why is climate change suddenly a big issue? (1 marks)
- e) In **about 50** words, explain how the debate on the reduction of the effects of climate change favours the developed countries. (3 marks)
- f) Briefly explain the silver lining the writer sees in the fifth paragraph. (2 marks)
- g) Why is there a feeling among the developing countries that they are being short-changed by their developed counterparts? (2 marks)
- h) From your understanding of the passage, what does ‘economic nationalism’ mean? (2 marks)
- i) In the last paragraph, the writer emphasizes a reason for world cooperation in the matter of climate change. State what it is and say why you agree or disagree with the assertion. (2 marks)
- j) Countries have to make a choice between economic growth and climate change, or better, sustainability. (*Rewrite this sentence, beginning: Countries must ...*) (1 mark)
- k) Climate change affects everyone, weather has no borders. (*Rewrite as two separate sentences*) (1 mark)
- l) Explain the meaning of the following words and phrases as used in the passage: (2 marks)
- (i) greenhouse effect
- (ii) skeptics

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

Nora: I don’t believe that any longer. I believe that before all else **I am a reasonable human being**, just as you are- or at all events, that I must try and become one. I know quite well, Torvald that most people would think you right and that views of that kind are to be found in books. I must think over things for myself and get to understand them.

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

Nora: I am afraid, Torvald, I do not exactly know what religion is.

Helmer: What are you saying?

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

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

Nora: I assure you, Torvald that is not an easy question to answer. I really don’t know. The thing **perplexes** me all together. I only know that you and I look at it in a quite different light. I am learning, too, that the law is quite another thing from what I suppose; but I find it quite impossible

to convince myself that the law is right. According to it, a woman has no right to spare her old dying father, or to save her husband's life. I can't believe that.

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

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

- a) In **point form**, summarize the circumstances surrounding the events in this extract.(4 marks)
- b) How is Torvald depicted in this extract? (4 marks)
- c) From elsewhere in the play, show the contrast in Nora's character from what we see in this extract. (4 marks)
- d) Discuss any **thematic** concern addressed in this extract. (2 marks)
- e) *I am going to see if I can make out who is right, the world or I.* Add a **question tag**. (1 mark)
- f) What does Helmer's question, "*– have you no religion?*" reveal about the place of religion in the society? (2 marks)

Comment on the effectiveness of any one **feature of style** in the extract above. (2 marks)

- g) Describe the **mood** in this extract. (2 marks)
- h) What is the meaning of the following expressions as used in this extract? (4 marks)
 - i) I am a reasonable being.....
 - ii) clergyman.....
 - iii) conscience.....
 - iv) perplexes.....

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

Richard Cory

Whenever Richard Cory went downtown,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good-morning," and he glittered when he walked.

And he was rich—yes, richer than a king—
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

(Edwin Arlington Robinson)

- a) Briefly explain what the poem is about. (2 marks)
- b) What do we learn about the persona from the first stanza? (2 marks)
- c) What does the following line mean “So on we worked, and waited for the light”? (2 marks)
- d) Comment on any **two figures of speech** used in the above poem. (6 marks)
- e) Comment on the **tone** of the persona towards the subject matter. (3 marks)
- f) Outline the **atmosphere** prevalent in the poem. (3marks)
- g) Explain the **relevance** of the title to the poem. (2 marks)
4. a) Rewrite the following sentences as instructed. (3 marks)
- i) If you do not arrive in school punctually, you will be punished. (**Begin:** Unless.....)
- ii) The baby arose. The mother left for the market. (**Begin:** Hardly.....)
- iii) Tom could have passed his examinations if he had not worked hard. (Use ... ‘but’)
- b) Use the appropriate form of the word in brackets. (3 marks)
- i) The heavy rainfall rendered all the planes (**mobile**)
- ii) We had to take part in several(**strain**) exercises for us to win the game
- iii) The money she has is enough for her(**sustain**) in school.
- c) Replace the underlined word with an appropriate **phrasal verb**. (3 marks)
- (i) The police asked the speeding driver to **stop** the vehicle.
- (ii) The students complained that they could not **understand** what the speaker was saying.
- (iii) The girl **fainted** after receiving the shocking news.
- d) Explain the **two possible meanings** each of the sentences below. (4 marks)
- i) The chicken is ready to eat
- ii) I do not like flying planes
- e) Explain the meaning of the underlined expressions in the sentences below (2 marks)
- i) Liverpool **cut Arsenal to size** by beating them in the last match
- ii) Considering Manchester United’s dismal past record, the win in the last match seems to be a **flash in the pan**.

PAPER 3

1. Imaginative composition

(20 marks)

Either

- a. Write a composition ending with: ...after this incident, I realized that it is never too late to change.

Or

- b.** Despite Covid 19 causing havoc to life as we know it, there are positives that have come out of the pandemic. Write a composition to justify the above assertion.

2. *The Compulsory Set Text*

(20 marks)

Henry Ole Kulet, *Blossoms of the Savannah*

The rich culture in the Nasila community bonds the people in the society together. Write an essay with clear illustrations from the novel '*Blossoms of the Savannah*' by Henry Ole Kulet to justify this statement

3. *Optional Set Texts*

(20 marks)

Answer any one of the two questions

Either

(a) The Short Story:

Chris Wanjala (ed.), *Memories We Lost and Other Stories*

Determination and resilience are key ingredients in overcoming any challenges in life. Drawing illustration from Rolf Schmid's '*No Need to Lie*', justify the truth of the above statement.

(b) The Novel

John Steinbeck, *The Pearl*.

"When one fails to advice, they suffer." With illustrations from John Steibeck's *The Pearl*, write an essay to validate the above statement.

PAPER 1

FUNCTIONAL WRITING

You have returned to school after the mid-term break and realized that you left one of the set books back home. Write to your parent back home asking him or her to bring you the book during the Peace Prayer Day to be held in your school. Remember to tell them about your back to school, performance in the examinations you have done and your target grade at K.C.S.E(20 marks)

2. CLOZE TEST

Fill in each blank space in the following passage with the most appropriate word. (10 marks)

Most African tribes have a communal (a).....
to life. A person is an individual only to the extent that he or she is a
(b).....of a clan, a community or a family. Land was never
owned by an individual, but by the people, and (c)
not be disposed of by anybody. (d)..... there were traditional
heads, they held land in (e)..... for the community
generally. Food grown on the land was regarded as food to feed the hungry among the tribe.
(f)..... each family might have its own piece of land
on which to cultivate, when there was famine or when you simply wanted to eat, you merely looked for
food and ate it. There was no (g) on your mind as to who owned it. In many parts of
Africa it was thought quite natural for travelers to walk
(h)..... the nearest garden, and pick some bananas or maize and
eat. Nobody would interfere with them (i)..... they went in
and started taking loads of food away. Then they were, of course,
(j)..... the laws of hospitality and generosity, and exploiting
the clan through whose land they were passing.

(Adapted from Freedom and After; Tom Mboya; London; Andre deusch; 1963)

3. ORAL SKILLS

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

In the beginning, the sun married the moon. They travelled together for a long time, the sun leading and the moon following. As they travelled, the moon would get tired, and the sun would carry her for three days every month.

One day the moon annoyed the sun and she was beaten by the sun, just the same way some women are beaten by their husbands. But it happened that the moon was one of those short-tempered women who fight their husbands. When she was beaten, she fought back and wounded the sun's forehead. The sun also beat the moon, scratched her face and plucked out one of her eyes.

When the sun realized that he was wounded, he was very embarrassed and said to himself "I am going to shine so hard that people will not be able to look at me". And so he shone so hard that people could not look at him without squinting. That is why the sun shines so brightly.

As for the moon, she did not feel any embarrassment and so she did not have to shine any brighter. And up to now, if you look closely at the moon, you will see the wounds that the sun inflicted on her.

Questions

- i. Mention any two ways by which you would prepare your audience to receive this story
- ii. “I am going to shine so hard that people will not be able to look at me” to bring out complete effect?

(3 marks)

- iii) Imagine you are the story-teller charged with the responsibility of narrating this story. What story telling devices would you employ and why? (3 marks)

- iv) While telling the story, you realized that a section of the audience was passive. What was the likely cause for this? (2 marks)

- b) Provide another word that has the same pronunciation as each of the following words (3 marks)

- i) wrapped
- ii) lichen
- iii) room

- c) State whether your voice will rise or fall at the end of each of the sentences below (3 marks)

- i. Fire! Fire!
- ii. Did carry your set book to class?
- iii. I was never visited by parents.

- d) Explain what you would do if you were, without prior notice, asked to pass a vote of thanks during your school’s Prize-Giving Day. (4 marks)

- e) You have attended a one-day seminar. The person sitting next to you is intruding into your personal space. What four personal space guidelines could this person have failed to follow? (4 marks)

- f) The following is a conversation between two girls. Identify and illustrate any three shortcomings in the Pet’s listening skills (6 marks)

SHELLIE: (*Walking excitedly to her*) Good afternoon, Pet.

PET: (*Reading a newspaper. Looking up...*) Afternoon too Shellie (*resumes reading*)

SHELLIE: (*Beaming*) Yesterday, I watched the students of Mpesa Academy eulogize the late Bob Collymore.

PET: The one that was brought live on TV? I don’t like funerals since I lost my aunt.

SHELLIE: They were articulate and expressive in their show of emotions...

PET: So that moved you?

SHELLIE: It not only moved me. It made me admire the late Bob.

PET: (*Absent- mindedly*) Even after being cremated? I would rather burn in hell.

SHELLIE: (*Insistent*) I think he was a wonderful man; he had time for even little people.

PET: (*Dismissively*) So?

SHELLIE: We can learn something from those who depart before us, Pet. It is possible.

PET: (*Laughing as she walks away*) Ok. Keep learning. I hope you become

professor.

SHELLIE: Pet, I think something is the matter with you.

PET: (Waving at her) Bye! See you in school tomorrow.

i)

PAPER 2

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

If one said, “The room had an extremely obnoxious smell.” And another said, “The room had the smell of rotten fish.” Which of the two sentences is appealing? Whereas the first sentence may look superior with the word ‘obnoxious’ making it pronounced, the second one stands out. Why? It is more subtle, graphic and appeals to our senses of sight, smell and even taste. Apart from that it is memorable. This is the residence of imaginative or creative writing.

Writing is arguably the highest in the order of skills in language acquisition. It combines: listening, speaking and reading. When one writes, it is for reading and when one reads they are in a one- on-one conversation with the writer; laughing at the jokes, frowning and being drawn to feel with what the writer is saying. If this is the case then there is need for anybody who wants to write to give it some thought.

Good writing that evokes feelings begins with a mindset that delves beneath the surface of things. Creative writings swim in the undercurrents of human existence seeking to bring to the fore hidden nuances of things and human life. In imaginative writing one explains the universal significance of what they observe. For instance, if the twins born together but raised apart eventually reunite and seek to locate the fact surrounding their parentage, creative writing would focus on the twists not the obvious based on the phenotypically acknowledged attribute that a DNA test would readily confirm. But a captivating writing would be if the test also revealed that the fathers who have raised them are not their biological fathers. This would unearth more than what looks true in the surface.

It is this imagination that rises above the mundane human realities that would form some fodder for thought as one gleans through what has been creatively written. Scintillating stories have lived with humanity from the adorable age of oral narratives when animals satirized human foibles. Again, these were not stories for stories’ sake but ones with didactic values; a take-home that would make the human world a better place.

The significance of expressive language cannot be gainsaid in writing. Even scientific reading would be made more accessible and enjoyable if they employed not the jargons that exist in their registers but in how the scientific writers would manipulate language in such a way that would draw attention to itself. Deliberate diction and syntax would create a definite pattern in such writing so as to communicate the complex scientific terminologies with a light timbre of humour.

It is the writer’s thinking captured in images using words and phrases with an obvious appeal and impact on the senses of taste, touch, hearing, smell and sight that would engrain what is read into the hearts and minds of the readers. It is the sensory details communicated through words that are impressionistic. And writing is as good as the **indelible** impression it leaves on the reader’s mind.

Through good creative works, the reader is transported to worlds far and wide, real and imagined while unveiling the new insights that traversing such worlds bring to human experiences. It is the writer’s conscious effort that concretizes these fictional and real worlds

in any written piece. In such writings, love comes through as a beautiful flower and kindness as the milk of human life.

Sustained vivid accounts of human experiences captured in words using mental pictures **engraved in human senses** would make creative writing be in a better stead than an action-pact movie.

*(Adapted from a paper presented by Oloo Oliver on **Creative Writing** to teachers at Star of the Sea; Mombasa County; 2017)*

Questions

- a) According to paragraph one, what does creative writing entail? (2marks)
- b) Why is it important for anyone who wants to write to think? (2marks)
- c) Scintillating stories have lived with humanity from the adorable age of oral narratives when animals satirized human foibles. (Rewrite beginning: Satirizing...) (1mark)
- d) How would creative writing work as a 'mode of transport'? (2marks)
- e) Explain why twins are mentioned in this passage. (2marks)
- f) In note-form mention any three things one needs to consider in creative writing. (3marks)
- g) Why do you think impression is important in creative writing? (2marks)
- h) According to the passage, what is the significance of creative writing? (2marks)
- i) Describe how creative writing would outdo movies. (2marks)
- j) Give the meaning of the following word and expression as used in the passage
 - i. Indelible
 - ii. engraved in human senses.

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

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

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

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

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

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

Nora: Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven't any idea—

Mrs. Linde: We will easily put that right. It is only some of the trimming come unsewn here and there. Needle and thread? Now then, that's all we want.

Nora: It is nice of you.

Mrs. Linde: (*sewing*) So you are going to be dressed up tomorrow Nora I will tell you what -- I shall come in for a moment and see you in your fine feathers. But I have completely forgotten to thank you for a delightful evening yesterday.

Nora: (*gets up, and crosses the stage*) Well, I don't think yesterday was as pleasant as usual. You ought to have come to town a little earlier, Christine. Certainly Torvald does understand how to make a house **dainty** and attractive.

Mrs. Linde: And so do you, it seems to me; you are not your father's daughter for nothing. But tell me, is Dr. Rank always as depressed as he was yesterday?

Nora: No; yesterday it was noticeable. I must tell you that he suffers from a dangerous disease. He has consumption of the spine, poor creature. His father was a horrible man who committed all sorts of excesses; and that is why his son was sickly from childhood, do you understand?

Mrs. Linde: (*dropping her sewing*) But, my dearest Nora, how do you know anything about such things?

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

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

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

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

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

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

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

Questions

- a) Why does Nora look disturbed at the beginning of this excerpt? (3marks)

- b) Who brought the box that Nora is unpacking at the beginning of this excerpt why did Nora want it (2marks)
- c) “Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven’t any idea-----“
- i. What does this reveal about the character of Nora? (2marks)
 - ii. From this statement, describe the relationship that exists between Nora and Torvald. (2marks)
 - iii. Identify and explain a dramatic technique used in this statement (2marks)
- d) Cite **two** things that indicate that Nora is lying about Dr. Rank’s sickness in this excerpt. (2marks)
- e) Explain the message in Dr. Rank’s story as narrated by the two women in this excerpt. (2marks)
- f) Apart from repairing the fancy dress, what else does Mrs. Linde repair in this play and how? (3marks)
- g) How is morality explored in this excerpt? (3marks)
- h) Describe Mrs. Linde’s attitude towards Dr. Rank in this excerpt. (2marks)
- i) Explain Nora’s voice at the end of this excerpt (2marks)
 - j) Explain the word ‘**dainty**’ as used in this excerpt. (1mark)

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

Long time ago, the Hyena and the Rock were bosom friends. Whenever the Hyena was idle with nothing to eat, the Rock provided him with some warmth as he yawned away the day. He could sleep on the Rock, roll over to the other side and when he felt any movement, especially of what was edible, he stood on the Rock with a limp and peered into the horizon for what lady luck might have brought to his door-step.

On a rainy day, the Hyena would bring home huge chunks of carcasses, lay them on the Rock and devour ravenously. When his meal was over, usually after a day or two, he spent the rest of the days uncertain of his next meal, licking the remnants of blood left on the Rock. He licked these for days and the Rock remained silent and obedient.

One day when the Hyena had a meal- a smelly piece of meat he had salvaged from a pride lions in the vast savannah grassland, there was a big fight between the Hyena and the vultures who wanted to have a piece from his hard-earned meal. The Hyena bared his teeth to scare off the reluctant birds but the vultures with their sharp pointed beaks flew away with some pieces of the rotten bones. The struggle left the back of Rock with scratches and bruises.

That evening it rained heavily. The Hyena searched and searched and searched but he did not find a crack or space within the rock in which to hide. When morning came, the Hyena looked feverish as he went atop the Rock to await the warmth from the rising sun. The water from its now wet fur dripped down on the rock and when the sun’s eyes peered from the eastern horizon, the droplets glittered and reflected in the Hyena’s eyes. “Hmmm’ it feels good to be warm. But I’m hungry,” the Hyena said.

In the sweltering afternoon sun, the Hyena moved away to a shade that the canopy of trees had provided. In a short time, deep sleep overcame him. He slept carelessly having had no sleep the previous night. He slept on his belly, his sides and on his back snoring loudly. Suddenly his stomach rumbled like thunder and before he knew it, the contents of his bowels spewed out on the green grass. The smell was awful. He gave the steaming mixture a gleeful look before he pounced on it again. He guessed the future would be stormy without any morsel in sight.

After the long rains came a long dry spell. People waited for the rains. The pregnant clouds had receded and the sky was sapphire blue. The birds moved higher up the mountains. Even the King of the Jungle roamed

keenly near the few watering points that still had the precious liquid- water. There was no prey in sight The Hyena lurked lazily behind prides waiting to scavenge.

After several days, weeks and months the Hyena approached the Rock again. He looked him more keenly this time. He prayed that God would grant the desires of his heart. “What a lovely back, the Rock has!” he thought, “he could make a meal in this adversity.” He moved closer and now the rock resembled a Hippo. As he went closer and closer, the Rock now changed to look like a sleepy antelope.

“Rock, you know I’m hungry yet you lie here like a meal,” the Hyena said. The Rock was quiet. “I will eat you one day. I will plunge my teeth into your neck and belly then you will be my meal.” But the Rock was still silent. “And you will make my meal for days. I will eat you in bits.” Again the Rock was dumb. The Hyena walked away singing happily:

A meal, meals you people
Let the hungry cry
And the weak die
But the lame will eat, eat and eat.

When the Hyena looked back, the back of the Rock looked yummy. He said, “God this one I have found out of my hand work. But you can still go ahead and find me another one.” Then to the Rock he said, “Even though you are quiet, you have heard.”

Two days later, the Hyena became the vultures’ sumptuous meal on the rock.

(Taken from Oloo Oliver’s Collection for Oral Narratives; 2019; Unpublished)

Questions

- a) What in the story suggests that the relationship between Hyena and Rock was lopsided? (1mark)
- b) Explain what the phrase “rainy day’ in paragraph two of the story reveals about the Hyena’s life?(2marks)
- c) How does the saying: “When two bulls fight it is the grass that suffers,” apply in this story? (2marks)
- c) Cite **two** evidences from the story that indicate that Rock shielded Hyena from crisis. (2marks)
- e) Comment on any **two** features of oral narratives in this story (4marks)
- f) What two functions does Hyena’s song serve in this story? (2marks)
- g) Explain what this story teaches us about human relationships. (3 marks)
- h) Identify any two values that can be derived from this story. (2marks)
- i) What two instances show Hyena’s greed in this story? (2marks)
- j) Explain what led to the death of the Hyena in the story? (2marks)

4. Grammar

- a) Rewrite the following sentence according the instructions give after each. Do not change the meaning. (5marks)**

- i) Zena studied her opponent's face because she wanted to win contest. (Rewrite beginning with a present participle)
- ii) They were unaware that the thieves had dug a hole behind their house. (Begin: Little...)
- iii) The teacher asked us to write down the notes and show him at the end of the lesson. (Rewrite in direct speech)
- iv) The bachelor prepared his own supper. (Rewrite to remove gender bias)
- v) You can serve me now. (Add a question tag)

b) Replace the underlined words with appropriate phrasal verbs. (3marks)

- i) The thug could not escape from the hands of the police-officers.
- ii) I will visit you next week.
- iii) My parents provide my basic needs at school.

c) Fill in the blanks with the correct form of the word given in brackets. (3marks)

- a) Our principal is revered for her..... character. (conscience)
- b) The newspaper has aof over a million readers. (read)
- c) That club does not entertain those who are In environmental conservation. (interest)

d) The following sentences contain errors. Rewrite them correctly (2marks)

- i) We are discussing about how to improve in English.
- ii) They say he does not reply messages sent to him.

e) Use complex prepositions to complete the sentences below. (2marks)

- i. Rana visited the yard buying a brand new car.
- ii. lethargy, most students do not like reading set books.

PAPER 3

1. Imaginative Composition (20 marks)

Either

- a) Write a story to illustrate the saying: Many hands make light work Or
- b) Write a composition for or against the assertion that living with a pandemic requires a complete lifestyle change.

2. The Compulsory Set Text (20 marks) Blossoms of the Savannah; Ole Kulet

When we forge strong bonds and friendship, we can easily overcome any challenge that comes our way. Using examples from Ole Kulet's Blossoms of the Savannah, write an essay to show the truth of this statement.

3. Optional Set Texts (20 marks) Answer one question only

Either

The Short Story: Memories We Lost and Other Stories (ed) Wanjala Chris

a) Write an essay to show that those who live under containment experience many challenges. Use Gigoo's story The Umbrella Man for illustrations.

Or

b)The Play; David Mulwa; Inheritance

Using examples from Mulwa's play, Inheritance, write an essay to show that as a leader you cannot fool everybody all the time

Or

c)The Novel: John Steinbeck; The Pearl

Drawing illustrations from the story of Kino Steinbeck's The Pearl, write a composition to show that sometimes human endeavor can be an effort in futility.

MARANDA SCHOOL

PAPER 1

FUNCTIONAL WRITING (20MKS)

1. Your brother who has been studying abroad is coming home and the family has organized a party. Write an email inviting two of your friends; Mueni and Karanja. Copy in your brother who is organizing the party.
Give clear directions to Mueni and Karanja on the best route to your home. (20mks)

2. CLOZE TEST (10mks)

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

In a culture that sings the praises of individual gold medals and where ___1___ person fights for rights instead of _____2_____ on taking responsibility, people tend to lose sight of the picture. _____3_____ fact, some people seem to believe that _____4_____ are the entire picture. Everything revolves around their needs, their goals and their _____5. I saw the message on their T-shirt that expresses the ___6___ well. My idea of a team is a whole lot of people doing what I tell them to do. A team isn't supposed to be a bunch of people being used as a fool ___7___ one individual for selfish gain. Members of a team must have mutually beneficial shared goals. They must be ___8___ to work together, not manipulated by someone for ___9___ glory. Anyone who is accustomed to pulling together people and using them to benefit only _____10___ isn't a team builder; he is a dictator.

3. ORAL SKILLS (30MARKS)

a) *Read the poem below and then answer the question that follow*

HORIZONS; by Kalungi Kabuye

As I meditate

And levitate

In human state

No one can see

How the internal sea

Wells up with hope

But let's hope
Life so dear
With love so near
And closeness so **close**
Will bring home
The thing that we **hope**
Means to transform
Even the simplest digit
Into a magnified **seed**
Of a mustard tree

- i) Describe the rhyme scheme of the poem above. (2mks)
- ii) Identify and illustrate the devices used in the poem to achieve rhythm. (3mks)
- iii) How would you say line 10 of the poem? (2mks)
- iv) Write a word that is pronounced exactly the same way as each of the words in bold type in the poem above. (4mks)
- v) Write down words from the poems that have the following sounds; (2mks)

/ i: /

/ ai /

b) Considering the pronunciation of the letters in bold face, identify the odd word out. (3mks)

- i) Gaze, rose, boss.....
- ii) Fishing, **ch**ampagne, watch.....
- iii) Enough, **Dough**, Bough.....

c) Indicate whether you would use falling intonation or rising intonation in the sentences below. (4mks)

- i) Did you remember to buy tomatoes?
- ii) Where did you buy these?
- iii) I have something to tell you.....
- iv) Open the window!

d) In the paragraph below, underline the correctly stressed word according to the syllable in bold. (5mks)

The school captain said that they wanted to (**conduct/conduct**) a search in the dormitories. In the (**process/process**) of doing so, they found a mobile phone in one of the cubes. The (**convict/convict**) was Kibunja. Since he had been a (**rebel/rebel**) from the prefects' body, the captain had no choice but to (**subject/subject**) him to the disciplinary committee.

e) Give the meaning of the following sentences when the underlined words are stressed. (3mks)

- (i) James was humbled by the experience
- (ii) James was humbled by the experience
- (iii) James was humbled by the experience

f) Your teacher of English has asked you to give a presentation on a question from 'Blossoms of the Savannah; Five minutes into the discussion, you notice that most students have lost concentration. Give the possible reasons why this happened. (2mks)

PAPER 2

QUESTION ONE: COMPREHENSION (20MARKS)

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

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

Ants, however, show great intelligence as excavators. The ordinary plan of excavation is for ants to carry out earth and throw it outside the nest. There is nothing particular to note about it; all the ants engaged at the task behave in the same way. But one day I noticed a deviation. Some ants had made a nest on the side of a bank.

The ejected earth ran down from it in a shoot, like a landslide on the face of a hill. The shoot was very steep and

crumbling, and as each ant carried out its load, it slipped on the loose material and tumbled down to the bottom of the slope. The ants, however, refused to be defeated. After some days of slipping and falling, they managed to devise an ingenious plan for **surmounting** the serious difficulty. They assigned to one particular ant the duty of consolidating and hardening the ground. This ant set about collecting pebbles, which it found near the base of the shoot. These pebbles it carried up the shoot and then spread them out in the form of a platform at the very top; just outside the mouth of the nest.

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

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

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

Questions

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

(i) Automation -

(ii) Surmounting -

(iii) Parapet :

QUESTION TWO: EXCERPT (25 MARKS)

Read the following excerpt and answer the questions that follow.

Mrs Linde: *(smiles sadly and strokes her hair)* It sometimes happens, Nora.

Nora: So you are quite alone. How dreadfully sad that must be. I have three lovely children. You can't see them just now, for they are out with their nurse. But now you must tell me all about it.

Mrs Linde: No, no; I want to hear about you.

Nora: No, you must begin. I mustn't be selfish today; today I must only think of your affairs. But there is one thing I must tell you. Do you know we have just had a great piece of good luck?

Mrs Linde: No, what is it?

Nora: Just fancy, my husband has been made manager of the bank!

Mrs Linde: Your husband? What good luck!

Nora: Yes, tremendous! A barrister's profession is such an uncertain thing, especially if he won't undertake unsavoury cases; and naturally Torvald has never been willing to do that, and I quite agree with him. You may imagine how pleased we are! He is to take up his work in the bank at the New Year, and then he will have a big salary and lots of commissions. For the future we can live quite differently- we can do just as we like. I feel so relieved and so happy, Christine! It will be splendid to have heaps of money and not need to have an anxiety, won't it?

Mrs. Linde: Yes, anyhow I think it would be delightful to have what one needs.

Nora: No, not only what one needs, but heaps and heaps of money.

Mrs. Linde: *(smiling)* Nora, Nora, haven't you learned sense yet? In our school days you were a great spendthrift.

Nora: (*laughing*) Yes, that is what Torvald says now (Wags her finger at her.) But “Nora, Nora” is not so silly as you think. We have not been in a position for me to waste money. We have both had to work.

Mrs. Linde: You too?

Nora: Yes; odds and ends, needlework, crotchet-work, embroidery, and that kind of thing. (*dropping her voice*) And other things as well. You know Torvald left his office when we were married? There was no prospect of promotion there, and he had to try and earn more than before. But during the first year he overworked himself dreadfully. You see he had to make money every way he could, and he worked early and late; but he couldn't stand it, and fell dreadfully ill, and the doctors said it was necessary for him to go south.

Mrs. Linde: You spent a whole year in Italy, didn't you?

Questions

1. What does Mrs. Linde refer to when she says, “It sometimes happens, Nora”? (3marks)
2. Identify any two stylistic devices used in the extract and state their effectiveness. (4 marks)
3. But ‘Nora, Nora’ is not so silly as you think. What proves that Nora has not been as silly as she was thought to be by many? Refer to elsewhere in the novel. (3 marks)
4. Identify and explain the dominant theme in the excerpt. (2 marks)
5. What character traits of Nora and Mrs. Linde are brought out in the excerpt? (4 marks)
6. Why did the family spend a whole year in Italy? (3 marks)
7. So, you are quite alone. (Add a question tag) (1 mark)
8. What is the meaning of the following words as used in the excerpt? (3 marks)
 - a) Barrister:
 - b) Spendthrift:
 - c) Unsavoury:
9. What happens after the excerpt? (2 marks)

QUESTION THREE: ORAL POETRY (20MKS)

Read the following oral song and answer the questions that follow:

The Nzaiko of the Akamba
Are you really circumcising or not?
That I may enter into this home
Mother Mailu, Mailu, Mailu
Mother of child, come out
Annoit me, annoit me down to my feet before I go.
The circumcision man is busy now
The reason why, I don't know
I am fence, I protect youth
Mother of child
You better respond to me
Rather than keeping quiet
Why are you annoyed?
Are you annoyed?
Are you annoyed by my visit?
I had better examine
A gourd is inside
I had better examine.
A goat is inside
I had better examine.

Questions

- (a) Briefly explain what the oral song is about. (3mks)
- (b) What aspects of society are brought out in the poem? (2mks)
- (c) What evidence of circumcision ceremony is there? (1mk)
- (d) Identify and illustrate any three aspects of style used in the song? (6mks)
- (e) Why do you think the mother of child was annoyed? (2mks)
- (f) Identify and illustrate two voices in the song? (4mks)

(g) Explain the meaning of the following expressions as used in the song. (2mks)

(i) Down to my feet

(ii) I am fence, I protect youth

QUESTION 4: GRAMMAR (15MKS)

(a) Fill in the blank spaces in each of the following sentences with the most appropriate preposition. (3MKS)

(i) She will preside the function.

(ii) The exercise was conducted in accordance the regulations.

(iii) He took..... his clothes and dived into the pool.

(b) For each of the following sentences replace the underlined phrasal verb with one word that has the same meaning. (3mks)

(i) Amina was commended for keeping up her good performance.

(ii) Students are advised to keep out of trouble.

(iii) It's not good to walk out on one's family.

(c) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)

(i) Should he see you, he would be surprised. (Begin: Were ...)

(ii) He awoke. He found the house on fire. (Join into a single sentence using a preposition)

(iii) I will hear the music. (Begin. The music)

(d) Supply the correct form of the verb in the following sentences. (3 marks)

(i) All but my father arrived (has/have).

(ii) Both cats chasing birds (enjoy/enjoys).

(iii) The Minister as well as the Permanent Secretary and the Speaker of the House
.....present (was/were).

(e) Place the adverbs given in their natural position and order (3mks)

i. My telephone rang fifteen times last night. (almost)

ii. I wanted to make an appearance. (merely)

iii. The performance was fantastic. (absolutely)

PAPER 3

1. Imaginative Composition (Compulsory)

Either

(a) Write a composition beginning:

I anxiously carried the parcel to my house.....

Or

(b) Write a composition to illustrate the proverb.

“Still waters run deep.”

2. Compulsory set text.

H.R Ole Kulet, Blossoms of the Savannah

Using your knowledge of the text Blossoms of the Savannah show how women have been subjected to the men's tyranny.

3. Optional set text

Answer any *one* of the following three questions.

a. Memories we Lost and other Stories

Sickness affects both the sick person and the family members. Write a composition to validate this statement citing illustrations from Lidudumalingani Mqomboti's Memories we Lost.

b. Drama

“Lacuna is to blame for the suffering of the Kutula citizens.” Using Juda Zen Melo's family, write an essay depicting the truth of this statement.

c. The novel

John Steinbeck, the Pearl.

Kino's fortune stirred something evil in the town. Basing your illustrations on Steinbeck's novel The Pearl, write an essay to show how selfishness was provoked by “The Pearl of the world.”

ALLIANCE BOYS HIGH SCHOOL

PAPER 1

FUNCTIONAL WRITING (20MARKS)

You are the environment club chairperson in your school. You have been invited to give a speech on how to conserve the environment during the “Environmental Awareness Day” in your sub-county. The sub-county director of environment, the area chief, students, the club patrons and members from the community will attend. In your speech you will address the following issues: deforestation, pollution and waste disposal. Write the **speech** that you will deliver. (20 marks)

i) CLOZE TEST

(10 MARKS)

Complete the following passage by filling in the blank spaces with the most appropriate word.

Stealing livestock will attract a death sentence.....(1) conviction if a proposed(2) is passed by parliament and assented..... (3) by President Kenyatta. The Penal code (amendment) Bill 2020, by Kitui East M.P Nimrod Mbai, currently before the National Assembly....._(4) to enhance the punishment for livestock theft in the country as a way of..... (5) the societal vice of many years. “A person who steals livestock commits an(6) and shall be sentenced to death upon conviction,” the bill which seeks to amend section 278 of the Penal code act, reads. The Supreme Court declared death sentence illegal. Livestock theft(7) become a transitional organized crime in the Horn of Africa which region`s governments are_ (8) equipped to deal with. Currently, the law provides a.....(9) sentence not exceeding 14 years for those(10) guilty of the offence.

ii) ORAL SKILLS

(30MARKS)

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

(8 marks)

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

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

- i. What makes this poem rhythmic? (2 marks)
- ii. How would you say the last line of the poem? (1 mark)
- iii. Which words are you likely to stress in the **fourth** line of **first** stanza and why? (2 marks)
- iv. Give a word that is pronounced as each of the following (3 marks)
- a) Would _____
- b) Plain _____
- c) Rest _____

b. Study the genre below and answer the questions that follow. (7 marks)

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

3. Giving a reason, classify the genre. (2 marks)
4. Identify the dominant sound pattern used in the above genre. (2 marks)
5. State two functions of the genre above. (2marks)
6. If the above genre was to be translated to another language, what would be lost? (1 mark)
- c. Two classmates, James and Erick have a debate. Erick strongly feels that boarding schools should be done away with. James, on the other hand, argues that they should remain.
- i) If your teacher of English brought the same motion to your class, how would you prepare for the debate (3marks)
- ii) Explain three verbal cues that you would use to make your presentation effective. (3marks)
- iii) Advise the above classmates' **four** things they should do in order to disagree in a polite manner so that their conversation does not degenerate into a dispute. (4mks)
- d. Complete the following conversation between the principal and a parent. (5 marks)**

Mr. Kamau: Good morning, sir, my name is Mr. Kamau.

Principal: _____

(1 mark)

Mr. Kamau: I received your message inviting me to school over the conduct of my son. For how long has he been absent from school?

Principal: _____

(2 marks)

Mr Kamau: _____

(1 mark)

Principal: Thank you Mr. Kamau for coming and accepting to discipline your son.

Mr.Kamau

PAPER 2

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

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight and ward off major illness?

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

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

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

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

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

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

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

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

(Adapted from Reader’s Digest, January 2004)

- (a) From the information given in the first paragraph, how can you improve your life? (1 mark)
- (b) In note form, give the effects of eating carbohydrates. (4 marks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer. (2 marks)
- (d) In what **two** forms can antioxidants be consumed. (2 marks)
- (e) “In fact, nutritionists recommend that we eat five portions of fruit and vegetable a day.”
(Begin: Don’t ...) (1mark)
- (f) What is the attitude of the author towards calcium as a weight– cutting measure? (3 marks)
- (g) According to the passage, how can you use up excess fat? (2 marks)
- (h) Identify an instance of irony in the passage. (2 marks)
- (i) Explain the meaning of the following expressions as used in the passage. (3 marks)
 - i)Daunting.....
 - ii)Baggage.....
 - iii) Down a mountain.....

2. AN EXCERPT FROM A DOLL’S HOUSE BY HENRIK IBSEN. (25 marks)

Read the excerpt below and answer the questions that follow.

Nora: No, no, not in the least. It is only something-it is my new dress-

Rank: What? Your dress is lying there.

Nora: Oh, yes, that one; but this is another. I ordered it. Torvald mustn’t know about it-

Rank: Oho! Then that was great secret.

Nora: Of course. Just go into him; he is sitting in the inner room. Keep him as long as-

Rank: Make your mind easy; I won't let him escape. (goes into HELMER's room)

Nora: (to the MAID) And he is standing waiting in the kitchen?

Maid: yes; he came up the back of the stairs.

Nora: But didn't you tell him no one was in?

Maid: yes, but it was no good.

Nora: He won't go away?

Maid: No; he says he won't until he has seen you, ma'am.

Nora: Well, let him come in- but quietly. Helen, you mustn't say anything about it to anyone. It's a surprise for my husband

Maid: Yes, ma'am, I quite understand. (Exit)

Nora: This dreadful thing is going to happen! It will happen in spite of me! No, no, no, it can't happen-it shan't happen!

Questions

- a) What happens immediately before the excerpt? (3marks)
- b) Explain any two stylistic devices evident in the extract. (4marks)
- c) Who is the person said to be waiting in the kitchen, and why has the person come? (3marks)
- d) 'Then that was the great secret'. From elsewhere in the text, identify any three secrets that Nora has kept. (3marks)
- e) He came up the back stairs. (Begin: Up...). (1mark)
- f) Explain a major social issue of concern addressed in this excerpt. (2marks)
- g) What dreadful thing does Nora fear might happen? Explain. (3marks)
- h) What do we learn about Nora's character from the excerpt? (4marks)
- i) What is the meaning of the following expressions as used in the excerpt? (2marks)
 - i. make your mind easy.....

ii. It was no good

.....

3. POETRY

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

(20marks)

Adieu

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

Questions

- a) What type of oral poem is this? Explain your answer. (2marks)
- b) Besides sound devices, explain what makes the above genre an oral poem. (2marks)
- c) Explain the relevance of the title 'Adieu'. (2marks)
- d) Identify the persona in the above genre? (2marks)
- e) Explain the mood in the oral poem above. (2marks)
- f) Explain two functions of this specific genre. (2marks)
- g) Describe the place setting that is clearly evident in this genre. (2marks)
- h) How is the persona portrayed in the oral poem? (2marks)
- i) Explain one **religious aspect** of the society from which the genre is drawn. (2marks)
- j) Contextualize the meaning of the following expressions: (2marks)
1. These...these shall be my keepsakes
 2. The silent prayers and tears

4. GRAMMAR.

15 marks

a. Rewrite the following sentences according to the instructions given.

(4marks)

- (i) Kipchoge is the most popular athlete in Kenya. (**Begin: No...**)
- (ii) The young man was very hungry. He swallowed the food without chewing it. (**Begin: So...**)
- (iii) The teacher found out how intelligent Joel was when he started the discussion. (**Begin: It was not until...**)
- (iv) They were so exhausted that they could not stay awake. (**Rewrite using "too".**)

b. Complete the following sentences using the appropriate form of the word in brackets.

(3marks)

- (i) The winner of the race jogged..... around the stadium waving the Kenyan flag. (**pride**)
- (ii) The guard was very.....today. (**quarrel**)
- (iii) That is not the correct.....(**define**)

c. Fill in the gaps with an appropriate preposition.

(2marks)

- (i) The prefect is answerable _____ the behaviour of the class.
- (ii) I have placed the coffee table _____ the shade of that tree over there.

d. Complete each of the following sentences with one of the words in brackets. (2marks)

- (i) They saw _____ animals in the park than they expected. (less, fewer)
- (ii) After walking for three kilometers, they were lucky to get _____ water from the stream. (little, a little)

e. Correct the error(s) in each of the sentences below.

(2marks)

- (i) I went for shopping yesterday.
- (ii) How do you hope to get the lost child between so many people?

f. Explain the meaning of the underlined idiomatic expressions in the following sentences.

(2marks)

- (i) They arrived at the eleventh hour.
- (ii) Most people prefer to sit on the fence.

PAPER 3

1. Imaginative composition (compulsory)

(20 marks)

Either

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

Or

b) Write a composition explaining how young people can overcome tribalism in Kenya.

2. The Compulsory Set Text.

(20 marks)

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

“Some aspects of Nasilan culture are obstacles to the development of the girl child.” With appropriate illustrations from the Blossoms of the Savannah, write an essay in support of this statement.

3. The Optional Set Texts

a) **Short Stories: *Memories we Lost and Other Stories* by Chris Wanjala.** (20 marks)

“Greed and materialism can lead to grave consequences.”

Support the above statement with reference to Leo Tolstoy’s story: “How *Much Land does a Man need* in Memories We Lost and other Stories

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

(20 marks)

The play Inheritance clearly brings out the opposite meaning of the saying that “Blood is thicker than water.” Write an essay to justify the truth of this statement.

c) **The Novel: The Pearl by John Steinbeck.**

(20 marks)

John Steinbeck has painted Juana as a voice of reason in his novel The Pearl. Discuss

SUNSHINE JOINT EXAMS

PAPER 1

Q1. Functional Writing

You are a school principal, one of your former students who listed you among his/ her referees has been shortlisted for a position of a journalist. The recruiting firm has contacted you requesting for a confidential report about the said student. The firm wishes to know the following aspects of the student: academics, discipline, leadership, communication ability and his general conduct. Write the confidential report. (20 marks)

Q2. CLOZE TEST

10 MARKS

A Mombasa judge has asked the Director of Criminal Investigation to investigate **1** _____ mysterious disappearances of court file.

“It cannot be business as **2** _____. How can the court administer justice when the blame on the files lies squarely at its **3** _____?” asked Mombasa resident judge Mativo.

Justice Mativo directed the court’s deputy registrar to write to the DCI in Mombasa and lodge a **4** _____ regarding the disappearance of the court files and request an investigation to establish how it happened and what legal **5** _____ could be taken.

He also ordered that a copy of his ruling be sent to the Director of Public **6** _____, saying the finds would have an impact on the criminal justice system.

A court document seen by *The Nation* indicates **7** _____ there are many cases a file is listed for hearing but it **8** _____ not be traced for the trial to proceed.

In other circumstances, warrants of **9** _____ have been issued and executed but the files disappeared. This is a common problem **10** _____ lower courts. (*Adapted from The Sunday Daily Nation of November 7th, 2021*)

Q3. ORAL SKILLS

30 MARKS

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

My father worked with a horse-plough
His shoulders globed like a full sail strung
Between the shafts and the furrow.

The horse strained at his clicking tongue.

An expert. He would set the wing
And fit the bright steel-pointed sock.

The sod rolled over without breaking.

At the headrig, with a single pluck.

Of reins, the sweating team turned round
And back into the land. His eye Narrowed and angled at
the ground, Mapping the furrow exactly.

I stumbled in his hob-nailed wake,
Fell sometimes on the polished sod; Sometimes he rode
me on his back Dipping and rising to his plod.

I wanted to grow up and plough To close one eye,
stiffen my arm.
All I ever did was follow
In his broad shadow round the farm.

I was a nuisance, tripping, falling,
Yapping always. But today It is my father who
keeps stumbling Behind me, and will not go away.
Seamus Heaney (1939-2013)

1. Which words would you stress in second last line and why? (2 marks)
2. Identify two sound patterns used in the poem. (2marks)
3. Suppose you were to perform this poem to your classmates; how would you ensure that you make your performance interesting? Illustrate two ways. (2marks)
4. Identify two instances of onomatopoeia in this poem. (1mark)

b) Tension was high between the traders and the county officials due to an increase in tax that the traders felt was unwarranted. In the midst of this, the county officials called for dialogue and the traders obliged. The traders selected a team of five to negotiate with the county administration. After hours of meeting, the conflict was resolved as both the county officials and traders were happy. What five things could have led to this success? (5 marks)

c) Study the genre below and answer the questions that follow. **What is**

good for the goose is good for the gander i) Identify the genre.

(1 mark)

ii) Identify **two** characteristics of the genre above. (2 marks)

d) Pick the odd one out in each group considering the underlined letters. (3 marks)

i) Aunt August Auto ii) Bucket Buerry Bury iii) Book Zoom
Shoot

e) Underline the syllables you would stress in the following words. (4 marks)

- a. Reception
- b. Observe (verb)
- c. Delicious
- d. Commit

f) Imagine that one day you see a student sneak out of school and runs into a waiting car. You decide to report the issue to the discipline master. What three important details would you include in your report?
(3 marks)

g) From your knowledge of interview etiquette, identify and explain the shortcomings in the interview below that might make the lady fail the interview. (5 marks)

LADY: (*Opening the office door and bursting into the office panting. She is dressed in jeans trousers, a sleeveless top and a sports jacket*) I'm so late but I couldn't help it. I got lost. This place is so difficult to find, you know.

INTERVIEWER: Come right inside and take a seat please.

LADY: (*She sits down. She puts her handbag and documents on the interviewer's table*) Wow! This chair is so comfortable.

INTERVIEWER: Thank you. From the address on your application letter, can I assume you come from Masinga?

LADY: Of course. Why not?

INTERVIEWER: How is the place?

LADY: So boring. In fact, that is why I'm looking for a job here in the city. I want to come to Nairobi and enjoy life here in Nairobi. I'm sure companies here pay a big potato, right?

INTERVIEWER: Before we discuss the salary, let us talk about your qualifications. From your CV...

LADY: (*Laughing smugly*) Quite impressive, not so? I knew no one else could match it.

INTERVIEWER: The interview is over. Thank you for coming.

LADY: (*Standing to leave and shaking the interviewer's hand vigorously*) See you.

PAPER 2

1. COMPREHENSION

[20 MARKS]

Building a successful career does not happen on a whim. It takes proper planning, clear objectives, making the right decisions, consistent action and an **unwavering** commitment to the journey. Most people make the right decision and even follow through with action but then they drop the ball on the commitment front. Rather than make a personal commitment to succeed against the odds stacked against them, many people instead choose the easier option and **follow the herd**. They forget that success is an individual pursuit.

Take the case of Erick an automotive mechanic by training. Erick had been working with a major motor vehicle firm for nearly ten years. He had never imagined himself as a supervisor; all he knew was to do the tasks he was assigned. When his immediate supervisor left, Erick, with his experience and expertise, was the obvious replacement. But when he received news of the promotion, he went into a state of shock and denial. Had he not sought professional help to shift his thinking, he would have lost his job. Erick is a classic example of an established follower.

Followers exhibit several unique characteristics. To start with, they do not like responsibility choosing rather to **stay in the shadows** rather than **take the hot seat**. They are also preoccupied with the 'us' tag that gives them a false sense of security. Followers are extremely poor in decision making. They make lengthy consultations just to feel safe. As such, they are rarely elevated to positions that require responsibility and decision making. When it comes to change, the follower is more at home with the status quo. They feel threatened by new processes that disrupt their comfort. Proactive behaviour is an **alien** concept to followers. These individuals need to be prompted to take up simple tasks, and without effective supervision, they will struggle to meet their targets.

In reality, everyone is expected to play the role of follower and leader at various stages along their career path. The problem begins when you decide to follow than lead simply because it is easier. The good news, however, is that if you are a follower, you do not always have to be one. You can **wean** yourself out of this mentality.

First, decide not to be an **underdog**. Your career is a lifelong project and spending that much time in the shadows is not wise. Also start reading management books and practise the principles they contain. Further, begin to base your decisions on rational judgements rather than following what others are doing. Getting a personal coach helps in fast tracking this change process.

When all is said and done, none of these things will make sense unless you have a set of clear career objectives to guide you along the way. So take time and chart your own destiny.

(Adapted from the The Standard, Friday, August 30th, 2013, Page 50)

QUESTIONS

- a. According to the passage, what are the ingredients necessary to build a successful career? (2marks)
- b. Why do many people choose to 'follow the herd'? (1mark)
- c. Identify and explain an ironical situation that is portrayed in this passage. (3marks)
- d. In about 30 words, summarise the weaknesses of followers. (5marks)

- e. Enumerate the steps one should take in order to change from being a follower to being a leader. (3marks)

- f. Describe the tone taken by the author of the passage in paragraph 3. (2marks)
- g. You can wean yourself out of this mentality. (Rewrite sentence using your own words)(2marks)
- g. Give the meaning of these words and phrases as used in the passage. (3marks)
- i. Underdog
 - ii. Alien
 - iii. Stay in the shadows –

2. EXCERPT (25 MARKS)

Read the following passage and answer the questions that follow.

- Krogstad: No matter about that.
- Nora: What do you want of me?
- Krogstad: An explanation of something.
- Nora: Make haste them. What is it?
- Krogstad: You know, I suppose, that I have got my dismissal.
- Nora: I couldn't prevent it, Mr Krogstad. I fought as hard I could on your side, but it was no good.
- Krogstad: Does your husband love you so little, then? He knows what I can expose you to, and yet ventures-
- Nora: How can you suppose that he has any knowledge of the sort?
- Krogstad: I didn't suppose so at all. It would not be the least like our dear Torvald Helmer to show so much courage-
- Nora: Mr. Krogstad, a little respect for my husband, please.
- Krogstad: Certainly-all the respect he deserves, But since you have kept the matter so carefully to yourself. I make bold to suppose that you have a little clearer idea, than you had yesterday, of what it actually is that you have done?
- Nora: More than you could ever teach me.
- Krogstad: Yes, such a bad lawyer as I am.
- Nora: What is it you want of me?
- Krogstad: Only to see how you were, Mrs Helmer. I have been thinking about you all day long. A mere cashier, a quill driver, a – well, a man like me – even he has a little of what is called feeling, you know.

Nora: Show it, then; think of my little children.

Krogstad: Have you and your husband thought of mine? But never mind about that. I only wanted to tell you that you need not take this matter too seriously. In the first place there will be no accusation made on my part.

Nora: No, of course not; I was sure of that.

Krogstad: The whole thing can be arranged amicably; there is no reason why anyone should know anything about it. It will remain a secret between us three.

Nora: My husband must never get to know anything about it.

Krogstad: How will you be able to prevent it? Am I to understand that you can pay the balance that is owing?

Nora: No, not just at present.

Krogstad: Or perhaps that you have some expedient for raising the money soon?

Nora: No expedient that I mean to make use of.

Krogstad: Well, in any case, it would have been of no use to you. Now if you stood there with ever so much money in your hand, I would never part with your bond.

(*A Doll's House*, East African Educational Publishers Ltd, 2017)

Questions.

- a) Place this excerpt in its immediate context. (4mks)
- b) What is Krogstad's attitude towards Helmer? Explain (3mks)
- c) "You have some expedient for raising the money soon." Does Nora have an idea on how to raise the money? Explain (4mks)
- d) "Yes, such a bad lawyer I am". What is the tone of this statement? (2mks)
- e) "Does your husband love you so little then?" How does Helmer's behavior later in the play bear out Krogstad's statement? (4mks)
- f) Describe Krogstad's character as revealed in this excerpt (4mks)
- g) Identify and explain use of irony in this excerpt. (3mks)
- h) A mere cashier, a quill driver a man like me even he has a little of what is called feeling you know. (1mk)
(Rewrite beginning: Even ...)

3. POETRY (20MARKS)

Read the poem below and answer the questions that follow.

Can't

Can't is the worst word that's written or spoken;
Doing more harm here than slander and lies;
On it is many a strong spirit broken,
And with it many a good purpose dies.
It springs from the lips of the thoughtless each morning
And robs us of courage we need through the day:
It rings in our ears like a timely-sent warning
And laughs when we falter and fall by the way.

Can't is the father of feeble endeavor,
The parent of terror and half-hearted work;
It weakens the efforts of artisans clever,
And makes of the toiler an indolent shirk.
It poisons the soul of the man with a vision,
It stifles in infancy many a plan;
It greets honest toiling with open derision
And mocks at the hopes and the dreams of a man.

Can't is a word none should speak without blushing;
To utter it should be a symbol of shame;
Ambition and courage it daily is crushing;
It blights a man's purpose and shortens his aim.
Despise it with all of your hatred of error;
Refuse it the lodgement it seeks in your brain;
Arm against it as a creature of terror,
And all that you dream of you some day shall gain.

Can't is the word that is foe to ambition,
An enemy ambushed to shatter your will;
Its prey is forever the man with a mission
And bows but to courage and patience and skill.
Hate it, with hatred that's deep and undying,
For once it is welcomed 'twill break any man;
Whatever the goal you are seeking, keep trying
And answer this demon by saying: "I _can_"

Edgar Guest

1. What is the poem about? (3mks)
2. In note form, mention any four damages the word 'can't' can cause. (2mks)
3. Comment on any **three** poetic styles used in the poem. (6mks)
4. Describe the tone of the poem. (2mks)
5. *It poisons the soul of the man with a vision.* Rewrite the statement adding a question tag.

(1mk)

6. Rewrite the following statement in the **passive** voice. "It weakens the efforts of artisans clever."
(1mk)

7. Give any two ways the poet says we should deal with the possibility of saying ‘I can’t.’

(2mks)

8. Explain the meaning of the following as used in the excerpt.

(3mks)

- i. Cant is the father of feeble endeavour
- ii. It blights a man’s purpose and shortens his aim
- iii. Its prey is forever the man with a mission.

4. GRAMMAR (15MARKS)

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

- i) They were given a warm..... (receive)
- ii) Maarifa is a self-educated man (essence)
- iii) I don’t understand why Eunice had to be given treatment (prefer)

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

- i) I don’t know how it happened. (Rewrite using the word “idea.”)
- ii) A part from James, they all took the same subjects. (Begin : save.....)
- iii) We only recognized the visitor when she spoke (Begin: it wasn’t.....)
- iv) The candidates did the exams. They hoped for the best.(End with the word “exams”)

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

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

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

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

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

- (i) “Wanjiru, please help me get away from here,” Caroline Mueni said.
- (ii) “Can you remind me what your name is?” John asked Treza.

PAPER 3

1. Imaginative composition – (20 marks)

Either

(a) Write a story to illustrate the meaning of the saying, 'You become what you feed your mind on.'

(b) Write a composition to show how good judgement can guide the electorate in choosing the right leaders.

2. Compulsory Set-Text – (20 marks)

Ole Kulet: **Blossoms of the Savannah**

Mama Milanoi deserves the harsh criticism levelled against her by Taiyo and Resian. Using enough evidence from *Blossoms of the Savannah*, support this assertion.

3. Option Set-Texts – (20 marks)

Either

(a) The short story: **Memories we lost and other stories.**

Window Seat is like a mirror in which we see our image. Discuss the image of African countries as seen from the viewpoint of the story, *Window Seat*.

Or

(b) The play: David Mulwa – **Inheritance**

Using examples from Mulwa's **Inheritance**, write an essay to show that those who sing a different tune from that of a cruel leader face the full force of his wrath.

Or

(c) The novel: John Steinbeck – **The Pearl**

“The Pearl has become my soul....” Drawing examples from the life of Kino in Steinbeck’s **The Pearl**, write an essay showing how the Pearl has become his soul.

PANGANI GIRLS

PAPER 1

1. FUNCTIONAL WRITING

You are youth leader in your estate. write the speech you would read during one of the political rallies on the role of the youth in maintaining peace during the campaign period (20 marks)

CLOZE TEST

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

(10 marks)

It is tough to be the only one who says” no” to peer pressure, but you can do it.

(1).....attention to your own feelings and beliefs about what is right and wrong can help you stand firm, walk away and (2).....doing something when you know better. It can really help to have at least one other peer or friend who is (3)..... to say no too. This takes a lot of power out of peer pressure and makes it much easier to resist. It is great to have friends with values (4).....to yours who will back you (5).....when you don’t want to do something.

You’ve probably heard a parent or teacher (6).....you to ‘choose your friends wisely’. Peer pressure is a big reason why they say this. Even if you are faced with peer pressure while you are alone, there are still things you can do. You can (7).....stay away from peers who pressure you to do stuff you know is (8)..... You can tell them no and walk away.

Better yet, find other friends (9)..... Classmates to pal around with. If you continue to face peer pressure and you are finding it difficult to (10).....,talk to someone you trust.

3. ORAL SKILLS (30 Marks)

a) Read the following poem and then answer the questions that follow. (8marks)

I want to write a poem, but I don't know where to start.
Should it be an ode to love and come straight from the heart?
Or should it wax lyrical of sky and moon and stars,
or of planets of our universe Pluto, Jupiter, or Mars?

It could be of the flora or fauna of this, our wonderful land,
or of walking barefoot on a lonely beach kicking up the sand.
Of countries and of places where the surroundings seem so strange,
frozen lands, dense jungles, valleys deep and of vast mountain's range.

Rivers long, the life blood of lands they pass along their way,
irrigating crops and refreshing thirsts continually night and day.
Or of the sheer beauty of Mother Nature we can experience all around,
from the gigantic right down to microscopic, many wondrous things abound.

Maybe of the sadness felt when the highest price is paid,
be it that of unselfish sacrifice of life or whenever it is made.

- (i) Identify the rhyme scheme of this poem? (2 marks)
- (ii) Using illustrations show how rhythm has been achieved in the poem. (3 marks)
- (iii) Would you use a rising or falling intonation in reading line 3 in of this poem?
Give a reason. (1 mark)
- (iv) How would you say the last line of the second last stanza? (2 marks)

b) Identify the odd one out from the following groups of words according to the pronunciation of the underlined sounds. (2 marks)

- (i) Respect religion referee.....
- (ii) Keys advise books.....

c) Molly has been invited by her friend to attend homecoming ceremony. She goes to the father to ask for permission to attend the party. However, her father turns down her request. What advice can you give her to improve on her negotiation skills? (3 marks)

d) Identify the silent letter(s) in the following words. (3 marks)

- (i) Disciplinary
- (ii) Glisten
- (iii) Succumb

e) Read the short forms below and answer questions that follow.

I bought a boat because it was for sail

- a) Classify the artefact above (1 Mark)
- b) Write the homophones of the following words evident in the artefact above. (1 mark)
 - i) Boat
 - ii) Sale
- f) **(i) Identify the two parts of the genre below. (2 marks)**
Better three hours too soon than a minute too late.

g) Explain the meaning that comes out when the underlined words in the sentence below are stressed. (3 marks)

- (i) The generous man gave the poor girl school fees.
- (ii) The generous man gave the poor girl school fees.
- (iii) The generous man gave the poor girl school fees.

h) After you delivered your points during a debate, everyone claped for you. How did you deliver your points to earn their applause? (3 marks)

i) You are the Chairperson of a panel that is set to carry out an important interview.

- (i) Explain briefly what you would do in preparation for this important occasion. (2 marks)
- (ii) What would you consider in selecting the most suitable interviewee? (2 marks)

Paper 2

1. COMPREHENSION

Read the passage below and answer the questions that follow

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

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

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

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs.

However, having just one or two friends can be enough to give a child the social practice he or she needs.

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

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted

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

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

Questions

- a) In one sentence, explain what this passage is talking about? (2mks)
- b) What is the number one need of any human being? (1mk)
- c) What are cited as the causes for social rejection according to the passage (2mks)
- d) What is social rejection likely to lead to (2mks)
- e) What vicious cycle is referred to in this passage? (2mks)
- f) How can a parent make children appreciate the lesson on social skills? (2mks)
- g) "How would you feel in Emma was hogging the tyre swing?" Re-write in reported speech. (1mk)
- h) Make notes on the five-step approach to teach children social skills (5mks)
- i) Explain the meaning of the following words and phrases as used in the passage (3mks)
 - I. Authority figure
.....
 - II. Shunned
.....
 - III. Jump on board
.....

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

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

Nora: What ought I to make an end to?

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

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

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

Mrs. Linde: And comes here every day?

Nora: Yes, I told you so.

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

Nora: I don't understand you at all.

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

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

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

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

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

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

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

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

Mrs. Linde: Behind your husband's back?

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

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

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

Mrs. Linde: One's husband, yes.

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

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

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

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

Nora: Do I look as if I were?

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

Questions

- a) Briefly explain what happens before and after the events in this extract. (4marks)
- b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience?" (2mrks)

- c) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship? (2marks)
- d) From the dialogue, what do we learn about Nora's character? (4 marks)
- e) Identify and explain the use of hyperbole in this excerpt. (3 marks)
- f) What is the attitude of Mrs.Linde towards Nora (2mrks)
- g) What is the prevailing in this excerpt (2mrks)
- h) What does Mrs. Linde think Nora is concealing from her? Is Mrs. Lindes right? (3 marks)
- i) Explain the meaning of the following words as used in the extract. (3 marks)
- i) A man of means
 - ii) Prevaricate
 - iii) nasty

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

Is the chief greater than the hunter?
 Arrogance! Hunter? Arrogance!
 The pair of beautiful things on your feet,
 The sandals that you wear,
 How did it all happen?
 It is the hunter that killed the duyker:
 The sandals are made of hide of the duyker.

Does the chief say he is greater than the hunter?

Arrogance! Hunter? Arrogance!
 The noisy train that leads you a way,
 The drums that precede you,
 The hunter killed the elephant,
 The drum head is the ear of the elephant.

Does the chief say he is greater than the hunter?

Arrogance! Hunter? Arrogance!
 (Source: *Akan Oral Literature: Oral Literature in Africa by Ruth Finnegan*)

Questions:

- a. What occasion would be suitable for the performance of this oral material? (2mrks)
- b. For what purpose has the speaker employed many questions in this poem?(3mrks)
- c. How does the performer of this piece bring the superiority of the hunter?(2mrks)
- d. 'Does the chief say is greater than the hunter?' What sense is created by this line being repeated?(2mrks)
- e. Which distinguishing characteristics of oral song are discernible from this piece?(3mrks)
- f. Give two other examples that can be classified with the one above. (2mrks)
- g. Explain the meaning of this line:

Arrogance! Hunter? Arrogance!

(2mrks)

- h. How would you describe the attitude of the speaker in this poem towards the chief? (2mrks)
i. What mood would be prevalent during the performance of this poem? (2mrks)

4. GRAMMAR (15mrk

(a) Rewrite the following sentences as instructed :(2mrks)

- I. He ran away .He shouted as he ran.(*rewrite to endshouting*)
II. Kamau wrote an article. He posted it on the website. (*Join the sentence to begin: Having...*)

(b) Use the correct form of the verb in the brackets to fill in the blank spaces. (3mrks)

- I. The dog _____ on the mat.(lie)
II. Daily nation newspaper has a humongous_____.(read)
III. The victim said that the accident was _____ terrible.(explain)

(c) Fill the gaps with an appropriate preposition (3mrks)

- I. Suddenly, the plane was enveloped _____ a dense fog.
II. Professor Wangari was an expert _____ conservation of environment.
III. The parents are answerable _____ the behavior of their children

(d) Explain the difference in meaning between the following pairs of sentences (2mrks)

- I. She went and bought herself a skirt.
II. She went and bought a skirt herself.

(e) Rewrite the sentences below according to the instructions given after each.(2mrks)

- I. I thought they were thirsty. I gave them water.(rewrite using present participle phrase)
II. He sung so well that everyone was impressed. (Begin: so well...)

(f) In each case, give a phrasal verb that means the same as the word underlined.(3mrks)

- I. The remorseful suspect confessed after a long interrogation.
II. Only irresponsible parents can abandon their children.
III. Safaricom Kenya has sacked most of its employees.

PAPER 3

Imaginative composition

(20 marks)

1. EITHER

a) Write an interesting composition which begins with;

My mentor, my pride...

OR

b) Write a composition based on the proverb:

Make hay while the sun shines.

2. COMPULSORY SET TEXT

“Our greatest enemies are those close to us.” Basing your argument on Henry Ole Kulet’s **Blossoms of the Savannah**, write an essay to qualify this assertion.

3. Optional set texts

Either

a) **Short stories: Moran (ED) Memories We Lost.**

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

Or

b) Drawing illustrations from David Mulwa’s Inheritance, write an essay to show how moral decadence among leaders affects the society.

Or

c) Juana’s steadfast spirit makes her the pillar of strength of her family. Write an essay in support of this statement making reference to John Steinbeck’s **The Pearl**.

ASUMBI GIRLS HIGH SCHOOL

PAPER 1

1. QUESTION 1 : FUNCTIONAL WRITING

(20 mks)

You have recently read an interesting novel which you feel can be recommended as a class reader for the form two students. Write a book review of that novel.

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

Addiction is an escape (1).....reality, and different people will find different (2)..... to escape from the real world. They can be addicted to food water, power, work, gambling, sex, love (3) even to destructive relationships. Do these belong in the same category (4)..... alcohol or drugs? And if so, does recovery from those “people addictions” work the same way as with alcohol and drugs?

Addicts look for substitutes, and (5).....reason behind this is always the same: to escape, to close one eye and not to (6).....the facts. By becoming fat, the overeater insulates himself from the world around. It is better to be rejected (7).....the way they look, than for who they are as a person. Thus, being fat becomes a way to avoid the risk of intimacy. There are people who are (8)..... to work. (9).....will go home late, just to avoid interaction with the family. Workaholism is a dysfunctional attempt to earn self – esteem byProductive.

3. Oral skills (30marks)

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

I wonder by the edge
Of this desolate lake
Where wind cries in the sledge
Until the axle break
That keeps the stars in their round
And hands hurt in the deep
The banners of east and west
And the girdle of light is unbound,
Your breast will not lie by the breast
Of your beloved in sleep

- (i) Describe the rhyme scheme of the poem. (2mks)
- (ii) Identify and illustrate any two sound pattern used in the poem (4mks)
- (iii) How would you say the last two lines of the poem? (2mks)
- (iv) Give homophones for the following words used in the poem (2mks)

Wonder –
Break-

(b) *Underline the word that is said differently from the sets of words given below. (4mks)*

(i) Fairy ferry furry

(ii) Floor flower flour

(iii) Pear pare peer

(iv) Canal kernel colonel

- (c) During a presentation you were interrupted severally by some members of the audience. Give three reasons why the audience would do so. (3mks)
- (d) Classify the words below according to the pronunciation of sounds /s/ and /z/
See, raise, miser, pieces, waste, days (3mks)
- (e) You have been summoned in a court of law after being arrested in a swoop targeting hawkers. You have been put on your defence (10marks)

Prosecutor: is your name James Wambua

You: (2marks)

Prosecutor: (*addressing the magistrate*) sorry for that mix – up your honour the name is James Wambura not James Wambua.

(*to the defendant*) You are accused of contravening the city by laws CAP 16/2B of the county Government by hawking goods without a license. What is your plea?

You: (2marks)

Prosecutor: If you were truly coming from school, would you prove to this court that you are really a student?

You: (2marks)

Prosecutor: (*passing some document to the magistrate*) your honour the document looks genuine and has a school stamp (*To the defendant*) but exactly where were you arrested and what were you doing there at that time?

You: (2marks)

Prosecutor: (*to the magistrate*) your honour since the accused is a minor, I have no intention of proceeding with the prosecution of this case.

Magistrate: alright: case dismissed.

You:(2marks)

PAPER 2

1. COMPREHENSION

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

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

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily.

It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way he/she understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

Questions

- (a) What does the writer faults in the students thinking according to the first paragraph? (2 marks)
(b) Explain the **three** strategies that are key to success. (6marks)
(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. (1 mark)

Begin: if.....

- (d) The key to achieving academic success cannot be directly **correlated** to one specific area.. (1mark)

Add a question tag.

- (e) Discuss the tone of the passage. (3 marks)
(f) How, according to the passage, does practice help memorise what has been learned? (3marks)
(g) Explain the meaning of the following words and phrases are used in the passage. (4marks)

Detrimental

Correlated

Effectual

Exceptional

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

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste them. What is it?

Krogstad: You know, I suppose, that I have got my dismissal.

Nora: I couldn't prevent it, Mr. Krogstad. I fought as hard as I could on your side, but it was no good.

Krogstad: Does your husband love you so little, then? He knows what I can expose you to, and yet ventures-

Nora: How can you suppose that he has any knowledge of the sort?

Krogstad: I didn't suppose so at all. It would not be the least like our dear Torvald

Helmer to show so much courage-

Nora: Mr. Krogstad, a little respect for my husband, please.

Krogstad: Certainly — all the respect he deserves, but since you have kept the matter so carefully to yourself. I make bold to suppose that you have a little clearer idea, than you had yesterday, of what it actually is that you have done?

Nora: More than you could ever teach me.

Krogstad: Yes, such a bad lawyer as I am.

Nora: What is it you want of me?

Krogstad: only to see how you were, Mrs Helmer, I have been thinking about you all day long. A mere cashier, a quill driver, a man like me - even he has a little of what is called feeling, you know.

Nora: Show it, then; think of my little children.

Krogstad: Have you and your husband thought of mine? But never mind about that. I only wanted to tell you that you need not take this matter too seriously. In the first place there will be no accusation made on my part.

Nora: No, of course not; I was sure of that.

Krogstad: The whole thing can be arranged amicably; there is no reason why anyone should know anything about it. It will remain a secret between us three.

Nora: My husband must never get to know anything about it.

Krogstad: How will you be able to prevent it? Am I to understand that you can pay the balance that is owing?

Nora: No, not just at present.

Krogstad: Or perhaps that you have some expedient for raising the money soon?

Nora: No expedient that I mean to make use of.

Krogstad: Well, in any case, it would have been of no use to you. Now if you stood there with ever so much money in your hand, I would never part with your bond.

Questions

- a) Place this excerpt in its immediate context. (4marks)
- b) What is Krogstad's attitude towards Helmer? Explain. (3marks)
- c) "You have some expedient for raising the money soon". Does Nora have an idea on how to raise the money? Explain (4marks)
- d) "Yes, such a bad lawyer as I am". What is the tone of this statement? (2mks)
- e) "Does your husband love you so little then?" How does Helmer's behavior later in the play bear out Krogstad' statement? (4marks)
- f) Describe Krogstad's character as revealed in this excerpt (4marks)
- g) Identify and explain the use of irony in this excerpt. (2mks)

h) A mere cashier, a quill driver a man like me even he has a little of what is called feelings you know. (Rewrite beginning: Even)

(2 marks)

3. *Read the following narrative and answer the questions that follow.*

An Old Woman and her Deformed Son

There was an old woman whose children died in infancy and only a deformed boy survived to grow into adulthood. The boy was a hunchback.

Although the old woman loved this hunchback son of hers, she was secretly ashamed of his physical appearance. She was so ashamed that each day she was on the look – out for visitors who might come around just to make fun of him. To keep him away from the public eye, she used to confine him in a drum most of the time. So, right from his childhood the boy grew up in a drum. He was taken out only a few times during the day when the old woman was sure that there were likely to be no intruders around. When the boy attained circumcision age, he was duly circumcised. After circumcision he said to the old woman, “Mother, I now want a wife, can you please find me a girl to marry!” “Yes, my son”, said the old woman. “I will try. I am indeed very pleased to learn that you are already thinking of a wife.”

By and by, the old woman went to look for a suitable girl to marry her son. She approached a pretty girl and asked her whether she would be interested in marrying her son and the girl, promised to think about it. Without disclosing her son’s physical defects to the girl, the old woman set about wooing her intensively. She brought all sorts of gifts to her mother, helped the girl to collect firewood and even helped her with the work in the shamba. Reluctantly the girl gave in and there upon requested the old woman to make the necessary arrangements so that she would meet the future husband. The old woman cunningly suggested that the girl should accompany her to her house where she would be able to meet the boy.

The old woman lived a long way from the girl’s village. On the day when the girl decided to visit her prospective bridegroom, she walked and walked until sunset. It was a very long journey indeed. When she eventually arrived, the old woman pretended that the young man was around and would appear shortly. The girl waited and waited but the boy did not appear at all. At bed time the girl was told that the boy was already in bed sleeping. She was shown a separate place to sleep, and thus no opportunity to either see or talk to the boy as would have been expected of people who were planning to live together. Very early in the morning the girl asked the old man, “Please, where is the boy you want me to marry?” and the woman replied, “My son woke up early in the morning and went to work in a different village yonder so that he can earn something for your bride price”

Although the girl was visibly disappointed, she tried to conceal her sentiments and appear to be at home with everything around the house. The old woman and the girl went to cultivate in a banana grove. While they were away the boy jumped out of the drum and busied himself about the house with the little chores singing:

Khanenuya munju, mwange, Khanenuye munju mwange

Mkhasi nakikhali misilu, maji kakuombelesay musecha kacha

Khuema, abele khuchuma nacha sina?

Menyile, mukhang'oma, kurumba kuli khumukongo

(Let me busy myself in my house. Aren't women foolish? Mother fooled her. "Your husband has gone to work." How could I have gone to work? I just live in my little drum because I have a hunchback.)

The girl heard the boy's singing but it was so faint that she would neither comprehend the meaning of the song nor even make out as to which direction the sound came from. However, out of curiosity she stopped from time to time and listened. This went on for several days until she started to guess the meaning of the words in the song. On getting the message home, she was quite disturbed. Her suspicion was strengthened by the fact that each morning they left for the shamba without sweeping or washing utensils but on their return they found everything tidy about the house. One day she deceived the old woman by telling her that she was going to attend to the call of nature while in fact her intention was to discover the house and stood listening keenly at the door. She got really upset with the boy's derogatory song. She pondered with herself, "So this is my husband to be? A hunchback confined to a drum? No wonder the old woman deceived me the way she did. What girl in proper senses could marry a man like that? Anyway what can I do now? I must put an end to this continued bluff...."

One morning she said to the old woman, "Mother, today will you go to look for firewood while I go to the plantation alone?" The old woman said, "Yes, my daughter, we can share work that way." She had grown so used to the cheerful and friendly manner of the girl, thinking that she would not mind staying on as her daughter – in law even after discovering that her son was deformed. Indeed she was already contemplating making the revelation to her.

And so each went her separate way. But as soon as the old woman vanished from sight the girl dashed back and stood at the door which had now become a familiar ground for spying on the hunchback. She listened briefly as the boy sang mischievously inside the house. Then she stole a quick glance peeping through a side hole.

To her amazement, she saw that he was a real hunchback! Quite oblivious, the boy went on sweeping the floor and singing. The girl felt that she could no longer stand it. She broke into the house suddenly with the intention of beating up the mischievous fellow. But before she could get hold of him he dodged nimbly and slipped back into the drum. Nonetheless, the girl fuming with anger picked up the drum and smashed it on the floor. A pool of blood started oozing from the broken drum. The poor hunchback was dead.

Considering it appropriate revenge on the old woman the girl felt no remorse for the action she had taken. She rolled over the cold body of the hunchback as a lump of anger swelled up in her throat. When the old woman returned home and found the mess she had done in the house she screamed at the top of her voice, "Ooh , oh.... Uuuuwee.... Uuuuweeeeee!" But it was all in vain. The deformed boy whom she had been ashamed of showing to the public was dead and gone forever! Yes, instead of feeling relieved by the burden of shame she now felt great anguish for this loss. After killing the hunchback the girl also disappeared never to be seen again. The poor old woman remained there weeping and feeling quite forlorn.

Questions

(a) Place this narrative in its correct genre .. (1mk)

(b) How is the old woman to blame for the tragedy that befell her? (1mk)

(c) Identify **two** socio – economic activities in the community. Support your answer with the evidence from the story. (4mks)

(d) What is the role of the song in the narrative? (2mks)

(e) With illustrations, describe the character of: (4mks)

(i) The girl

(ii) The old woman

(f) Explain **two** features typical of oral narratives present in this story. (4mks)

(g) Identify and illustrate any **two** moral lessons we learn from this narrative (4mks)

5. GRAMMAR (15 MARKS)

1. Rewrite the following sentences according to the instructions given after each without changing the meaning. (4 marks)

a.) He submitted his poem for publication after being encouraged by his friends. (Begin: Encouraged...)

b.) Mother asked Mutiso if he would make breakfast the following day. (Change to direct speech)

c.) But for the pilot's quick action, the plane would have crashed. (Begin: Had it ...)

d.) My brother and me have been taking violin lessons for two months. (Rewrite the sentence correctly.)

2. Fill in the blank spaces with the correct form of the word in bracket. (4 marks)

a.) He _____ visits his grandparents. (often)

b.) Our roads are being renovated to increase their _____. (wide)

c.) The party rebels were _____ subjected to bombarding from the party leaders. (relent)

d.) Men are not expected to show signs of _____. (coward)

3. In each of the following sentences, give an appropriate phrasal verb that means the same as the underlined word. (3 marks)

a.) The thief confessed after a thorough beating by the irate mob.

b.) The grandmother liked her grandchildren.

c.) The meeting was cancelled at the eleventh hour.

4. Fill in the blank spaces with an appropriate preposition. (3 marks)

a.) The new student was so confused that he was lost _____ words.

b.) My father deals _____ second-hand clothes.

c.) John is very good _____ English.

5. Rewrite the following sentence correctly. (1 mark)

a.) I went for shopping yesterday.

PAPER 3

1. Creative Composition.

(2 marks)

Either

Write a composition ending with the following statement

a)a final look at her made me realize that choices have consequences.

Or

b) Write a composition expressing the validity of the saying: Let sleeping dogs lie.

2. Novel (Compulsory)

(20 marks)

“Selfish interest is a vice that whoever engages in it is bound to fail. Using Blossoms of The Savannah, write an essay to support the assertion.

3.

Either

a) Short-story

Wanjala Chris (Ed): Memories we lost and other stories (20mrks)

The greatest casualties of any civil war are the civilians. Write an essay in support of the above assertion drawing your illustrations from Mariatu Kemara’s ‘ The president’

Or

b) Drama

David Mulwa: Inheritance

Artistically, David Mulwa has criticized the folly of poor leadership in any given society. Using his text the Inheritance, write an essay to validate this statement.

Or

c) The novel

John Steinbeck: The Pearl

Drawing your illustrations from John Steinbeck’s The Pearl, write a composition that portrays man as helpless in a fateful world.

PAPER 2

COMPREHENSION

Read the passage below and answer the questions that follow

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

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

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

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

Parents, teachers and other adults in a child's life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should teach social skills with the

same tone they use for teaching numeracy skills or proper hygiene. If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

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

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

Questions

- a) In one sentence, explain what this passage is talking about (2mks)
- b) What is the number one need of any human being? (1mk)
- c) What are cited as the causes for social rejection according to the passage (2mks)
- d) What is social rejection likely to lead to (2mks)
- e) What vicious cycle is referred to in this passage (2mks)
- f) How can a parent make children appreciate the lesson on social skills? (2mks)
- g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech. (1mk)
- h) Make notes on the five-step approach to teach children social skills (5mks)
- i) Explain the meanings of the following words and phrases as used in the passage (3mks)
 - i. Authority figure
 - ii. Shunned
 - iii. Jump on board

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

A Doll's House:

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

Nora: So it seems

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

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

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

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

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

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

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

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

Krogstad: Only disagreeable?

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

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

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

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

Questions

- a) What happens just before this excerpt? (2mks)
- b) Identify and illustrate any two themes evident in the excerpt. (4mks)
- c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank (5mks)
- d) Identify and illustrate any two character traits of; (4mks)
- i. Krogstad

ii. Nora

e) Identify and illustrate any two stylistic devices used in the excerpt. (4mks)

f) Explain the meaning of the following words as used in the extract (2mks)

i. Compel

ii. Blackguard

g) "I shall be obliged to remind you of a few details". Which are those details? (4mks)

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

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

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

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

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

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

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

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

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

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

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

Questions

- a) With illustrations, classify the above narrative (2mks)
- b) Identify three features of narratives (3mks)
- c) Identify three features in this story that are characteristics of oral narratives (3mks)
- d) Briefly explain the character traits of the following (4mks)
 - i. Hare
 - ii. Hyena
- e) What moral lesson do you learn from this story? (2mks)
- f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)
- g) You have been selected for a fieldwork research to collect the above item.
 - i. Briefly explain two ways in which you would collect information on the item. (2mks)
 - ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)

h) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”. (Rewrite into indirect speech) (1mk)

i) Describe the irony in the fifth paragraph (2mks)

3. GRAMMAR (15MKS)

a) Rewrite the following sentences according to the instructions given (3mks)

- i. He will not be given a driving license. He passes the road test (Rewrite as one using ‘unless’)
- ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)
- iii. The boys went to play in the field (underline the adverbial)

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

- i. Property worth millions of shillings went upflames.
- ii. The three boys shared the breadthemselves.
- iii. We should strive to liveour means.

c) Use the correct form of the word in brackets to fill in the blank spaces in the sentences below.

(3mks)

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

d) Use the correct alternative to complete the sentences below (4mks)

- i. Teaching(practice/practice) is not an easy job for teacher-trainees.
- ii. The prophet’s(prophesy/prophesy) was misleading to his audience.
- iii. He((insured/ensured) his car with Madison.
- iv. Mwita(hanged/hung) the chart on the wall.

e) Write the following sentences in indirect speech (1mk)

“These are juicy mangoes,” Ken said.

f) You do not require to cheat to pass (1mk)

(Supply a suitable question tag).

Paper 3

1. IMAGINATIVE COMPOSITION (COMPULSORY)

(20 MARKS)

- a) Write a composition ending with the words:
From that day, I learnt never to trust anybody.

OR

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

1. COMPULSORY SET TEXT (*Blossoms of the Savannah*) (20 MARKS).

Our greatest enemies are those close to us; support this statement with illustrations from the text.

2. OPTIONAL SET TEXTS (20 MARKS)

EITHER

- a) The short story: *Memories we lost and other stories*

Using adequate illustrations from the story 'Almost Home' by Barvy Mc kinley, write an essay with the title
'The Challenges of illegal Immigration,'

OR

- b) The Novel: *The Pearl* – John Steinbeck

'Great expectations make frustrated men'. Using illustrations from the novel, write an essay supporting this statement.

STRATHMORE SCHOOL

PAPER 1

1. FUNCTIONAL WRITING

(20 marks)

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

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

2. CLOZE TEST

(10 marks)

Fill in the blank spaces, with the most appropriate word.

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

3. ORAL SKILLS

(30 marks)

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

The Seed Shop

HERE in a quiet and dusty room they lie,
Faded a scumbled stone or shifting sand,
Forlorn as ashes, shrivelled, scentless, dry--
Meadows and gardens running through my hand.

In this brown husk a dale of hawthorn dreams,
A cedar in this narrow cell is thrust
That will drink deeply of a century's streams,
These lilies shall make summer on my dust.
Here in their safe and simple house of death,
Sealed in their shells, a million roses leap;
Here I can blow a garden with my breath,
And in my hand a forest lies asleep.

- (i) Describe the rhyme scheme of this poem. (2 marks)
(ii) What is the effect of rhyme in the poem? (1 mark)
(iii) Giving **one** example, show how else the poet has achieved the effect in (ii) above? (2 marks)

(iv) Which word would you stress in the last line of stanza one and why? (2 marks)

(b) A flea and a fly flew up in a flue.

Said the flea, "Let us fly!"

Said the fly, "Let us flee."

So they flew through a flaw in the flue.

(i) Identify the genre above. (1 mark)

(ii) Identify and illustrate the dominant sound pattern in the genre above. (2 marks)

(c) Two friends, Mutunga and Mutiso, have a debate. Mutunga strongly feels that a man should marry more than one wife. Mutiso, on the other hand, argues that a man should only marry one wife. Advise them on **five** things they should do in order to disagree in an agreeable manner so that their conversation does not degenerate into a quarrel. (5 marks)

(d) For each of these **two** words, make **two** sentences of each to bring out the **difference** in their **meaning**. (4 marks)

(i) Beat .

(ii) Produce.

(e) Provide a word that is pronounced the **same way** for each of the words below. (5 marks)

(i) Bean: _____

(ii) Lichen: _____

(iii) Kernel: _____

(iv) Mere: _____

(v) Cue: _____

(f) You are invited as a motivational speaker to give a talk to a group of people.

(i) State **three** factors about the audience that you must consider before giving the speech. (3 marks)

(ii) State **three** factors the listener ought to observe in order to gain from the speech. (3 marks)

PAPER 2

1. COMPREHENSION (20MKS)

Read the passage below and then answer the questions that follow

A short guy is a disadvantaged individual. And no, the disadvantage is not about reaching high surfaces. He can always stand on his toes or even get a stool. But what would he do when he is discriminated against or taunted on account of his being short; and when tall guys consider it something of a moral responsibility to remind the short fellow over and over that he is inferior?

Apparently, a short man, besides being irritable, is a psychological wreck, thanks to some syndrome of sorts. Then there is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man. Never mind that most are themselves as short as one can get. In their opinion, which they are entitled to anyway, tall is handsome, strong and literally oozes masculinity while short is the opposite. With limited choice of possible mates. Restrictions on probable mates and slew of wrongful generalizations, affirmative action would be in order here.

But as they taunt, vilify, and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be. Elementary biology has it that we are all victims of genetic accidents; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are aggregation parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speaks volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercises running round and round the field in the midday sun like I had gone berserk, shutting my eyes alternately, and a host of other impossible strange routines, only to be turned away at the end of the day for the simple reason that my height did not add up.

Merchants of rumours and falsehood have been at it again. After unleashing the "shorter the monkey the longer the tail" rumour, they are back with another mind-boggling one: that these long – tailed short monkeys are poor

lovers. While endowment does not necessarily equal performance, such are generalization of the absurd; something akin to the misplaced belief that all Africans live on trees. If anything as one literary Great Philosopher put it, a tiger does not declare its turpitude, it pounces. And the politics of generalization do not end there. The short guy is also said to be irritable and hence the worst possible choice for a boss or even mate. Who wants to spend time with someone who will be over the roof at the slightest provocation? Not that the myth is gospel truth, but it has resulted in a further restriction of the short guy's already limited choice of a mate. As if this is not enough, stiff competition for short ladies silently rages, pitting tall guys against short ones. Despite their wide appeal, the tall fellows have an inexplicable penchant for short ladies. Factor in the belief that it is something of a misnomer to date a taller Lady. The decision by some short ladies to give a not interested verdict for short men and you have remote, dwindling chances of short men getting a mate. Maybe it is time the short in stature considered coming together to fight this wholesale discrimination on account of their height, over which they have no control. An association would be the perfect gateway to affirmative action. Surely, what has height got to with love, temperament and everything else for that matter?

Questions

- a) Explain the irony of some women discriminating the short man. (3mks)
.....
.....
.....
- b) According to the writer, what determines a person's height? (2mks)
.....
.....
- c) Why does the writer give his experience when the disciplined forces were hiring?(2mks)
.....
.....
- d) What solution is given by the writer to end the discrimination of the short man? (2mks)
.....
.....
- e) What is the attitude of the writer towards people who discriminate against the short man?
(3mks).....
.....
.....
- f) Make notes on the wrongful generalizations made about a short guy. (4mks)
.....
.....
.....
.....
.....
- g) "There is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man" (Rewrite the sentence using 'prefer') (2mks)
.....
.....
- h) Explain the meaning of the following words and expression as used in the passage.
(3mks)
a. Legion

.....
b. Chest thumping

.....
c. Aggregation
.....

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

Helmer: (*Putting his papers together*) Now then, Little Miss Obstinate.

Nora: (*Breathlessly*) Torvald - what was that letter?

Helmer: Krogstad's dismissal

Nora: Call her back, Torvald! There is still time. Oh Torvald, call her back! Do it for my sake- for your own sake - for the children's sake! Do you hear me, Torvald? Call her back! You don't know what that letter can bring upon us.

Helmer: it's too late.

Nora: Yes it's too late.

Helmer: My dear Nora I can forgive the anxiety you are in although really it is an insult to think that I should be afraid of a starving **quill-driver's vengeance**? But I forgive you nevertheless, because it is such eloquent witness to your great love for me. (*Takes her in his arms.*) And that is as it should be, my own darling, Nora. Come what will, you may be sure I shall have both courage and strength if they be needed. You will see I am a man enough to take everything upon myself.

Nora: (*in a horror-stricken voice*) What do you mean by that?

Helmer: Everything, I say -

Nora: (*recovering herself*) You will never have to do that.

Helmer: That's right. Well, we will share it, Nora, as a man and a wife should. That is how it shall be.

(*caressing her*) Are you content now? There! There! - not these frightened dove's eyes! The whole thing is only the wildest **fancy!** - Now you must go and play through Tarantella and practice with your tambourine. I shall go into the inner office and shut the door, and I shall hear nothing; you can make as much noise as you please. (*turn back at the door*) And when Rank, comes tell him where he will find me. (*nods to her, takes his papers and goes into his room, and shut the door after him*)

Nora: (*bewildered with anxiety, stands if rooted to the spot and whispers*) He was capable of doing it. He will do it. He will do it in spite of everything. - No, not that! Never, never! Anything rather than that - anything, whatever it is! (*She put her hand over her face, pull herself together, goes to the door and opens it. Ranks is standing without hanging his coat. During the following dialogue it begins to grow dark.*)

(a) What according to Helmer makes him insist on firing Krogstad despite Nora's intervention just before this excerpt (3mks)

.....
.....
.....
.....
.....

(b) what does this excerpt reveal about the relationship between Nora and Helmer (2mks)

.....
.....
.....

(c) Explain what the playwright achieves by making Nora repeat certain expressions in these excerpt (2mks)

.....
.....

.....
.....
(d) Describe Torvald's character as brought out in this excerpt (2mks)
.....
.....

.....
(e) Identify and explain any **two** Styles used in this excerpt (4mks)
.....
.....
.....

.....
(f) Identify and explain any **one** theme alluded to in the above excerpt (2mks)
.....
.....

.....
(g) How does this letter finally expose to Nora her husband's hypocritical nature in their marriage? give your answer in **note form** (5mks)
.....
.....
.....
.....

.....
(h) Summarise in **not more than 20** words the reasons Torvald state for forgiving Nora in the excerpt. (2mks)
.....
.....

.....
(i) Explain the meaning of the following words and phrases as used in excerpt (3mks)
i. Quill- driver Vengeance
ii. Fancy
iii. pulls herself together.....

3. ORAL LITERATURE (20MKS)

Read the narrative below and then answer the questions that follow

For very many years, there was no rain. All the land became dry, and trees withered and died. Both domestic and wild animals died due to lack of water and grass to eat. Hyena had gone for many days without food. He was hungry and weak. One morning, he rose early to look for food. He scavenged through the entire forest and the sun moved towards the hills in the West, and it dawned on Hyena that it would soon be nightfall. That night, Hyena could not sleep a wink. His stomach rumbled throughout the night. He fell into a light troubled sleep after midnight, but this was not sufficient. He woke up at dawn and began to scavenge for food once again. He walked slowly and circumspectly, lest he missed a carcass in the woods. Feeling helpless, he walked slowly and circumspectly, lest he missed a carcass in the woods. Feeling helpless, he walked to the great valley overlooking a bushy hill where he glanced up and saw the sun which was then above his head. Walking on through the bush, he came upon a huge tree with spreading branches. Under the tree lay a dead elephant which must have died of hunger.

Hyena could not believe his eyes. He opened and closed them, to make sure that what he saw was true. “It is Elephant! He’s dead!” he said. He was so pleased with himself that he gave a faint excited scream. He leapt and made to jump over the mammoth carcass of the Elephant. Poor Hyena fell on the Elephant’s stomach and nearly broke his back. He rolled to the other side of the carcass and lay there. Finally, he managed to get up, and ate ravenously.

He ate quickly because he feared other Hyenas would come to share the carcass with him. He did not want to share his good fortune. He ate and ate for nearly two hours without even pausing to look up to see if anyone might be coming.

He stopped and looked up to see the sun. It was moving across the sky and making for the West. He walked farther away from his great feed and jumped up onto low hanging branch to see how much he had eaten. He made a quick jump to the ground again, and went back to the carcass to resume his feed. He ate and ate until he disappeared into the Elephant’s stomach through the channel he had cut. He walked a little away from the Elephant, looking for a branch. He found one, rushed and made a high jump towards the branch. This time he jumped carefully but still missed narrowly, hurting himself. He went back and continued with his feed, this time slowly and forcing himself, but being fully satisfied, he could not eat anymore.

He looked for yet another branch with which to satisfy himself that he was fully fed. He walked backwards, stomach protruding outwards from both sides. He sped painfully for the final jump, with much difficulty. He gathered momentum, and threw his trunk up determinedly with all his might. Whilst flying through mid-air heard a deafening explosion. “Gugugukuruuuuuuit!” He cried out, saying, “God, come to my rescue.” He somersaulted in the air and dropped down dead with all intestines jutting out.

Questions

- a. Why would this story be called a fable? (2mks)
.....
.....
.....
- b. Identify and illustrate two traits of Hyena in this narrative.(4mks)
.....
.....
.....
- c. State one economic activity practiced by the community from which this narrative is taken. (2mks)
.....
.....
- d. Identify and illustrate any three features of oral narratives used.(6mks)
.....
.....
.....
- e. What moral lesson do you learn from this narrative? (2mks)
.....
.....
- f. “He stopped and looked up to see the sun” (Rewrite as a question beginning’ Did) (1mk)
.....
.....

g. Explain the meaning of the following expressions as used in the oral narrative:
(3mks)

a. Scavenge

.....
.....

b. Not sleep a wink

.....
.....

c. Ravenously

.....
.....

4. GRAMMAR (15MKS)

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

i. Matheri denied robbing the bank the previous year (**Rewrite in direct speech**)

.....
.....
.....

ii. I can manage the office work. (**Use manageable instead of manage**)

.....
.....
.....

iii. The students were so hungry that they decided not to go to class. (**Being so hungry....**)

.....
.....
.....

iv. The girl to(who, whom) the tusker fame Prize was given left the country yesterday.

b. Replace the underlined words with the correct phrasal verb formed from the word in bracket.

i. Form two students always bully the form one students when they are new in school (pick)
(1mk)

.....
.....

ii. The shop next to the bank has reduced the prices on most of their goods.(mark)
(1mk)

.....
.....

iii. The shrew businessman tried to take advantage of his ignorant customers by hiking the prices. (rip)
(1mk)

.....
.....

c. Read the passage below and indicate whether the underlined verbs are transitive or intransitive. (3mks)

Taiswa screamed loudly last night. The scream awoke all of us and we did not know what to make of his behavior. Weria shook him violently with no success. All that Taiswa kept saying

was, “They are snatching it from me!: Weria then looked at Mwaura who had come at a lightning speed to Taiswa’s bedside and shrugged. Oloo who did not want to lose a good part of his sleep, growled and yelled, “Taiswa,keep quiet!”

- i. Screamed
 - ii. Awoke
 - iii. Shook
 - iv. Snatching
 - v. Looked
 - vi. Keep
- d. Convert the following sentences into indirect speech.
- i. “Ken, are you not being too harsh,” Jane asked, “by punishing the children this long?”
 - ii. “ I greeted the president this morning,” Esther exclaimed.
- e. Use the correct form of the word given in the brackets to fill in the gap in each sentence. (3mks)
- a. Theof the principal is admired by many.(strict)
 - b. Furthermore, she sang beautifully to the(accompany) of the guitar which was(advantage) to her troupe

PAPER 3

1. Imaginative composition

- a) Write a composition beginning with

It all started as a rumour but no one in the family took it seriously until... (20mks)

OR

b)Argue out the belief that ‘If devolution has to succeed the youth have to be involved’ (20mks)

2. The compulsory set text: Blossoms of Savanna by Henry Ole Kulet.

Some cultural practices are archaic and out dated. Write an essay in support of this statement. (20mks)

3. The optional set text.

- a) **The novel: ‘The Pearl’ by John Steinbeck**

A person’s character can at times lead to their downfall .Drawing examples from Kino’s life, write an essay to justify this using ‘Inheritance’ by David Mulwa (20mks)

OR

b)The short story : ‘Memories We Lost and other short stories’ (Chris Wanjala Ed)

In the short story ‘*How much land does man need?*’ the author shows human greed. Write an essay in support of this statement. (20 mks)

OR

- c) **Drama: ‘Inheritance’ by David Mulwa**

‘Lacuna represents the evil in our African leaders’ Write an essay to justify this using ‘Inheritance’. (20mks)

ALLIANCE GIRLS HIGH SCHOOL

PAPER 1

1. FUNCTIONAL SKILLS. (20mks)

Imagine that you have just celebrated your 17th birthday together with friends. You served them fried rice with chicken. One of them (your friends) called back to appreciate the meal and asked you to send the recipe for fried rice. Your secretary received the call on your behalf.

- (a) Design the telephone message left to your secretary on your behalf. (8mks)
(b) Write the recipe for fried rice you sent to your friend. (12mks)

2. CLOZE TEST (10mks)

Fill in the blank spaces, with the most appropriate word.

Sister Stefani (1) _____ sent to serve with other nuns at Gikondi Parish as a nurse. She (2) _____ herself to caring for the sick. It is said by (3) _____ of her contemporaries that many were the (4) _____ that she spent entire days (5) _____ eating so as to serve her many patients. Because of this loving service (6) _____ dedication, the people of that (7) _____ nicknamed her as “Nyaatha” which means “a merciful person.”

According to the document that missionaries kept in Gikondi Parish, there was an (8) _____ of plague and Sister Stefani (9) _____ the disease as she was treating one of her patients. Other nuns had requested her not to attend to the patient to avoid being (10) _____.

3. ORAL SKILLS (30mks)

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

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

Questions

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

(b) Complete the following sentences by giving another word pronounced in the same way as the word underlined. (5mks)

Around this place you are not allowed to play the music (i) _____. The (ii) _____ caused havoc to the house of our aunts. We could not bar the children to touch the bear with (iii) _____ hands. By six o'clock, the men who (iv) _____ bread had not said bye to their colleagues. The (v) _____ is full of nonsensical statements. They dry (vi) _____ was pounded to fine floor.

(c) A leader of a theatre group is visiting your school to arrange for the staging of some set books. You have been appointed by your class to negotiate for favourable entry fees for your class and you are meeting the leader for the first time.

(i) State any **three** points of procedure you would follow before the actual negotiations.

(3mks)

(ii) Explain any **three** negotiation skills that you would employ to ensure successful negotiations.

(3mks)

(d) (i) Underline the stressed syllable in the words below.

(3mks)

- (a) Sin.cere
- (b) Re.serve
- (c) In.deed

(ii) List **three** non-verbal cues of communication.

(3mks)

4. You attend a public lecture on how to prevent cheating in exams on a very hot afternoon.

How would you ensure you pay attention despite the heat and congestion? (3mks)

5. Underline the odd one out in each set of words according to the pronunciation of the underlined letter.

(2mks)

(i) Change, chic, chauvinist

(ii) Stir, word, star

ENG PAPER 2

Question 1: COMPREHENSION

Read the passage below and answer the questions that follow.

Six years old Daisy is forever asking questions about who (or what) makes the trees outside her bedroom window, and who tells the night to come after the day, why her pet cat, Fluffy went to sleep and never woke up again and so on. Unfortunately, her atheist parents have not given her satisfactory answers, especially in view of what she heard in school about a being called God. The conflicting messages have left her very confused. This is an indication of the natural existence of a sense of spirituality in children.

Almost all children including those raised in non-religious homes, show an interest in spiritual matter. This is expressed through questions about the meaning of life and death. It has been argued that spirituality is high in early childhood but declines remarkably as adolescence sets in. Children who are grounded in some form of spirituality from their formative years become **resilient** and are better equipped to deal with the inevitable crises of life than those who are not. During adolescence, these children are able to deal with physical whims and peer pressure.

Spirituality is more of a need than a right which is why spiritually deprived children develop a vacuum that renders them vulnerable to psychological **turmoil**: in contemporary society, parents are very

committed to meet the material and intellectual needs of their children. Many parents ensure their children attend the best schools, have access to fantastic of health and recreational services but fail to inculcate spirituality.

In traditional societies, there were rituals and rites of passage that made life purposeful. In addition, grandmothers played the role of instilling spirituality, ethics and morality in children through story telling. These practices gave children hope and prepared them to deal with life's challenges. Following extinction of most of these practices, today's children face many challenges.

Any spirituality that children are **naturally endowed** with cannot flourish unattended. In most cases it is **deflated** as they encounter material and unjust cultures that also devoid of proper role models. Spirituality must therefore be inculcated by parents from the early years. If not, the vacuum is filled by whatever the world has to offer, good or bad. In an attempt to impart spirituality, some parents introduce complicated theological facts leading to confusion rather than reducing the child's anxiety about life. Ideally introduction of spiritual matters should be age appropriate.

Questions

- (a) In what ways do Daisy's parents contribute to her dilemma? (2mks)
- (b) How does the author justify that all children demonstrate some degree of spirituality? (2mks)
- (c) Describe the attitude of the author towards the contemporary society's spiritual upbringing of the children. (3mks)
- (d) Give two ways that hinder children's proper acquisition of spirituality. (2mks)
- (e) How did the traditional society cater for spiritual needs? (2mks)
- (f) Many parents ensure that their children attend the best school and have access to fantastic health services.
(Re-write to begin with, Not only...) (1mk)
- (g) Make notes on the author's argument about spirituality in children. (4mks)

Explain the meaning of the following words and phrase as used in the passage. (4mks)

- i. Resilient
- ii. Turmoil
- iii. Deflated
- iv. Naturally endowed.

Question 2: CONTEXTUAL PASSAGE

Read the excerpt below and answer the questions that follow.

- MrsLinde** : (*rising*) There is the bell; perhaps I had better go.
- Nora** : No, don't go; no one will come in here; it is sure to be for Torvald.
- Servant** : (at the hall door) Excuse me, ma'am - there is a gentleman to see the master, and as the doctor is with him -
- Nora** : Who is it?
- Krogstad** : (*at the door*) It is I, Mrs. Helmer. (Mrs. LINDE starts, trembles, and turns to the window.)

Nora : *(takes a step towards him, and speaks in a strained, low voice)* You? What is it? What do you want to see my husband about?

Krogstad : Bank business - in a way. I have a small post in the Bank, and I hear your husband is to be our chief now -

Nora : Then it is -

Krogstad : Nothing but dry business matters, Mrs. Helmer; absolutely nothing else.

Nora : Be so good as to go into the study, then. *(She bows indifferently to him and shuts the door into the hall; then comes back and makes up the fire in the stove.)*

Mrs. Linde : Nora - who was that man?

Nora : A lawyer, of the name of Krogstad.

Mrs. Linde : Then it really was he.

Nora : Do you know the man?

Mrs. Linde : I used to - many years ago. At one time he was a solicitor's clerk in our town.

Nora : Yes, he was.

Mrs. Linde : He is greatly altered.

Nora : He made a very unhappy marriage.

Mrs. Linde : He is a widower now, isn't he?

Nora : With several children. There now, it is burning up. *(shuts the door of the stove and moves the rocking - chair aside)*

Mrs. Linde : They say he carries on various kinds of business.

Nora : Rally! Perhaps he does; I don't know anything about it. But don't let us think of business; it is so tiresome.

Doctor Rank: *(comes out of HELMER'S study, before he shuts the door he call to him)*

No, my dear fellow, I won't disturb you; I would rather go in to your wife for a little while. *(shuts the door and sees Mrs. Linde)* I beg you pardon; I am afraid I am disturbing you too.

Nora : No, not at all. *(introducing him)* Doctor Rank, Mrs. Linde.

Rank : I have often heard Mrs. Linde's name mentioned here. I think I passed you on the stairs when I arrived, Mrs. Linde?

Mrs. Linde : Yes, I go up very slowly; I can't manage stairs well.

Rank : Ah! Some slight internal weakness?

Mrs. Linde : No, the fact is I have been overworking myself.

Rank : Nothing more than that? Then I suppose you have come to town to amuse yourself with our entertainments?

Mrs. Linde : I have come to look for work.

Rank : is that a good cure for overwork?

Mrs. Linde : One must live, Doctor Rank.

Rank : Yes, the general opinion seems to be that it is necessary.

Nora : Look here, Doctor Rank - you know you want to live.

Rank : Certainly. However wretched I may feel, I want to prolong the agony as long as possible. All my patients are like that. And so are those who are morally diseased; one of them, and a bad case too, is at this very moment with Helmer -

Mrs. Linde : *(sadly)* Ah!

Questions

- (a) What had happened just before this excerpt? (3mks)
- (b) From your knowledge of this play, briefly explain why both Mrs. Linde and Nora appear startled by the appearance of Krogstad. (4mks)
- (c) He is greatly altered. (Add a question tag) (1mk)
- (d) Identify and briefly describe any two character traits of Krogstad as revealed in this extract. (2mks)
- (e) Discuss any two thematic concerns raised in this excerpt. (4mks)
- (f) "I have often heard your name mentioned here." what does this statement reveal about Dr. Rank? (2mks)
- (g) Describe the irony in Mrs. Linde's statement that "I have come to look for work." (2mks)
- (h) Explain what Dr. Rank means by the statement, "However wretched I may feel I want to prolong the agony as long as possible". Base your answer on what is revealed later. (3mks)
- (i) Explain what is meant by the following words and expressions as used in the extract. (4mks)
- a) **Slight internal weakness**
 - b) **Agony**
 - c) **Wretched**
 - d) **Morally diseased**

Question 3: ORAL LITERATURE

Read the following oral narrative and then answer the questions that follow

Wanjiru was the most beautiful girl in all hills. She had milk-white teeth which made the men stop and look whenever Wanjiru and other girls of the hills were teasing each other about their new friends. Many young men came to ask Wanjiru hand in marriage but Wanjiru would not accept any ugly man. She said that all these young men were not handsome enough for her.

One day a young man came to **court** Wanjiru. He was very handsome indeed. And when Wanjiru heard that he had come to ask for a marriage, she loved him and was only too ready to accept him. Her parents had no objection because they also admired this handsome young man. But nobody knew that this handsome young man was an ogre in disguise.

Marriage preparations went ahead. The young man brought the dowry and was given Wanjiru to take to his home. He looked very happy to have such a beautiful bride. Nobody escorted them because the young man said that it was not necessary. He did not want his identity to be discovered. They were soon home and Wanjiru was to see so many people around. But on a second look she found that these were not people but ogres. This made her very worried and wondered what her fate would be. Now when she was told to go inside the hut that had been prepared for her, she refused, saying that she would sit outside near the entrance because that's is where brides were supposed to sit in her part of the country. Her husband gave her a stool and told her she would sit where she pleased. "I shall surely be in great trouble

unless I think quickly, for these ogres will certainly want to eat me,” she thought as she became more worried. All the young people she refused to marry came to her mind. “It will be a great shame when they learn that I married an ogre for his beauty”. They would laugh and say that she could even marry a hyena if he was handsome enough. There was no time to lose. She had to get away from the ogre’s home. She stood and took the same path that they followed from her home. And when her husband saw that she was going away, he followed singing.

Thecethecethecethece!

Where do you go now?

Thecethecethecethece!

Wanjiru come back

Not today but tomorrow I shall eat you.

Wanjiru sang loud and long

People of the nine hills

Who sold me to an ogre?

An ogre that will eat me

And my own father

You sold me to an ogre

An ogre that will eat me,

Listen to the ogre sing!

The ogre sang and the girls sang again. For a long time the two sang and sang until Wanjiru saw the ogre was very near. She climbed to the top of the tallest tree near her path. And when the Ogre saw that he could not get hold of the girl, he stood at the foot of the tree and continued with this song. Wanjiru sang even more **feverishly**. Soon however, her brother heard and recognized Wanjiru’s voice. It was then he came and pierced through the back of the ogre until he was dead. Then he said to his sister. “Come down. Let us go home.”

He was very angry, for they had sold Wanjiru in his absence. To be duped by an ogre into giving away Wanjiru was unforgivable. He scolded his father, “How could you and your people sell Wanjiru in my absence? I swear by my mother’s clothes that neither myself nor anybody else will ever sell Wanjiru again. “Only you son who will have the authority of selling your sister again”, the father responded. And so it was like that when the time for selling Wanjiru came. The tale ends there.

Questions

1. Classify this narrative (2mks)
2. What made men stop and look at Wanjiru and why wouldn’t she accept any of them? (2mks)
3. From the first paragraph how would you describe the character of Wanjiru. (2mks)
4. Many young men came to ask Wanjiru’s hand in marriage but Wanjiru would not accept any ugly man. (Rewrite this sentence in the passive). (2mks)
5. Give a moral lesson learnt from this narrative. (1mk)
6. What is the function of the song in this narrative? (1mk)
7. Give a social activity of people from which this narrative is derived. (2mks)
8. ‘I swear by my mother’s clothes that neither myself nor anybody else will ever sell Wanjiru again’ (Underline the indefinite pronoun in the sentence above) (1mk)

9. What is Wanjiru's attitude towards men? (2mks)

10. Explain the meaning of the following words as used in the narrative. (2mks)

Court

Feverishly

11. To which audience is this narrative best suited and why? (2mks)

Question 4: GRAMMAR(15 MARKS)

A. Rewrite each of the following sentence according to the instructions given after each.

(3mks)

(a) Joan was determined to pass K.C.S.E. She dedicated a lot of her time to studies. (Join into one sentence using 'so... that')

(b) At no time did John get to school late. (Rewrite beginning: Not...)

(c) I was not surprised that she did so well in her exams. (Begin: That she...)

B. Fill in each blank space in the following sentence with the appropriate choice from the two given in brackets. (3mks)

(a) Is that _____ (he/him) seating on top of a pick up?

(b) _____ (we/us) students were the first to arrive.

(c) Ndege, _____ (who/whom) he introduced to you, is a very fine actor.

C. Use few, a few, little, a little to complete the following sentences. (3mks)

(a) Since the cargo plane was written off, _____ was salvaged.

(b) Lulu complained she got _____ presents in her birthday.

(c) If there is tea in that flask, I would like to have_____.

D. Fill in the blank spaces with the appropriate prepositions. (2mks)

(a) _____ Joan and Jean, there will be two other couples.

(b) We are prohibited _____ parking our bicycles at the gate.

E. Use one pronoun from the two provided to fill the blanks in each sentence. (2mks)

(a) Give _____ (whoever/whomever) comes this information

(b) John generally likes _____ (whichever/whatever) book he is given.

F. Punctuate the following sentences correctly. (2mks).

(a) Bob asked have you read chinuaachebe's book The trouble with Nigeria.

(b) Can you tell me asked sibi how many syllables are in the wordkeep.

PAPER 3

1. Either

(a) Write a story entitled "Pride comes before a fall" (20 marks)

Or

- (b) Write a story beginning with the words:
The whole neighbourhood was full of shouts... **(20 marks)**

2. Compulsory set book: “Blossoms of the Savannah”.

Mama Milanoi’s submissiveness results in the break up of her family. With clear illustrations from the novel, Show the truth of this statement.

3. Either:

(a) “Inheritance” by David Mulwa.

Drawing illustrations from David Mulwa’s Inheritance, write an essay to show how moral decadence among leaders affects the society.

(20 marks)

Or:

(b) “The Pearl” by John Steinbeck.

“Without Coyotito, there would be no story to tell.” Discuss the validity of this statement showing the role Coyotito plays in various incidences that unfold in John Steinbeck’s story.

(20 marks)

Or:

(c) *Memories We Lost and Other Stories* by Prof. Chris Wanjala

In reference to Marintu Kamara’s story “The President”, demonstrate the adverse effects that conflicts bring to the innocent. **(20 marks)**

FRIENDS SCHOOL KAMUSINGA

PAPER 1

1. FUNCTIONAL COMPOSITION.

(20 marks)

You are chairperson of your school's Drama Club. Your group has participated in the just concluded National Drama Competition in Nakuru.

Write a report to the patron about the trip. In your report indicate what you accomplished, the problem you experienced and what cautionary measures you would take during such trips.

2. CLOZE TEST.

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

(10 marks)

Moi High School Kabarak produced a superhuman performance with close to half their students getting As in KCSE 2014. More (1) _____ 90 per cent of their 274 students got either an A or A-, a performance which ought to be (2) _____ by all.

It is easy to hothouse a small group of students, but to (3) _____ top performance across board for such a large and diverse group is beyond excellence.

I was shocked by Alliance's performance last year, even (4) _____ I still thought it could be equaled. Well Kabarak, bettered the result, and they (5) _____ so with a large group. Congratulations to the school, the students and the management.

It also has not (6) _____ my eye that Kabarak is co-educational.

How serendipitous (7) _____ so soon after my article on why we need co-educational schools one such institution tops the nation!

The logic (8) _____ the decision to segregate schools has always been spurious. It always claims that single-sex schools perform better than co-educational facilities. This (9) _____ is not only wholly wrong, but also ends up hurting girls (10) _____ there are more national schools reserved for boys.

Adapted by daily nation 9th March, 2015

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

When my love swears that she is made of truth,
I do believe her, though I know she lies.
That she might think me some untutored youth,
Unlearned in the world's false subtleties.
Thus vainly thinking that she thinks me young,
Although she knows my days are past the best.
Simply I credit her false speaking tongue
On both sides thus is simple truth suppressed.
But wherefore says she's not unjust?
And wherefore says not I that I am old?
O love's best habit is seeming trust,
And age in love loves not to have years told.
Therefore I lie with her, and she with me,
And in our faults by lies we flattered be.

Questions.

(i) Identify and illustrate the sound patterns in the poem.

(6 marks)

(ii) Explain and illustrate the rhyme scheme in the poem.

(2 marks)

(ii) “Therefore i lie with her, and she with me. And in our faults by lies we flattered be.” Identify and explain the pun. (2 marks)

(b) In the following groups of words one of the bolded sounds is different from the rest, underline the word. (5 marks)

- | | | | |
|-------------------|------------------|----------------|----------------|
| 1. comfort | communion | compare | confess |
| 2. saw | sort | hot | caught |
| 3. fair | here | appear | beer |
| 4. pool | poor | insure | pure |
| 5. ensign | assign | consign | resign |

(c) When you are having a conversation with a friend, how would you know that it is your turn to speak? (3 marks)

(d) You are attending an English symposium for all students in your sub-county. When a student from your school takes the podium, you notice that she/he is afraid. Give **three** indicators of fear that would be exhibited by that student and suggest how those could be overcome. (6 marks)

Oral skills

(e) The following conversation is between you and the manager of the company to which you have applied for employment. Fill the missing blanks with the appropriate responses. (6 marks)

MANAGER: Ah good morning, Mrs. Matiang’i.

YOU: _____

(1 mark)

MANAGER: Of course you’ve applied for a position in the company. Do sit down and please tell me about your education.

YOU: _____

(1 mark)

MANAGER: How did you perform in college in academic and extra curricular activities?

YOU: _____

(1 mark)

MANAGER: I see. Why did you not advance your academic further?

YOU: _____

(1 mark)

MANAGER: Did you have any particular reason for applying to us?

YOU: _____

(1 mark)

MANAGER: Okey, that will be enough for now. We will contact you.

Thank you.

YOU: _____

(1 mark)

PAPER 2

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

Pre-audit according to Kwame Nkrumah University of Science and Technology (2015) is an audit approach of reviewing payment vouchers before payments are done whereas post audit is an audit approach where supporting documents are reviewed weeks/months after the transactions have taken place. So, as fellow auditors can see, majority of our clients mostly for internal audit and more so our fellow staff, are currently wondering if the internal auditors of today add any value to their operations and towards the sustainability of County governments. This has created a doubting mind to our clients as they seem to see us, as auditors of history given the nature of our present work and the fact that the government has encouraged a shift from pre-audit to post-audit. Indeed this has been odd since the majority think that after money has been spent any audit query raised, won’t have as much impact as it would have had, if it had been raised prior to spending during pre-audit periods thus, more money will be lost during post-audits.

Due to this outcry, I am motivated to shed light on this because I see a call for post audit by the government of Kenya as the best call; as it gives an auditor time to learn the processes and also creates an enabling environment

for mentorship and continuous learning for our clients who might be our staff. Through use of post-audit system, I will recall the article of the Internal auditor, from a watch dog to a partner and stress that post audits encourage team work, improve interactions, improve clientele relationships with the auditor and enable those charged with various responsibilities of approving and or authorizing transactions to be cautious when executing their duties. Post audits have also, in a well working environment with systems and support from management, made the work of external auditors easier as they place reliance on the work done by internal auditors. We should understand that currently risk management is the order of the day as much as some Senior Management staff still believe that pre-audit should be conducted by the audit staff other than accounts supervisors or examiners. It may sound true to them but to me as an upcoming internal auditor, I think during post audit, emphasis should be placed on review of controls weaknesses and how it can be improved to prevent future breach of controls. It's the role of management to ensure the controls governing management of funds are effective to enable the achievement of company's business objective, enable reliable financial reporting on its operation, ensure there is no misappropriation of its assets and minimize cost of capital. Post audit exercises are crucial in preventing debilitating misstatements in a company's records and reports.

With the inception of country governments where the structures are not yet ripe and the role of internal audit has not been embraced fully, it's ideal to understand that when post audit is done, it enables the initiation of new control measures that are key to growth and prosperity based on the auditor's recommendations; e.g. assume an auditor recommends the use of automated system for revenue collection due to the risks posed by manual system after undertaking post audit of records posted. It's definitely good if you work as per the recommendations because the benefits are long term and minimize risk.

During post-audit exercise, an auditor is not an examiner nor a monitoring and evaluation officer nor a government inspectorate but an adviser whose main aim is not to handcuff you but to save you from being handcuffed incase of extremes. Hence, we need to remember that when an auditor sends recommendations and gives timelines, they should never be ignored as all the recommendations are meant for your safety and the safety of the organization in terms of prosperity. It's also through post audit that an auditor is able to advice on the risk level and its effects both in the short and long term by suggesting some recommendations to mitigate the risk as the auditor is able to perform a wide coverage using substantive test and analytical procedures. In addition, in post audit, the issue of effective and efficient utilization of a company's resources will also be highlighted as the auditors through their advisory framework may advise on the same.

(Adapted from *The Accountant*, September-October, 2016)

- a) What is auditing according to the passage? (2 marks)
.....
.....
.....
- b) Why do clients have doubts on internal auditors? (2 marks)
.....
.....
.....
- c) Why do you think the author has mentioned Kwame Nkrumah University of Science and Technology in the passage? (2 marks)
.....
.....
.....
- d) Post audits have also, in a well working environment with systems and support from management, made the work of external auditors easier. (Rewrite by adding a **question tag**) (1 mark)
.....
.....
.....

- e) What is the author’s attitude towards post-audit? Give a reason from the passage to support your answer (3 marks)
-
-
-
- f) Make notes on the author’s arguments for post audit systems. (4marks)
-
-
-
-
-
-
- g) Why has the author recommended post audit to County governments according to the passage? (1 mark)
-
-
-
- h) How are auditors’ recommendations important to any organization? (2 marks)
-
-
-
- i) Explain the meaning of the following expressions as used in the passage. (3 marks)
- i. Misappropriation
-
- ii. Inception
-
- iii. Mitigate
-

2. Henrik Ibsen, *A Doll’s House*

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

Mrs. Linde: I have come to look for work.

Rank: Is that a good cure for overwork?

Mrs. Linde: One must live, Doctor Rank.

Rank: Yes, the general opinion seems to be that it is necessary.

Nora: Look here, Doctor Rank – you know you want to live.

Rank: Certainly. However wretched I may feel, I want to prolong the agony as long as possible. All my patients are like that. And so are those who are morally diseased; one of them, and a bad case too, is at this very moment with Helmer –

Mr. Linde: (*sadly*) Ah!

Nora: Whom do you mean?

Rank: A lawyer of the name of Krogstad, a fellow you don’t know at all. He suffers from a diseased moral character, Mrs. Helmer; but even he began talking of its being highly important that he should live.

Nora: Did he? What did he want to speak to Torvald about?

Rank: I have no idea; I only heard that it was something about the Bank.

Nora: I didn’t know this – what’s his name – Krogstad had anything to do with the Bank.

Rank: Yes, he has some sort of appointment there. *(to Mrs. LINDE)* I don't know whether you find also in your part of the world that there are certain people who go zealously sniffing about to smell out moral corruption, and, as soon as they have found some, put the person concerned into some lucrative position where they can keep their eye on him. Healthy natures are left out in the cold.

Mrs. Linde: Still I think the sick are those who most need taking care of.

Rank: *(shrugging his shoulders)* Yes, there you are. That is the sentiment that is turning Society into a sick-house. *(NORA, who has been absorbed in her thoughts, breaks out into smothered laughter and claps her hands)*

Rank: Why do you laugh at that? Have you any notion what Society really is?

Nora: What do I care about tiresome Society? I am laughing at something quite different, something extremely amusing. Tell me, Doctor Rank, are all the people who are employed in the Bank dependent on Torvald now?

Rank: Is that what you find extremely amusing?

Nora: *(smiling and humming)* That's my affair! *(walking about the room)* It's perfectly glorious to think that we have – that Torvald has so much power over so many people. *(takes the packets from her pocket)* Doctor Rank, what do you say to a macaroon?

a) Briefly describe what happens before the events in this excerpt? (2 marks)

.....
.....
.....
.....

b) Explain the events that have led Mrs. Linde to look for work? (3 marks)

.....
.....
.....
.....
.....

c) Why does Dr. Rank say that Krogstad is morally diseased? (2 marks)

.....
.....
.....

d) Contrast the character of Dr. Rank and Nora as brought out in this excerpt? (4 marks)

.....
.....
.....
.....
.....

e) Identify and illustrate two stylistic devices used in this excerpt? (4 marks)

.....
.....
.....

f) Why do you think Nora was absorbed in her thoughts when Dr. Rank and Mrs. Linde were talking about Krogstad? (3 marks)

.....
.....
.....
.....

g) From elsewhere in the text, why is Nora excited about Helmer's position in the Bank? (2 marks)

.....
.....
.....
.....

h) When Dr. Rank hears of the macaroons, he is surprised. Why do you think so? (2 marks)

.....
.....
.....
.....

i) What happens after this excerpt? (3 marks)

.....
.....
.....
.....

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

When I see the beauty on my beloved's face

When I see the beauty on my beloved's face,
I throw away the food in my hand;
Oh, sister of the young man, listen;
The beauty on my beloved's face.

Her neck is long, when I see it
I cannot sleep one wink;
Oh, the daughter of my mother-in-law,
Her neck is like the shaft of the spear.

When I touch the tattoos on her back,
I die;
Oh, sister of the young man, listen;
The tattoos on my beloved's back.

When I see the gap in my beloved's teeth,
Her teeth are white like dry season simsim;
Oh, daughter of my father-in-law
listen,
The gap in my beloved's teeth.

The daughter of the bull confuses my
head,
I have to marry her;
True, sister of the young man, listen;

The suppleness of my beloved's waist.

(Okotp'Bitek, *Horn of my Love*, 1974)

- a) Classify this song. (1 mark)
.....
.....
- b) Who do you think is the singer of this song? Explain your answer. (2 marks)
.....
.....
.....
- c) State any three features which qualify this genre as a song. (3 marks)
.....
.....
.....
- d) Explain how this society views beauty. (3 marks)
.....
.....
.....
- e) State the socio-economic activities of the community from which this song has been drawn. (4 marks)
.....
.....
.....
.....
- f) How does the beauty of the beloved affect the singer? (3 marks)
.....
.....
.....
- g) Explain how hyperbole has been used in this song. (2 marks)
.....
.....
.....
- h) Give two functions that this song can serve in this community. (2 marks)
.....
.....
.....

4. a) Rewrite each of the following sentences according to the instructions given. Do not change the meaning. (3 marks)

i. If I had woken up early, I would not have been late for the meeting. (Begin: Had ...)

.....
.....
.....
ii. The students who won in the competition were feted. (End with: ... competition)
.....
.....

.....
.....
.....
iii. John bought a car. (Chinese, grey, new, automatic) (arrange the adjectives in the correct order)

b) *Disambiguate the following sentences.* (4 marks)

i. They sell men and women shoes.
.....
.....
.....

ii. They can fish.
.....
.....
.....

c) *Use the correct form of the word in brackets to fill in the blank space in each of the sentences below.* (3 marks)

- i. They questioned the chairperson’s (dictator) tendencies.
- ii. We could not forgive him. His actions were utterly (excuse)
- iii. The footballersfor the last two weeks. (train)

d) *Rewrite the following sentences by replacing the underlined words with the correct phrasal verb.* (3 marks)

i. The drivers were warned for violating the traffic rules.
.....
.....

ii. The American army withdrew from the Afghanistan war.
.....
.....

iii. The athletes were encouraged to remain in the race despite the extreme temperatures.
.....
.....

e) *Rewrite each of the following sentences as instructed. Do not change the meaning.* (2 marks)

i. ‘You will have to work hard to succeed,’ the teacher advised John. (Rewrite in reported speech)
.....
.....

ii. My sister does not know how to swim. My sister does not know how to drive. (use ‘neither’ to join into one sentence)

PAPER 3

Answer **three** questions only.

1. Imaginative Composition (Compulsory)

(20 marks)

Either

a) Write a story beginning: I had never found myself in such a situation before ...

Or

b) Write a composition, supporting or opposing this statement:

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

2. The Compulsory Set Text.

(20 marks)

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

“No amount of setbacks can prevent one who has clarity of vision and strong-will from getting what they want.”

Referring closely to Resian in H.R. Ole Kulet’s novel *Blossoms of the Savannah*, write an essay in support of the statement.

3. The Optional Set Text.

(20 marks)

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

Either

a). The Short Story.

Moran (Ed.) *Memories We Lost and Other Stories*

“Our desire to live and strength of mind can assist us defeat a potential terminal illness.” With illustrations from Rolf Schmid’s story “No Need to lie”, write an essay to illustrate the truth of the statement.

Or

b). Drama.

David Mulwa, *Inheritance*

“Lakuna Kasoo is solely to blame for what befalls him in the end”. Using David Mulwa’s *Inheritance* for your illustrations, write an essay to validate this statement.

Or

c). The Novel

John Steinbeck, *The Pearl*

“When faced with a possible calamity all we need is sensible judgement and workable solutions if we are to overcome”. Basing your illustrations from *The Pearl* by John Steinbeck, write an essay in support of the statement.

MOI GIRLS SCHOOL - NAIROBI

PAPER 1

1. FUNCTIONAL WRITING

(20 mks)

1. Your elder sister who lives in Mombasa is organizing a get together and has invited you to stay in her house for four days. She is required to prepare a dish for six guests.

- (a) Email her a recipe of your favourite dish. (14 mks)
(b) Prepare a packing list of the personal items you will need for the vist. (6 mks)

2. CLOZE TEST

(10 mks)

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

Samuel Wanjiru, the (1) _____ olympic champion, could not have died from falling (2) _____ the balcony, a pathologist has (3) _____.

(4) _____ in a court inquest into the (5) _____ of the former athlete, former chief pathologist Dr. Moses Njue said he was told that the (6) _____ Wanjiru would occasionally jump off the same (7) _____, and that he could not have died from the same.

Dr. Njue told the court that Wanjiru died from an "Independent" hit at the back (8) _____ his head.

Njue referred to a postmortern he conducted on May 27, 2011 (9) _____ with Government Pathologist Dr. Johannesen Oduor, Dr. Emily Rogena for Wanjiru's mother and Dr. Peter Ndegwa who was representing Wanjiru's (10) _____ Trizah Njeri.

He told the court that Wanjiru, being an athlete, fell over the balcony "like a cat" facing foward.

3. ORAL SKILLS

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

THE EAGLE

He clasps the crag, with crooked hands,
Close to the sun in lonely hands
Rung'd with the azure world, he stands.

The wrinkled sea beneath him crawls,
He watches from his mountain walls
And like a thunderbolt he falls

- (i) Identify and illustrate two mnemonic effects (sound devices) in the poem (4 mks)
(ii) What has the poet achieved by use of the patterns above (1 mk)
(iii) Which words would you stress in the last line and why? (2 mks)
(iv) What gesture would you use while reciting line 1 of the poem? (1 mk)
(v) Imagine you are performing this poem to learners who are visually impaired (blind). Explain two ways in which you would ensure that they get the message effectively. (2 mks)

(b) Classify the words below according to the sounds indicated below (4 mks)

seal, mirage, keys, portion, ratio, axe, pleasure, daze

/s/ /z/ / / / /

(c) For each of the following letters, provide a word in which the letter is silent (3 mks)

- (i) r _____
(ii) h _____
(iii) t _____

(d) Study the genre below and answer the questions that follows:

A counsellor wanted to teach her students about self esteem, so she asked anyone who thought they were stupid to stand up. One student stood up and the counsellor was suprised. She didn't think anyone would stand up so she asked him, "why did you stand up?"

He answered, "I didn't want to leave you standing up alone"

- (i) Classify the genre above (1mk)
- (ii) State two functions of the genre above (2 mks)
- (iii) State and illustrate two characteristics of the genre (2 mks)

(e) You are giving a talk on the dangers of HIV/AIDs pandemic to a group of young people. Your talk centres around loss of relatives and friends, orphaned children and the general impoverishment of your village. Describe any two possible ways of ending the talk and explain the advantages of each one of them (2 mks)

(f) Read the conversation below between two students from Masomo Mazuri High School and then answer the question that follows:

WAKONYO: (Shortly after attending an English symposium)

Good morning, Kebu. How are you fairing on with your academic work?

KEBU : Good morning. I don't even wish to talk about my performance. I didn't get the score I had promised.

WAKONYO: Come on, Kebu, you are taking your failure too much to heat. I know it is a great disappointment to score a grade below what you expected in the pre-mocks and I sympathize with you but you must not allow it to make you so unhappy.

KEBU: (Looks sullen) It is all very well for a lucky lass like you, Wakonyo. You have passed and you would not feel cheerful if you were in my place.

WAKONYO: (Leaning forward) I know, but you must pull yourself together, and wake your mind up. You will pass next time. Remember the old saying, "If you dont succeed, try, try, try again!"

KEBU: I think the other version of the saying has more sense to it. " If at first you don't succeed, quit, quit, quit at once!"

WAKONYO: (Nodding her head encouragingly) Mm.....

KEBU: I should just give up

WAKONYO: Oh nonsense! You'll never do anything if you don't persevere. Now why do you think you failed?

KEBU: Last term had been very challenging for me. I was down with malaria for three weeks and I could not prepare properly.

WAKONYO: Well, you did have bad luck, I am sorry. But I am sure you will do well in the mocks and National Exams, so you must make your mind to win through

KEBU: I wish I had your will power. Still, I will take your advice and put more effort.

WAKONYO: That's the way forward! And Iam sure you will register a better grade next time.

- (i) Identify and explain three strengths in Wakonyo's speaking and listening skills (6mks)

PAPER 2

1. COMPREHENSION (20MKS).

Read the passage and answer the questions that follow.

Everyone faces circumstances when money becomes scarce for days or weeks. The necessary adjustments and sacrifices are made and, in the end, the situation balances itself. However, things may reach a critical stage where one owes much more than they own. Under such circumstances, mental and health problems may arise. In order to prevent this, a few firm measures must be put into place.

Other times, the fundamental problem is when one loses one’s job and be unemployed for period of time. Becoming unemployed is a serious emotional blow. This is not only because of the loss of income. This means a reduction in the psychological and emotional flow due to lack of activity, security, self-esteem, social interaction and personal development.

Work meets a multitude of psychological and emotional needs. This is why losing it almost always translates to a traumatic loss. The financial crisis that follows may trigger fatigue and weakness, mood fluctuation, insomnia and loss of memory. The effects of financial crises are comparable to those caused by adverse events such as divorce or the death of a loved one. The affected person may also go through anger, frustration and hopelessness.

Anyone can go through the misfortune of losing their job. This requires a great deal of resilience if one is not to collapse psychologically and end up in material and emotional bankruptcy. One has to be realistic in assessing their situation to avoid blame for having lost the job. It is important to reduce your expenses and be in control so as to adjust to reduced income. Adopt order and avoid disorganisation. It is also advisable to seek support before you experience any depressive symptoms. Do not fail to engage in some pass time leisure activities you enjoy, with other people. Isolation will lead to depression. Finally, flee from noxious substances like alcohol and other drugs.

Sometimes, a financial crisis may occur not due to losing one’s job but because of a significant unexpected expense. For instance, a costly car repair, an unexpected medical expense or an expensive home appliance replacement. A safe way to face this type of crisis is to open a bank account for emergencies.

QUESTIONS

- a) What remedy is suggested to handle scarcity of money? (2mks)
.....
.....
- b) What happens when financial crisis reach an extreme point? (1mk).
.....
.....
- c) Explain why unemployment is an emotional blow. (3mks)
.....
.....
.....
- d) How different is unemployment from financial crisis? (2mks)
.....
.....
- e) In note form state the effects of financial crisis. (2mks)
.....
.....
- f) From paragraph 3, what shows that financial crisis carry serious consequences?(2mks)
.....
.....
.....

g) In not more than 40 words, summarize the strategies towards overcoming job loss. (4mks)

.....
.....
.....
.....

h) Work meets a multitude of psychological and emotional needs. (Rewrite adding a question tag) (1mk)
..... Explain the meaning of the following words and phrases as used in the passage. (3mks)

i. Trigger

.....

ii. Resilience

.....

iii. Collapse

2. EXCERPT

Read the excerpt below and answer the questions that follow

Krogstad: Are you sure of that?

Mrs.Linde: Quite sure, but-

Krogstad: (with a searching look at her) Is that what it all means?-that you want to save your friend **at any cost**? Tell me frankly .Is that it?

MrsLinde: Nils, a woman who has once sold herself for another’s sake doesn’t do it a second time.

Krogstad: I **will** ask for my letter back.

Mrslinde: No, no.

Krogstad: Yes, of course .I **will** wait here until Helmer comes; I will tell him he must give me my letter back-that it only concerns my dismissal-that he is not to read it-

Mrs.Linde: No Nils, you must not **recall** your letter.

Krogstad:
meet

But, tell me wasn't it for that purpose that you asked me to

you here?

Mrs Linde:

In my first moment of fright it was .But twenty-four hours have **elapsed** since then, and in that time I have witnessed **incredible** things in this house. Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them which is impossible

with all this concealment and falsehood going on.

Krogstad:

Very well, if you take the responsibility. But there is one thing I can do in any case and I shall do it once.

Mrs Linde:

(listening) You must be quick and go! The dance is over; we are not safe a moment longer.

Krogstad:

I will wait for you below.

Mrs Linde:

Yes, do. You must see me back to my door-

Krogstad:

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

Questions

1. Explain what has happened before this excerpt. (2marks)

.....
.....
.....

2. Why does Krogstad say he would ask for his letter back? Explain (3marks)

.....
.....
.....

3. "Nils, a woman who has once sold herself for another's sake doesn't do it a second time." Briefly explain what makes Mrs. Linde say this? (3marks)

.....
.....
.....

4. Identify one character trait of Mrs. Linde in this extract (2marks)

.....
.....
.....

5. What is so surprising in this extract? Explain. (2marks)

.....
.....
.....

6. "But there is one thing I can do in any case and I shall do it at once."What is it that Krogstad does and how does it affect the rest of the play? (4marks)

.....
.....

.....
.....
7. "I have never had such an amazing piece of good fortune in my life!" Rewrite beginning Never...
(1 mark)

.....
.....
.....
.....
8. What makes Krogstad say that he has never had such an amazing piece of good fortune in my life?
(2 marks)

.....
9. Explain the meaning of the following words and phrases as used in the excerpt. (4 marks)

i) At any cost

.....
ii) Recall

.....
iii) Elapsed

.....
iv) Incredible things

.....
2. POETRY (20MKS)

Read the poem below and answer the questions that follow.

'SYMPATHY'

I know what the caged bird feels, Alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass
And the river flows like a stream of glass;
When the first bird sings and the first bud opens,
And the faint perfume from its petals steals-
I know what the caged bird feels!

I know why the caged bird beats its wings
Till its blood is red on the cruel bars;
For he must fly back to his perch and cling
When he rather would be on a branch and swing,
And the pain still throbs in the old, old scars
And they pulse again with a keener sting-

I know why he beats his wing!

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore;
When he beats his bars and would be free;
It is not a song of joy or glee,
But a prayer that he sends from his hearts deep core,
But a flea, that upward to heaven he flings-
I know why the caged bird sings!

(Lawrence Dunbar-Negro Poetry)

QUESTIONS

a) Explain briefly what the poem is about. (3mks)

.....
.....
.....

b) In note form, state what the poet focuses on in each stanza. (3mks)

.....
.....
.....
.....
.....

c) What is the persona's attitude towards the caged bird? (3mks)

From the poem

.....
.....
.....

d) What can we infer about the persona's own experience? (3mks)

.....
.....
.....

e) Identify a simile in the first stanza and explain why it is used. (3mks)

.....
.....
.....

(f) Apart from simile, identify and illustrate any other style used in the poem (2mks)

(g) Identify an exclamative sentence in the poem above (1mks)

f) Explain the meaning of the following word/phrase. (2mks)

i. And the faint perfume from its petals steals.

.....
.....

ii. scars

4. GRAMMAR

a) Rewrite the following sentences according to the instructions given. Do not change the meaning. (4mks)

i. The president left. The M.P was arrested. (Rewrite as one using ‘scarcely’)

.....
.....

ii. The woman saw the child cry. She breastfed her. (Rewrite using the present participle)

.....
.....

iii. The student felt so terrified that she started screaming. (Begin: so.....)

.....
.....

iv. John regrets that he did not attend the meeting. (Rewrite replacing ‘that’ with ‘not’)

.....

b) Replace the underlined words with the phrasal verbs formed from the words in brackets.

i. Their suspicious behavior betrayed them (give).

.....
.....

ii. Please ensure that everyone gets something to eat. (see)

.....

iii. It was clear that we had invented the whole story. (make)

.....

c) Fill in the blanks with the correct form of the words in brackets.

i. The items on the agenda were not.....discussed. (exhaust)

ii. Majority of the have not received their pension. (retire)

iii. Client.....is crucial in solving issues. (confidence)

d) Explain the difference in the following sentences. (2mks)

i. I remember meeting him in Kericho.

ii. I remember to meet him in Kericho.

.....
.....

e) Fill in the blank spaces with suitable prepositions. (3mks)

i. Jane has a taste.....fashion.

ii. I went to meet my uncles.....the bus stop.

iii. Who is.....the line, please?

PAPER 3

Answer **three** questions only.

1. Imaginative Composition (Compulsory) (20 marks)

Either

- a) Write a composition about an abrupt journey and in it, involve a quarrel with a matatu conductor and a good Samaritan.

Or

- b) Describe a person you admire or one you dislike.

2. **The Compulsory Set Text** (20 marks)

H.R. Ole Kulet, Blossoms of the Savannah

“As bad as it may be, every culture has a good side. Closely referring to the treatment of the girl child”, write a composition in support of this; drawing your illustrations from *H.R. Ole Kulet’s Blossoms of the Savannah*.

3. **The Optional Set Texts** (20 marks)

Answer any one of the following three questions.

Either

- a) The Short Story

Moran (Ed.) Memories We Lost and Other Stories

Write a composition in support of the statement: “One who holds onto hope in the face of affliction will pull through.” Use *Siddhartha Gogoo’s “The Umbrella man”*

Or

- b) Drama

David Mulwa, Inheritance

‘In whatever you do, whether good or bad expect a pay.’ Write a composition in support of the statement using illustrations from the *Drama, Inheritance*.

Or

- c) The Novel

John Steinbeck, The Pearl

“One’s negative personality can be the cause of their downfall.” Referring to Kino in *John Steinbeck’s The Pearl* write an essay to justify this assertion.

KENYA HIGH SCHOOL KCSE TRIAL

PAPER 1

QUESTION 1

Imagine that you are the chairperson of the student's council in your school. Your school is holding a fund raising dinner in aid of a school hall. The class is given the invitation cards to give to their parents during the midterm break. You inform your parents/ guardian but forgot to give them the card.

(20 mks)

- i) Write a reminder to your parents on the upcoming fund raise. (10 mks)
- ii) Attach the invitation card that you forgot to give them (10 mks)

2. CLOZE TEST

Read the passage below and complete each blank space with an appropriate word (10 mks)

Citizen used to 1 _____ that political leaders would observe the principles of good governance simply 2 _____ they were expected to. 3 _____ it appears most leaders on the continent have replaced integrity with reckless impunity that has 4 _____ Africa in chaos. 5 _____ Office are also supposed to be 6 _____ to the people that entrusted them with them the 7 _____ of leading them. 8 _____, the political elite in the continent see people as a means to an end. In many countries these days, Kenya included, politics has become the easiest way to make money. Electioneering is seen as an 9 _____ with extremely lucrative returns when campaign loyalties are 10 _____ with appointments in the government of the day.

3. Oral Skills

(30 mks)

Read the following poem then answer the question that follow.

A song in springs
O little buds all burgeoning with spring
You hold my winter in forgetfulness
Without my window lilac branches swing

Within my gate I hear a robin sing
O little laughing blooms that lift and bless!

So blow the breezes in a soft caress
Blowing my dreams upon swallow's wing;
O little merry buds in dappled dress
You fill my heart with very wantonness-
Oh little buds all burgeoning with spring

By Thomas S. Jones Jr.

Questions

- a) Explain what makes this an oral poem (4 mks)
- b) How has rhythm been achieved in this poem. (3 mks)
- c) How would you perform the last two lines in this poem (4 mks)
- d) Give another word pronounced as the following (3 mks)
 - i) Gate

- ii) You
iii) Here
- e) Imagine you are performing this poem to learners who are visually impaired. Explain four ways in which you would ensure that they get the message effectively (3 mks)
- f) Indicate where you would place the stress mark in the following words by (/) to make them either Nouns or Verbs as shown in the brackets. (5 mks)
- i) Import (Nouns)
ii) Export (Verb)
iii) Transport (Noun)
iv) Object (Verb)
v) Produce (Noun)
- g) In the following sentences, the speaker made errors, rewrite the sentences correctly replacing the underlined words and expressions with appropriate ones to communicate the intended meaning. (5 mks)
- a) I am sorry to say, Sir Anthony, that my affluence over my niece is very small
b) An usher will sew you to your sheet.
c) He is very pineapple of eloquence.
d) It will take a lot of public fund to bring back the abnormal.
e) Kabito is a green grass in a green snake.
- h) You speak to a group of form ones about an issue of concern and you notice during the talk that many of them are dozing, yawning, fidgeting and silting carelessly. What would this mean to you? (3 mks)

PAPER 2

Question 1: Reading Comprehension.

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

Politicians never cease to amaze. Every policy articulation or decision is viewed from the narrow prism of political interest. Broad and long term perspectives never come to play. And this explains wastefulness in public resources utilization.

The recent directive by President Uhuru Kenyatta stopping new mega development projects has become the subject of political contest. Some politicians have taken issue with it, arguing that it will deny their constituencies a chance to develop. This is a rather simplistic perspective.

A major challenge facing the country is poor coordination of development projects. Often times, the governments initiates multiple projects, some without proper feasibility studies, but fall to complete them because of lack of financing, resource mismanagement or corrupt practices. Repeatedly, the prices are grossly exaggerated because of underhand dealings.

Many grand projects lie incomplete, huge sums of money having been sunk into them, demonstrating sheer carelessness and poor thinking on capital development. It does not make sense to start new ones and commit taxpayers hard-earned money into them and predictably leave them half-done just in the name of doing projects.

Worse, a number of the multi-million-shillings project are vendor-driven, intended to create avenues for deal-cutting for the so-called 'tenderpreneurs' and their ilk with no value for money.

For now, the government should undertake an audit of all ongoing projects to give a status report, identify those on course and the schedule completion dates and, importantly, highlight the stalled ones and the reasons for that. This should provide basis for making decision on what ought to be done, especially those that should be revived and the financial commitment required.

For example, the current administration started the mega Galana_Kulalu irrigation scheme at the Coast billed to address food security but that was not to be. This is the time to do an appraisal. It would be disingenuous to insist on proceeding to phase two or three of such projects when the pilot has failed.

We need a framework for capital development. A practice has evolved where every regime that comes to power commences own projects and abandons existing ones. The situation even applies even at the constituencies and county levels. Clearly this is not the way to develop. Project should not be regime- specific rather they ought to be designed to benefit citizenry irrespective of those in power.

Simple economics demands prudence in management of public resources. The craze for capital developments without properly planning must stop. Focus on completing existing or stalled projects.

Questions

- a) Why does the writer say that the politicians never cease to amaze? (2 mks)
- b) How have people particularly politicians reacted to the presidents directive of stopping new mega developments projects (1mk)
- c) Give reasons why the writer does not support fresh projects for the sake of it (3 mks)
- d)What hitches has the government encountered with regard to initiating projects (3 mks)
- e) Which advice does the author give to the government to address the past mistakes (3 marks)
- f) Why does the writer insist on the appraisal being done? (1mk)
- g) How should a new regime handle the existing projects? (1mk)
- h) Make notes on ways of avoiding wastage by the government. (3 mks)
- i)Rewrite the sentence below as instructed (1mark)

It would be disingenuous to insist on proceeding to phase two or three of such a project when the pilot has fallen

(Begin:When

- J) Explain the meaning of the following as used in the passage (2marks)

- i)Underhand.....
- ii)Prudence.....

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

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

Nora: What ought I to make an end to?

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

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

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

Mrs Linde:And come here every day?

Nora: Yes I told you so.

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

Nora: I don't understand you at all

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

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

Mrs Linde: Then it really isn't he?

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

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

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

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

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

Mrs Linde: Behind your husband's back?

Nora: I must take an end if it with another one, and that will be behind his back too, I must take an end of it with him

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

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

Mrs Linde: One's husband, yes.

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

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

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

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

Nora: Do I look as if I were?

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

QUESTIONS.

a) Briefly explain what happens before the events in this extract (4 marks)

.....
.....
.....
.....
.....
.....

b) Explain why Mrs. Linde says "I am older than you in many ways and have little more experience" (3 marks)

.....
.....
.....
.....

c) From the dialogue, what do we learn about Nora's character? (4 marks)

.....
.....
.....
.....
.....

d) What is Mrs. Linde's view about Doctor Rank and Nora's relationship? (2 marks)

e) Identify and explain the use of hyperbole in this excerpt. (2 marks)

f) What does Mrs. Linde think Nora is concealing from her? Is Mrs. Linde right? (3 marks)

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

i. A man of means.....

ii..Prevaricate.....

iii.Nasty.....

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

Question 3: Oral Literature

(20marks)

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

A hunter sat by the river to rest. He noticed a faint ripple in the water and when he looked closely, he saw that it was a woman bathing. The woman was beautiful as sunrise. She had features so perfect that the hunter could not quite believe she was real. She was like a statue of goddess. The sun shone on her rich brown skin. Her face radiated warmth and she was as lovely as the drops of sunlight that were dancing on the water. She was the most beautiful woman he had ever seen.

The hunter held his breath and wondered who the woman was. Then he saw a deer skin spread out on a low bush. The hunter had seen many good animal skins but this was the most perfect of all. He reached out and sunk his hands into its soft velvety folds. The hunter wondered how much such a fine skin would fetch in the market. More than two days hunting, he thought, more even than a week's hunting, perhaps even as much as a month's hunting.

The woman swam up to the bank and then sprinted lightly across the soft grass towards him. The hunter rose in confusion. She stopped and stared at him. Her eyes were strange, like polished stone, but deep within them a bright spark of light flickered. The hunter stared at the woman and for the first time in his life could not think of nothing to say. The woman looked curiously at the hunter and reached out for the skin, silently imploring him to release it.

Then the hunter knew who: a deer woman, one of the clan of deer people. Half human, half human, they could change into either creature at will. He handed the woman back her skin but as he watched her walk away he felt as if someone was tearing out his heart. He felt such an overwhelming sense of loss that he cried out, "wait! Please!"

The deer woman stopped and looked round. The hunter rushed up and kneeling before her, he begged her to marry him. "But, dear man, but deer man you are a stranger," the deer woman replied in astonishment.

"Yes, but a stranger who loves more than life itself," cried the hunter desperately.

She looked at him for a long time and then she said "promise one thing. Promise me that you will never tell any human person the truth about me, for if you do, I will leave you and never return".

The hunter happily promised to keep the secret, and together they walked to the hunter's home.

Bliss, perfect bliss reigned in hunter's home. For a while, two happier people would have been hard to find. The hunter told no one where his wife really comes from. People were curious as they often are. The hunter told those who asked simply that his wife came from a distant village, and he told them in a voice that suggested they mind their own business. The two could have been happy forever, for their love grew deeper and deeper. Oh, how it makes my heart sad to tell what happened next. But tell I must.

Often happiness blinds us to the evil that sneaks about us like a thief in the night. These two in their joy did not hear the nagging tongues, the spiteful whispers or see the wicked stares. Jealously hung in the air like stale smell.

The hunter's sisters would not stop talking about the mysterious woman their brother had married. Where had she come from? They wondered. Who was she? Why had none of her relatives come to her wedding? Why was she always so secretive and so vague when asked about her past? And her eyes. They wondered at those eyes. Strange eyes hardly human. They wondered and finally, they came up with an evil plan.

The hunter no longer went off on long trips because he hated to leave his bride alone. But now the two evil sisters begged him to go off hunting. They told him that a wicked money lender would throw them out of their houses if they did not come up with money to pay him soon. They wept loud insincere tears and the deer woman's heart melted. She gently urged the hunter to go. He must save his dear sisters from trouble.

The sisters smiled with evil glee when the hunter picked up his bow and arrows, kissed his wife, mounted his horse and rode off into the forest.

One fine day, the deer woman took her basket and headed to the market. The two wicked sisters saw her go: now was their opportunity. They crept up to the house, climbed in through a window and began to search.

They looked under the tables and the chairs. They searched the cooking place and stuck their heads in every pot in the house. They then climbed up into the rafters and it wasn't long before they found the deer skin.

"All her airs and graces and she isn't even a human," sniffed one sister

"Wait until the others hear about this," exclaimed the other triumphantly, already on her way down.

They scurried out of the house like two thieving rats and just managed to disappear round the corner as the deer-woman arrived home.

With the deer woman's secret discovered, the sisters set about making sure that the entire town knew of it. They spread news and excited whispers to people who took those whispers to others. So it spread like wildfire. Soon, the town was ablaze with the news. Everywhere wagging tongues told the story and the itching ears listened.

The deer woman could not go out without meeting sniggers and stares. She wept and wept. Finally, she could bear it no longer. She got her deer skin down from the rafters and became a deer once more. She walked into the forest and disappeared never to return.

QUESTIONS:

- a) In what way were the woman and the skin unique? (2 marks)
- b) What figure of speech does the writer extensively use in the first paragraph and why?(4 mks)
- c) Which actions show that the hunter was in a kind of daze? (3 marks)
- d) Which character traits of the hunter are revealed in this story? (4 marks)
- e) What is the writer's attitude towards the hunter's sisters? Support your answer with evidence from the story. (3 marks)
- f) The following words are used in the passage:
 - i) imploring
 - ii) AblazeProvide a synonym for each of them. (2 marks)
- g) What lesson can we learn from this story? (2 marks)

QUESTION 4: GRAMMAR

(15marks)

A] Fill in the correct preposition in each blank space.

(4marks)

- 1. The ball landed right _____ thorns.
- 2. We were seated in the same row _____ each other.
- 3. What exactly is he guilty _____?
- 4. The old woman was accompanied _____ her grandchild.

B] Rewrite the following sentences using the correct form of the word given in brackets.

(3marks)

- 1. The rescuing of the woman from the burning church was a _____ act. [hero]
- 2. The principal asked the head student to _____ the alarm [active]
- 3. His failure to repay his debts was a sign of _____. [mature]

c) Rewrite as instructed without changing the meaning.

(4marks)

- 1. Every student should wear his school uniform at all times (Rewrite by making the sentence gender sensitive)
- 2. The bridge had been weakened by successive storms and was no longer safe. (Begin: Weakened.....)
- 3. The cakes belong to the son of our doctor. (Begin: These are.....)
- 4. The house would have been finished by August last year (Rewrite in the active voice)

D) Correct the error in each of the following sentences.

(2marks)

- 1. At midday in the middle of the day we went for early lunch.
- 2. The two twin sisters are identical twins.

E) Fill in each gap with the correct article

(2marks)

- 1. It is the duty ofAugust house to create reasonable constitutional laws.
- 2. The boy who stole my book isclassmate.

PAPER 3

1. Imaginative composition

(20 marks)

Either

(a) Write a composition to illustrate the saying: '*Patience pays*'.

Or

(b) Write an argumentative composition in *support of herbal medicine*.

2. The compulsory set text

(20 marks)

Henrik Ibsen: *A Doll's House*

Write an essay to show that appearances can be misleading. Draw your illustrations from Henrik Ibsen's *A Doll's House*.

3. The optional set texts

Either

(a) The short story

(20 marks)

Wanjala Chris (Ed): *Memories We Lost and other stories*.

'A great man has the power to inspire others to greatness.' Using illustrations from *The Handsomest Drowned Man in the World* by G.G. Marquez, discuss this statement.

or

(b) Drama

(20 marks)

David Mulwa: *Inheritance*

Basing your arguments on *Inheritance* by David Mulwa, show how citizens can influence their own governance.

or

(c) The novel

(20 marks)

John Steinbeck: *The Pearl*

'The pearl of the world arouses the destructive power of greed.' To what extent do you agree with this statement? Base your arguments on *The Pearl* by John Steinbeck.

1. You are the Public Health Officer of Londiani Sub-county Hospital. There is an outbreak of cholera in the sub-county. The county cabinet secretary of health has requested you together with the members of the Hospital's public Health Committee, to carry out an investigation and present a report to her. Write a report you would present. (20mks)

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

To rank or not rank? This is the(1)_____that greeted the(2)_____on ranking of schools and students based on their performance in national examinations.(3)_____and cons on the decision by the government.

(4)_____been put forth with education officials giving varied (5) _____
(6)_____the debate on the issue is gradually being relegated to the periphery, it is (7) _____ from being conducive. It is (8) _____that scholars and education experts,(9)_____should be the guiding lights by providing enlightened(10)_____have been conspicuous in their silence on this burning issue. (Saturday Nation Newspaper 4/4/2015)

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

SUNSET

The sun spun like
a tossed coin
it whirled on the azure sky,
it clattered into the horizon,
it clicked in the slot,
and neon lights popped,
and blinked 'time expired'
as on a parking meter.

(Oswald Mbusiyeni: mtshaki)

- Describe the rhyme scheme of the poem (2 marks)
- How would you say the last line of this poem (2 marks)
- State any two onomatopoeic words in the poem. (2 marks)
- Identify any other sound pattern used in the poem. (1 mark)
- State and illustrate three non-verbal cues that you would use to make the recitation of the above poem interesting. (3 marks)

b) You are a radio presenter with Classic FM and you are scheduled to interview the Deputy President about terrorism and piracy in Kenya.

- What preparations would you carry out before the interview. (3 marks)
- What strategies would you employ during the interview? (3 marks)

(c) Study the proverb below.

“Haraka haraka haina Baraka.”

- Translate the proverb into English. (1 mark)
- Comment on the various sound dynamics in the proverb. (2 marks)
- Explain the meaning of the proverb. (2 marks)
- Give an example of a proverb that is similar in meaning to the one above (1 mark)
- Give two characteristic of proverbs. (2 marks)

- d) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means. (3 marks)
- Tony hit Sue today
 - Tony hit sue today.
 - Tony hit sue today
- e) In each of the following groups of words, one of the underlined is different from the rest. Identify the word with the different sound. (3 marks)
- Chasm Chic Choir
 - Exercise Equity Example.
 - Gigolo Genre Gene.

PAPER 2

COMPREHENSION

(20 MARKS)

Read the following passage and answer the questions that follow.

ACQUIRED HEART DISEASE.

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

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

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

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

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

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

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

those from another family. Treatment of the disease may be through drugs but *counselling* in some cases may also help.

(Adapted from the Daily Nation)

Questions

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

2. EXCERPT

(25 MARKS)

Read the following excerpt and answer the questions that follow.

Nora: Tell me what purpose you mean to put it to.

Krogstad : I shall only preserve it – to keep it in my possession . No one who is not concerned in the matter shall have the slightest hint of it. So that if the thought of it has driven you to any desperate resolution -

Nora: It has.

Krogstad: If you had it in your mind to run away from your home -

Nora: I had.

Krogstad: Or even something worse -

Nora: How could you know that?

Krogstad: Give up the idea.

Nora: How did you know I had thought of that?

Krogstad: Most of us think of that at first. I did , too- but I hadn’t the courage.

Nora: (*faintly*)No more had I.

Krogstad: (*in a tone of relief*) No, that’s it, isn’t it -you hadn’t the courage either?

Nora: No I haven’t - I haven’t.

Krogstad: Besides, it would have been a great piece of folly. Once the first storm at home is over -.

I have a letter for your husband in my pocket.

Nora : Telling him everything?

Krogstad : In as lenient a manner as I possibly could.

Nora : (Quickly) He mustn’t get the letter. Tear it up.

I will find some means of getting money.

Krogstad: Excuse me, Mrs. Helmer , but I think I told you just now -

Nora: I am not speaking of what I owe you. Tell me what sum you are asking my husband for, and I will get the money.

Krogstad: I am not asking your husband for a penny.

Nora: What do you want, then?

QUESTIONS.

1. What events lead to this excerpt? (3 Marks)
2. 'I am not speaking of what I owe you.' What is Nora referring to?
(2 Marks)
3. 'Give up the idea. 'What is Krogstad referring to? (2 Marks)
4. '*Most of us think of that at first. I did, too - but I hadn't the courage.*' Basing your answer from elsewhere in the text, compare Nora and Krogstad's experiences with regard to the above statement.
(2 Marks)
5. Describe the character of Nora and Krogstad as brought out in the extract.

Nora

(2 Marks)

Krogstad

(2 Marks)

6. Comment on two issues brought out in the excerpt. (4 Marks)
7. Identify one aspect of style used in the excerpt. (2 Marks)
8. What happens immediately after this excerpt. (3 Marks)
9. Give up the idea. (Add a question tag.) (1 Mark)
10. What is the prevailing mood in this excerpt? (2 Marks)
11. Give the meaning of the following words and phrases as used in the excerpt. **(2Marks)**

i. Lenient

ii. A great piece of folly

3. ORAL POEM

(20 MARKS)

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

Don't cry baby

Sleep little baby

Father will nurse you

Sleep baby sleep

Little bird flitting away to the forest so fast

Tell me, little bird, have you seen her

Have you seen my crying baby's mother?

She went to the river at early dew

A pot upon her head

But down the water floats her pot

And the path from the river is empty

Shall I take him under the palm?

Where the green shade rests at noon?

Oh no, no

For the thorns will prick my baby

Shall I take him under the giant baobab

Where the silk cotton plays with the wing?

Oh no, no

For the termite – eaten bough will break

And crush my little baby

My little sleeping baby

The day is long and the sun grows hot

So, sleep my little baby, sleep

For mother is gone to a far, far land- Alas!

She is gone beyond the river.

QUESTIONS.

1. Classify the above oral poem. (2 Marks)
2. State and illustrate two features of the above oral poem. (4 Marks)
3. Identify and illustrate the two speakers in the oral poem. (2 Marks)
4. Why is the singer hesitant to take the baby under the shade? (1Mark)
5. Briefly explain two functions of this song? (2marks)
6. What is the general mood created in stanza three? (2 Marks)
7. What is the singer's attitude towards the baby? (2 Marks)
8. Identify and illustrate any two characteristics of oral poem evident in the above poem. (4 Marks)
9. 'She is gone beyond the river.' Explain the meaning of this line. (1 Mark)

GRAMMAR

(15MARKS)

A. Rewrite the following sentences according to the instructions given. (4 Marks)

- I. The woman left the child with a neighbour and went to the market. (Begin : Leaving...)
- II. The teacher forgave Mary but only because she apologized. (Begin: If...)
- III. He is our brother. (Rewrite using a double possessive)
- IV. Let's go to the field. (Supply the correct question tag)

B. Fill in the blank spaces with the correct prepositions in the sentences below. (3 Marks)

- a.) The students are notorious.....making noise.
- b.) The new manager was not acquainted.....the problems of the company.
- c.) Jane has a taste.....glamorous clothes.

C. Choose the correct pronoun to fill in the blank spaces. (3 Marks)

- i. John is taller than.....(them/they)
- ii. Asha and(she/her) represented the school in the Hockey tournament.
- iii. The secret between you and.....(I/me) must be kept.

D. Give two possible meanings of the following sentence. (1 Mark)

Call me Ruth.

E. Use the correct form of the word in brackets to fill in the blank spaces. (2 Marks)

1. Malaika is quite.....of the screaming of her children so she discourages it. (tolerate)
2. The politician tried tothe rowdy crowd but failed. (peace)

F. Choose the correct alternative to complete the sentences below. (1 Mark)

- i) Teachingis not an easy job for teacher trainees. (Practice/Practise)

PAPER 3

Answer three questions only.

1. Imaginative composition (compulsory) (20 mks)

EITHER

- (a) Write a composition ending with had I listened to my parents wise words I would not be in this sorry state.

OR

- (b) Write a composition to illustrate the truth in the saying “Patience pays.”

2. Compulsory Set Text :

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

Irresponsible parenting can lead to instability in a family. Discuss the truth of this statement using the novel “Blossoms of the Savannah” by H. Kulet

3. The optional Set Text; (20 mks)

Answer any ONE of the following questions.

EITHER

- (a) **The Short Story**

“In the face of adversity one requires strong-will power to succeed.” Justify this statement referring to the story: “No need to lie”. by Rolf Schmid

OR

- (b) **David Mulwa : Inheritance**

“A leader who is unfit to rule causes untold suffering for the citizens.” Drawing illustrations from David Mulwa’s “**Inheritance**”, write an essay to validate this statement.

OR

- (c) **The Novel:**
John Steinbeck “The Pearl”

“Juana’s steadfast spirit makes her a pillar of strength in her family.” Justify this statement using “**The Pearl**” by John Steinbeck.