

K.C.S.E YEAR 2010 PAPER 101/1

1. You are the Chairperson of the Environmental Club which has just been newly introduced in your school. There is going to be an official launching of the club. Write a brief speech that you will deliver at the launch. Your speech should include the following: introduction, club officials, the objectives (aims) of the club, the activities to be carried out, conditions for membership, enrolment and any other relevant information. (20 marks)
2. Read the passage below and fill in each blank space with an appropriate word. (10 marks)

I met Frank as soon as he was 1 from the hospital. He felt 2 to be alive. His seat-belt had kept him from going 3 the windscreen, and he had only a 4 cheek and some double-vision to indicate he 5 had a nearly fatal crash. In the weeks that followed, 6, I began to notice strange after effects. Frank forgot to return phone calls. One afternoon, while writing out payroll cheques for his staff, he repeatedly asked me the date. I watched as his pen froze over the yellow cheque-book. He would 7 flip the pages to check the spelling of a colleague's name. At the piano, he played the same note over and over again, seemingly 8 to proceed to the next. It 9 be months before any of us were willing to accept the painful 10 that his music career was over.

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

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

(William Shakespeare's Sonnet 29)

- (i) Identify any **four** pairs of words that rhyme in this poem (2 marks)
- (ii) Give **two** instances of alliteration in this poem. (2 marks)
- (iii) How would you say the words in brackets in this poem? (2 marks)
- (iv) How would you perform the last two lines of this poem? (2 marks)

4. (b) Read the passage below and then answer the question that follows.

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

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

- (c) For each of the following five words, write another word that is pronounced the same.

(i) past

(ii) aren't

(iii) hole"

(iv) what

(v) male

(5

marks)

(d) For each of the following letters, provide a word in which the letter is silent. (i)

(I)p.....

(ii) b

(iii) l

(iv) n.....

(v) t

(5

marks)

(e) Your school choir is rehearsing a choral verse for the school's music festival. They are making a presentation for the rest of the school so as to get some feedback.

Give four things that the listeners need to pay attention to and explain why.

(8 marks)

K.C.S.E YEAR 2010 PAPER 102/2

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

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

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

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

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

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

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

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

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

(a) According to the passage, what is the meaning of culture shock?

(2 marks)

SKYDREAMERS PRODUCTION

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

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

Again Nyambura glanced over her shoulder in the direction of her home. She wondered whether to stop or to go on. She heard Waiyaki's voice.

"I am going to see Kamau."

"And I Johana. My father has sent me to him to tell him to come to our home today."

"Then we can walk together," he suggested.

They moved on slowly. He was thinking of this girl. Muthoni had been the cause of their first meeting. Then Nyambura had been a fairly tall girl with well-formed features. Now he could see the woman in her under the bright moonlight.

"What are you going to do there?" she asked. Waiyaki thought: What am I going to do there? It was then that it occurred to him that he did not want to see Kamau. Not now. He too thought of the people and what they would say now if they saw them walking together. Above them the moon gazed and lit the whole land, Nyambura was not circumcised. But this was not a crime. Something passed between them as two human beings, untainted with religion, social conventions or any traditions.

"Just to see Kamau and the family."

Nyambura felt a little angry. She thought; their activities. They came to a place where their ways parted. They stopped there and stood as if held together by something outside themselves. Perhaps it was the magic of the moon that held them both rooted to the spot. Waiyaki wanted to dance the magic and ritual of the moon. His heart beat hard, beating out the darkness. And Nyambura stood there looking as if she were the embodiment of serene beauty, symbolised by the flooding moon and the peace around.

Suddenly Waiyaki felt as if the burning desires of his heart would be soothed if only he could touch her, just touch her hand or her hair. He controlled himself. A strange uneasiness began to creep through him.

"Are you still teaching?"

"Yes..."

"I have not seen your school."

"You should come some day. And why not tomorrow in the afternoon just after school closes? I could take you round."

- (a) Why did Waiyaki want to see Kamau at that time of the evening? (2 marks)
- (b) Muthoni had been the cause of their first meeting. Explain how Muthoni had been the cause of Nyambura and Waiyaki's first meeting. (4 marks)
- (c) What indicates that both Nyambura and Waiyaki are uncomfortable in the circumstances they find themselves in this excerpt? (4 marks)
- (d) Identify and explain any **two** character traits that Nyambura and Waiyaki share in this excerpt. (4 marks)
- (e) "What are you going to do there?" she asked.
(Rewrite in reported speech) . (1 mark)
- (f) Briefly describe aspects of the themes of the Novel that come through in this excerpt. (6 marks)
- (g) Identify and illustrate any **two** aspects of style used in the excerpt. (4 marks)

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

"Song of the wagon driver". B.S. Johson
My first love was a ten-ton truck They
gave me when I started, And though she
played the bitch with me I grieved when
we were parted.
Since then I've had a dozen more,
The wound was quick to heal,
And now it's easier to say
I'm married to my wheel.
I've trunked it north, I've trunked it south,
On wagons good and bad, But none was
ever really like The first I ever had.
The life is hard, the hours are long,
Sometimes I cease to feel,
But I go on, for it seems to me
I'm married to my wheel. . .
Often I think of my home and kids,
Out on the road at night, And think of
taking a local job Provided the
money's right.
Two nights a week I see my wife And
eat a decent meal, But otherwise, for
all my life, 5. I'm married to my
wheel.

(From *The Earth is Ours: Poems for Secondary Schools*.
Selected by Ian Gordon)

- (a) Briefly explain what the poem is about. (2 marks)
- (b) What is contradictory about the persona's relationship with his first truck? (2 marks)
- (c) The persona is facing a real dilemma. Which is it? (2 marks)

d) Identify and illustrate any two literary devices that the poet uses. (4 marks)

(e) What makes the persona's job demanding? Give your answer in **note form**. (4 marks)

(f) Explain the meaning of the following lines: (i) Sometimes I cease to feel

(i) Sometime I cease to feel (2 marks)

(ii) Provided the money's right (2 marks)

(g) Explain the meaning of the words below as used in the poem.

(i) grieved (1 mark)

(ii) trunked (1 mark)

4 (a) Rewrite the following sentences in *Direct Speech*. (2 marks)

(i) The tourist exclaimed that Kenya was a beautiful country.

(ii) Halima told James to go where she was.

(b) Rewrite each sentence below to make it communicate more sensibly. (2 marks)

(i) They left the field full of sweat.

(ii) Powerful and comfortable, the buyer really liked the car.

(c) Fill in the blank spaces with an appropriate pronoun. (3 marks)

(i) The children and ought to leave immediately if we want to arrive there before dark.

(ii) The organisers have invited Mwamburi and but I don't intend to go.

(iii) Since she obtained the highest grade, the school should give the award to no one else but

(d) Fill in the blank spaces -with the correct form of the verb in brackets, (3 marks)

(i) A flock of birds (fly) away from this lake every week.

(ii) I wondered why they had (sing) that particular song.

(iii) The ball must have been (hit) too hard.

(e) Rewrite each of the following sentences as instructed.

(3 marks)

(i) It is amazing that the couple takes care of so many orphans.

(Begin: That.....)

(ii) What we need in Kenya is patriotism.

(End: in Kenya.)

(iii) My students don't drink. My students don't smoke. *(Join into one sentence using 'neither')*

(f) Fill in each blank space with the appropriate word.

(2 marks)

(i) I stopped the child from chewing a of grass.

(ii) The doctor told her to take the of medicine according to the prescription.

K.C.S.E YEAR 2010 PAPER 101/3

Answer **three** questions only.

1 Imaginative Composition (compulsory) (20 marks)

Either

Write a composition illustrating the fact that crime does not pay.

Or

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

2 The Compulsory Set Text (20 marks)

Henrik Ibsen, *An Enemy of the People*.

Write an essay supporting the proposition that: "Katherine Stockmann is the embodiment of reason in Ibsen's play *An Enemy of the People*."

3 The Optional Set Texts

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

Either

(a) The Short Story

Macmillan (Ed.), *Haifa Day and other stories*

Using Honwana's short story 'Hands of the Blacks' for illustration, write an essay on racial prejudice.

Or

(b) Drama

John Ruganda, *Shreds of Tenderness*

"Sibling rivalry should never be allowed to get out of hand."

Using the characters in John Ruganda's play *Shreds of Tenderness* write an essay in support of this statement.

Or

(c) The Novel

Veltna Pollard, *Homestretch*

"East or West, home is best."

Drawing examples from the lives of Edith and David in *Homestretch*, write an essay illustrating the truth of this statement.

ENGLISH PAPER 1
2011
FUNCTIONAL SKILLS

1 Your Drama Club is organizing to stage a performance of Henrik Ibsen's play, *An Enemy of the People*. You are inviting neighbouring schools and the general public to the event.

(a) Write the notice announcing the event and inviting other schools and the public to attend. (8 marks)

(b) In not more than 200 words, write a **synopsis** of the play to accompany the notice. (12 marks)

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

As you think about the different aspects that go 1 our persona, it is important to 2 your best traits and recognise the 3 you may have been taking for granted all 4. Doing this will provide a foundation of confidence that serves as a 5 to connect you to other people.

6 your appearance is what makes people curious to get to know you, your presence is what makes them respond to you. Your presence is your energy, your spirit and your aura. It includes 7 those qualities that help you bond with another human being. It starts with eye contact and moves into your listening skills as well as the extent to which you are engaged in a conversation. Some people are 8 there, giving 100 percent; others give 20 percent at 9 because their minds are elsewhere.

Eye contact is an 10 powerful tool. So long as you are making eye contact while talking, the topic is not likely to matter much.

Adapted from Love Smart by Dr. Phil, McGraw (2006). Simon & Schuster, UK Ltd.

(a) Against each of the following sentences, indicate whether you would end with a **rising** or **falling** intonation. (5 marks)

(i) You actually saw the pyramids?-----

(ii) My younger sister has identical twins. -----

(iii) Why did you oversleep?-----

- (iv) Could I come with you, please?-----
- (v) What a tragic experience that was!-----.

(b) *Read the following poem and then answer the questions.*

Lazybones, let's go to the farm
 Sorry, I've got a headache
 Lazybones, let's go pounding grain
 Sorry, my leg isn't right
 Lazybones, let's go fetch firewood
 Sorry, my hands are hurting
 Lazybones, come and have some food
 Hold on. let me wash my hands!

(From *Oral Poetry from Africa*. Compiled by Mapanje and White. Longman Group, U.K)

(i) How would you say Lazybones' responses in lines 2,4 and 6? Give reasons for your answer. (3 marks)

(ii) If you were performing this poem, how would you say the last line? (2 marks)

(iii) Provide another word that has the **same pronunciation** as each of the following words:

some:.....

right:.....

come:

(3 marks)

(c) Apart from the voice, what else would you use to capture and maintain an audience's attention when delivering a speech? Explain, (6 marks)

(d) *Read The dialogue below and then answer the question that follows;*

JUMA: Do you know? I think the new law will transform our society. OWING:

Juma, you can't argue like that. You sound like somebody from...

JUMA: I don't want to argue with you, anyway, How can I stoop so low. You are unlikely to comprehend my point,

OWING: You see. You are rude and unrefined.

JUMA: And you. of course, have such fine manners!

Whats wrong with what I said?

OWING: A document or mere legislation cannot transform a society.
It's the people who must change their thinking and demonstrate a willingness to make things better.

JUMA: But the new law provides guidelines that will put us on the right path. It's like a compass. If we follow it, we won't get distracted...

OWING: You have made your point.

JUMA: I give up. Every word you say confirms that I shouldn't be talking to you.

Explain the features that make the conversation between Juma and Owino ineffective.

(6 marks)

(e) Underline the part (syllable) where the **stress** falls in each of the following words.

(5 marks)

(i) descent

(ii) contest (*verb*)

(iii) discuss

(iv) friendly

(v) present (*noun*)

2011
ENGLISH
Paper 2

**(Comprehension, Literary Appreciation and
Grammar) Oct/Nov 2011**
2½ hours

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

When I visited my mother last May, much of her sitting room had been converted into what I half jokingly called a Barrack Obama shrine. Since Obama had declared his candidacy for president, my mother had diligently collected everything about the man that she could get her hands on. Magazines, newspaper articles, and T-shirts formed the bulk of her collection, all of it in pristine condition and not to be handled except with utmost care. Almost overnight, all things Obama had become a **staple of my mother's conversation**. His message of unity and transcendence, his unwillingness to be cowed by "a chorus of cynics," all of this inspired in my mother a late-life **surge** of confidence. It had even led to her changing the way she answered her phone. Instead of her usual "Hello," she took to lifting the receiver and announcing, "This is our moment."

By the night of Obama's remarkable triumph, she had **digested** far more than his trademark phrases. Still, she was more than thrilled when, during his victory speech at Chicago's Grant Park, he once again proclaimed, "This is our moment." Obama's victory seemed "just too good to be true, overwhelmingly good," she told me. "There are no words to describe how I feel. 'Elated' is not good enough.*"

Hers is a voice tempered and made scratchy by seventy-seven years of living, and decades of making herself heard in a house crowded with loud, boisterous youngsters. My mother is special to me, of course, but in many respects she's a typical black woman of her generation. A child of the Depression, she married young, and stayed home to raise six children. She remembers Jim Crow quite well and, like many of her peers, has more than a few chilling firsthand tales of travel in Mississippi (where her father was born), Missouri, and other places known for white residents' historically open and violent hostility towards African Americans. She is faithful, fearless, and frank, adept at blessing you with gentle encouragement while demonstrating her unerring skill at telling it exactly like it is. While her experience, her lifetime of dearly purchased knowledge, deeply informs my own life, there are parts of it to which I have no access. Her memories contain mysteries that I can only guess at. To hear her answer her phone with such an uncautiously optimistic phrase was a startling, wonderful surprise.

[Adapted from *What Obama Means: For Our Culture,
Our Politics, Our Future*.
by Jabari Asim. New York: Harper
Collins Publishers, 2009]

(a) What does the author of this passage suggest by referring to his mother's living room as a shrine? (2 marks)

(b) Why does the author's mother like and support Barack Obama's candidacy? Give two reasons. (2 marks)

(c) Explain why the words: "This is our moment" particularly thrilled the mother. (2 marks)

(d) Why does the author's mother find Obama's victory "just too good to be true"? (2 marks)

(e) Give one reason why the author uses his mother and not himself to explain the significance of the Obama campaign and victory? (2 marks)

A child of the Depression, she married young. (Rewrite using: for) (1 mark)

(g) Describe the relationship between the author and his mother. Illustrate your answer. (4 marks)

(h) The author's mother remembers Jim Crow. Do you think this memory is positive or negative?

Illustrate your answer. (2 marks)

(i) Explain the meaning of the following as used in the passage: (3 marks)

(i) staple of my mother's conversation;

(ii) surge;

(iii) digested.

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

HOVSTAD: Hush! (calls out.) Come in! (DR. STOCKMANN *comes in by the street door, HOVSTAD goes to meet him*) Ah, it is you, Doctor! Well?

DR. STOCKMANN: You may go ahead and print it, Mr. Hovstad!

HOVSTAD: Has it come to that, then?

BILLING: Hurrah!

DR. STOCKMANN: Yes, you may go to press. Certainly it has come to that. Now they must take what they get. There is going to be a fight in the town, Mr. Billing!

BILLING: War to the knife, I hope! We will get out knives to their throats, Doctor!

DR. STOCKMANN: This article is only a beginning. I already have four or five more figured out in my head. Where is Aslaksen?

BILLING: (*calls into the printing-room*): Aslaksen, just come here for a minute!

HOVSTAD: Four of five more articles? On the same subject?

DR. STOCKMANN: No - far from it, my dear fellow. No, they are about quite another matter. But they all spring from the question of the water supply and the drainage. One thing leads to another, you know. It is exactly like beginning to pull down an old house.

BILLING: By God, it's true; you find that you are not done till you have pulled all the old rubbish down.

ASLAKSEN: (*coming in*): Pulled down? You are surely not thinking of pulling down the Baths, Doctor Stockmann?

HOVSSTAD: Far from it, don't be alarmed.

DR. STOCKMANN: We meant something quite different. Well what do you think of my article, Mr. Hovstad?

HOVSTAD: I think it is simply a masterpiece.

DR. STOCKMANN: You really think so? Well, I am very pleased.

HOVSTAD: It is so clear and intelligible. One need have no special knowledge to understand it. You will have every enlightened man on your side, once they have read it.

ASLASKEN: And every prudent man too, I hope!

BILLING: The prudent and the imprudent alike - almost the whole town.

ALASKEN: In that case we may venture to print it.

DR. STOCKMANN: I should think so!

HOVSTAD: We will put it in tomorrow morning.

DR. STOCKMANN: Of course - you must not lose a single day. Aslaksen, please do me a favour. Could you supervise the printing of it yourself.

ASLAKSEN: With pleasure, Dr. Stockmann.

DR. STOCKMANN: Take care of it as if it were a treasure! No misprints - every word is important. I will look in a little later; perhaps you will be able to let me see a proof. *I* can't tell you how eager I am to see it in print, and see it fired off...

B [LLINGS: Yes, like a flash of lightning!

DR. STOCKMANN: ... and to have it submitted to the judgement of my intelligent fellow townsmen. You cannot imagine what I have gone through today. I have been threatened with all sorts of things; they have tried to rob me of my most elementary rights as a man...

(a) Briefly explain what Hovstad and Billing were talking about before Dr. Stockmann entered. (2 marks)

(b) "You may go ahead and print". What had made Dr. Stockmann delay the printing of the article? (2 marks)

(c) Briefly state what the content of the article is. (4 marks)

(d) "In that case we may venture to print it". What do these words tell us about Aslaksen's attitude towards the article? (3 marks)

(e) "There is going to be a right in town". Outline the losses incurred by Dr. Stockmann, his family and friends as a result of the fight. (6 marks)

(f) "Now they must take what they get". To whom does 'they' refer? (1 mark)

(g) Why doesn't Aslaken want the baths to be pulled down? (2 marks)

(h) Hovstad and Aslaksen's decision on whether to publish the article changes twice after this incident. What does this reveal about their character. (2 marks)

(i) What is the irony in Dr. Stockmann asking Aslaksen to supervise the printing of the article himself? (2 marks)

(j) "I have been threatened with all sorts of things." Rewrite using "me" instead of "I." (1 mark)

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

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

The boy's father kept goats, and when Nzoko returned from school, he always took them out to graze in the forest. Once there, he would begin singing, first repeating all the songs he knew and then trying out a few new ones. The murmuring of the river, the rustle of the wind in the trees, even the hum of the bumble bees, all made little tunes for him. One day, he cut a short piece of wood from a willow tree, whittled it down, pierced holes into it and made a flute. On his flute, the tunes sounded lovelier than ever before. One warm day, Nzoko heard something moving in the bushes around him. On looking up, and to his amazement, he saw a little fairy man. "Do you know what I have come for?" the fairy asked. "No", I'm ... I'm very sorry but don't," answered the boy.

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

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

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

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

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

On yet another day, as he drove the goats home, he heard a child cry weakly in agony. He peeped through the window of the cottage and saw a little girl lying in bed, pale and worn. The mother must have gone to look for herbs. Nzoko's eyes welled with tears, and as if driven by some force beyond him, he started playing a merry tune on his flute, then a merrier one still. And, slowly, very slowly, colour began to creep back into the girl's face and after a little while she asked for food. The third and last condition fulfilled?

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

(Adapted from *Your Ora! Literature* by Henry Mbarwa (1989). Nairobi: Kijabe Printing Press)

(a) From the second paragraph, what inspired Nzoko to create new tunes? (2 marks)

(b) Why do you think the boy's reply to the fairy is broken with dots? (3 marks)

(c) How do we know that Nzoko was very eager to play the flute for the fairy man? (2 marks)

(d) Give two reasons why you think the fairy set conditions for Nzoko before he could get the fairy fiddle. (4 marks)

(e) Why do you think the narrator mentions **six** different kinds of birds? (2 marks)

(f) With an illustration for each, describe any **two** character traits of Nzoko. (4 marks)

(g) What can we learn about the values of this community? (3 marks)

(a) **Rewrite the following sentences according to the instructions given after each.** (3 marks)

(i) **Aisha** asked Tom to return her key the following day. **Rewrite**
in direct speech

(ii) **The** teacher asked them where they had been the previous Friday. *{Rewrite in direct speech}*

(iii) It is a pleasant surprise to meet you again after all these years. *(Rewrite beginning: What ...)*

(b) *Complete the sentences below with the correct form of the verb.* (2 marks)

(i) Each of the boys..... given a present.

(ii) Either Joyce or her daughters coming.

(c) *Briefly explain the difference between the following pairs of sentences.* (4 marks)

I (i) They collected all the money they needed.

(ii) They needed all the money they collected.

II. (i) Four of those students were admitted to the university, (ii)
Those four students were admitted to the university

(d) *For each of the following sentences, provide the appropriate noun formed from the word 'break' to fill the blank space.* (3 marks)

example

The story of the of prisoners from the maximum security prison was carried by all the dailies.

Answer: **breakout**

(i) Scientists have been working hard to find a cure for HIV-AIDS without a major

(ii) The of their friendship was caused by unfaithfulness.

(iii) The business has operated for quite sometime but is yet to reach thepoint.

(e) For each of the following sentences, use the correct form of the word in brackets to fill in the blank space. (3 marks)

- (i) Once the sun has I cannot sleep any more, (rise)
- (ii) How long have you here? (dwell)
- (iii) It is advisable that we forgive those who wrong us. (condition)

PAPER 3 2011

*Answer **three** questions only.*

Imaginative Composition (Compulsory) (20 marks)

Either

- (a) "Both boys and girls have equal rights to their parents' inheritance."
Write a composition, supporting or opposing this statement.

Or

- (b) Imagine that a friend has invited you to an occasion. Initially you were reluctant to attend but a sibling persuaded you to go and you really enjoyed yourself. Describe what the occasion was and why you felt so fulfilled.

The compulsory Set Text (20 marks)

Ngugi wa Thiongo, *The River Between*

Write an essay on cultural conflict, citing examples from Ngugi Wa Thiongo's novel: *The River Between*.

The Optional Set Texts

(20 marks)

Answer any one of the following three questions.

Either

(a) The Short Story

Macmillan (Ed.), *Haifa Day and Other Stories*

Write an essay supporting or refuting the statement, "School is the factory that makes men and women out of boys and girls, respectively."

Illustrate your answer with references from the short story, 'Half a Day' by Naguib Mahfouz.

Or

(b) Drama

John Ruganda, *Shreds of Tenderness*

Using illustrations from John Ruganda's play, *Shreds of Tenderness*, write an essay entitled: "The Truth Shall Set You Free"

Or

(c) The Novel

Velma Pollard, *Homestretch*

"Difficulties in life strengthen one's character."

Using Brenda's experiences in the United States, in England and in Jamaica, write an essay supporting this statement.

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

If We Must Die - Claude McKay

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

(i) Describe the rhyme scheme of this poem. (2 marks)

.....
.....

(ii) Which words would you stress in the last line of this poem and why? (3 marks)

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.....

(iii) Apart from rhyme, how else has the poet achieved rhythm? (4 marks)

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.....

- (b) Your former school has invited you as a guest speaker to give a talk on discipline. At the end of the speech, the students comment that the talk was well delivered. Suggest reasons why they commented so. (4 marks)

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- (c) Which expressions would you use in each of the following situations. (4 marks)

- (i) You are revising for the end of year examinations at home. Your neighbours are playing very loud music. You decide to go over to their house to request them to reduce the volume of their radio.

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- (ii) A friend of yours comes to your house to invite you to accompany him or her to watch a film/video show. You are unable to accompany him/her because you have not finished your chores in the house. You decide to turn down the invitation.

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.....

(d) For each of the words given below, write down another word with a similar pronunciation. (4 marks)

maid

plum

hire

guest

(e) (i) You have been invited to a very important interview. Explain briefly what you would need to do **before** the occasion to ensure that you look presentable. (3 marks)

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.....

(ii) What else would you need to do **before** and **during** the interview to ensure success. (6 marks)

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KCSE 2012 ENGLISH P2

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

Some fifteen thousand years ago an artist drew on the walls of a cave in Spain a picture of his Stone-Age neighbour robbing a bees' nest of its golden store. In the centuries that have since gone by, no one has ever discovered or invented a purer and sweeter food than honey.

Because of its **chief** ingredient, Levulose, or "fruit sugar", honey is almost twice as sweet as cane sugar. Table sugar, like salt, has but one taste. Every honey has its own. It would take an epicure's lifetime to discover, sample and enjoy all the possible vintages that bees distil from the thousands of species of nectar-bearing plants.

Honey is the purest of all foods. When properly ripened, its concentration of sugar is so high that bacteria cannot live in it for more than an hour or two. It is said that in one of the royal Egyptian tombs was found honey that was thirty-three hundred years old – darkened and thickened by time, but pure honey still. No **knavery** can corrupt honey without detection. If diluted with water, it ferments. Nor can the wax of the honeycomb, product of the bees' own glands, be successfully imitated.

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and nectar. Some ten thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

The honey bee is the most faithful and provident of the flowers' lovers. While a butterfly or a bird would move from flower to flower, a honey-bee is loyal to one sort of flower at a time. So she brings to each bloom none but its specific pollen, and she makes but one kind of honey at a time.

At the height of the nectar flow in late spring and early summer, bees literally kill themselves with work. It is the destiny of every good worker to die flying, struggling to bring back one last load to the hive. It takes about three hundred pounds of honey just to keep one colony alive; thus to gather a surplus, so that you and I may have some, the hive's workers must fly many million miles more.

Each drop of nectar is an ocean holding minerals, enzymes and foods. It contains traces of iron, copper, manganese, potassium, sodium, phosphorous, proteins and vitamins. This explains why many diabetics can tolerate honey but not table sugar, and why it helps babies to retain calcium and so grow stronger limbs and better teeth.

Only certain plants with truly exquisite nectars produce a honey you would want to eat. Many others yield nectar from which are made dark-coloured, strong flavoured honeys that bakers and confectioners use in immense quantities. Tobacco companies buy millions of pounds of low-grade honey a year for preserving, flavouring, moistening and mellowing tobacco.

Such honeys also go into lotions and cough medicines. For thousands of years connoisseurs have been

buying their honey with discrimination. The ancient Athenians got their most delicate honey from Mt. Hymettis. It was famous because it came from a little wild flower called thyme.

Perfect as it is as a food, honey is more; it is a slow-formed, perfect drop upon a growing tip of evolution. To take that drop upon the tongue is to partake of a sacrament with nature.

(Adapted from *New Horizons in English. A course for secondary schools*, Book 4
by Alice Kiai et al, E.A.E. Publishers.)

- (a) What amazing fact about honey do we learn from the first paragraph? (2 marks)

.....
.....

- (b) Why is the bees' nest described as "golden store"? (2 marks)

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- (c) Using information in the third paragraph, summarize the unique qualities of honey in **not more** than fifty words. (4 marks)

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(d) In what ways are bees and flowers interdependent? (3 marks)

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(e) This ancient and mysterious food is one of the wonders of the world.
(Re-write adding a question tag) (1 mark)

.....

.....

(f) What is the writer's attitude towards the bee?
Give reasons from the passage to support your answer. (3 marks)

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.....

(g) Identify and explain the **metaphor** in the seventh paragraph. (3 marks)

.....

.....

.....

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

chief (1 mark)

knavery (1 mark)

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

A few people applauded. And then there was silence. (Kabonyi too had stirred something in their hearts). Soon they began to talk. Some saw a lot of truth in what Kabonyi had said. They knew they were not cowards. And surely it was easier to drive away the white man and return to the old ways! But others, especially the young people, were on Waiyaki's side. Waiyaki himself was hurt. Kabonyi had touched on a sore spot, the question of youth. When Waiyaki stood up again the old defiance came back. The courage that had made him famous among the boys of his *riika* was now with him. At first he just looked at the people and held them with his eyes. Then he opened his mouth and began to speak. And his voice was like the voice of his father. No – it was like the voice of the great Gikuyus of old. Here again was the saviour, the one whose words touched the souls of the people. People listened and their hearts moved with the vibration of his voice. And he, like a shepherd speaking to his flock, avoided any words that might be insulting. In any case, how could he repudiate Kabonyi's argument? Waiyaki told them that he was their son. They all were his parents. He did not want to lead. The elders were there to guide and lead the youth. And youth had to listen. He, Waiyaki, would listen. All he wanted was to serve the ridges, to serve the hills. They could not stand aloof. They could never now remain isolated. Unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance behind by the country beyond ...

So he spoke on, pointing out the importance of learning, of acquiring all the wisdom that one could get. People wanted him to go on, on, on telling them the sweet words of wisdom. When he sat down the people stood and, as if of one voice, shouted. "The Teacher! The Teacher! We want the Teacher!". And some shouted: "Our children must learn. Show us the way. We will follow."

What more could Waiyaki want? He felt elated with gratitude and happiness.

Thereafter every elder and teacher who spoke added nothing but praise for the Teacher. An inter-ridge committee was elected to look after the education of all and see to the building of new schools in the country. Kabonyi was not on it.

(a) Explain what happens just before this extract. (3 marks)

- (b) “The courage that had made him famous among the boys of his *riika* **was now with him.**”
Give an incident earlier in the novel where Waiyaki demonstrates this **courage**. (2 marks)

.....

.....

- (c) “And his voice ... was like the voice of the great Gikuyus of old.”
What was it in Waiyaki’s background that explains Kabonyi’s antagonism? (5 marks)

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- (d) Identify and illustrate **three** character traits of Waiyaki brought out in this extract. (6 marks)

(b) Give evidence from the poem which indicates that the juniors are suffering quietly. (2 marks)

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(c) Explain the image in the line
“Dreamy and contented like an overfed python.” (3 marks)

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(d) Identify and comment on **two** aspects of irony in the poem. (4 marks)

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(e) Explain the **meaning** of the following as used in the poem: (3 marks)

- (i) **oblivion**
- (ii) **guileless**
- (iii) **God-sanctioned mission**

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

He is a jolly good boss
Sits behind a shiny mahogany desk,
Dreamy and contented like an over-fed python
That has just swallowed a bearded goat.

He is a good-natured fellow
Always patting the rumps of secretaries in tight skirts
Which say: marry me if you dare
Laughs absent-mindedly and sinks back into dear oblivion

He is an industrious head
Gets dog-tired early in the morning from signing a few papers
Whose contents he is mildly aware of
And leaves for lunch and for the day at 11.30 a.m.

He is a humorous chap
Jokes about how he is underpaid and over-worked to his juniors.
Who laugh subserviently to conceal their indignation
And grudging envy.

He is a mighty generous comrade
Braggs about his christ-heart.
Being a proud donor of a few bastards
To guileless girls under him,
And believes his is a God-sanctioned mission
That dates back to Abraham.

He is a jolly good boss,
A perfect paragon of leadership.

Kitche O. Magak.

(a) What is the message of this poem? (4 marks)

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(b) Give evidence from the poem which indicates that the juniors are suffering quietly. (2 marks)

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(c) Explain the image in the line
“Dreamy and contented like an overfed python.” (3 marks)

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(d) Identify and comment on **two** aspects of irony in the poem. (4 marks)

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(e) Explain the **meaning** of the following as used in the poem: (3 marks)

- (i) **oblivion**
- (ii) **guileless**
- (iii) **God-sanctioned mission**

(f) Identify **two** instances of alliteration in the poem. (2 marks)

.....
.....

(g) Why are the last **two** lines in the poem significant? (2 marks)

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.....
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.....

4 (a) Rewrite the following sentences according to the instructions given after each. (3 marks)

(i) Esther said Patricia had stolen her dress.
(Begin: Esther accused ...)

.....
.....

(ii) This kind of dance fascinates the youth more than it does adults.
(Begin: The youth ...)

.....
.....

(iii) There are very few students in the classroom.
(Use ... any ...)

.....
.....

(b) **Fill in each blank space using the correct form of the word in brackets.** (3 marks)

(i) We (regular) visit our grandparents in the village.

(ii) The company ~~has~~ been in for twenty years. (exist)

(iii) The man ~~agreed~~ to accompany her to the market after a lot of
(persuade)

(c) **Appropriately punctuate the following sentences to indicate parenthesis.** (2 marks)

(i) When ~~we meet~~ next and I am not sure when a lot of things will have ~~changed~~.
.....

(ii) ~~Any information~~ that you have including minor details should be ~~submitted~~ to
~~the office~~.
.....

(d) **Complete each of the following sentences using the correct phrasal verb formed from the word given in brackets.** (3 marks)

(i) The bomb at around midnight. (go)

(ii) You have to to her what to do. (spell)

(iii) Mwangi has the lights because he wants to sleep. (turn)

(e) **Fill in each of the blank spaces with an appropriate word.** (4 marks)

(i) A short story revolves a main character.

(ii) The teacher was grateful the students' input.

(iii) He has been leave since last week.

(iv) Her life was riddled contradictions.

2012 PAPER 3

Answer *three* questions only.

1 Imaginative Composition (Compulsory) (20 marks)

Either

- (a) Write a story to illustrate the saying:
“People who live in glass houses should not throw stones.”

Or

- (b) Write a story ending with:
If I had a second chance, I would be wiser.

2 The compulsory Set Text (20 marks)

Henrik Ibsen, *An Enemy of the People*.

“Being truthful is a virtue, yet many people would easily ignore the truth if it threatens their self-interest.”

Write an essay in support of this statement drawing illustrations from the play *An enemy of the People* by Henrik Ibsen.

3 The Optional Set Texts

Answer any *one* of the following three questions.

Either

- (a) **The Short Story (20 marks)**

Macmillan (Ed.), *Half a Day and other stories*.

“When people of different races decide to have a relationship, they must be prepared to encounter difficulties.”

Write an essay in support of this statement using illustrations from Vassanji’s short story ‘Breaking Loose’.

Or

- (b) **Drama (20 marks)**

John Ruganda, *Shreds of Tenderness*

“Even when it seems impossible we should not give up trying to reconcile people.”

Write an essay in support of this statement drawing your illustrations from Ruganda’s play *Shreds of Tenderness*.

Or

- (c) **The Novel (20 marks)**

Velma Pollard, *Homestretch*

“Racism breeds racism: victims of racism also become racists.”

Write an essay illustrating the truth of this statement drawing examples from Velma Pollard’s novel *Homestretch*.

2013 KCSE PAPER 1

(c) *For each of the following words, underline the part that is stressed.*

col.league

re.gis.ter (verb)

ap.proach (noun)

a.larm (noun)

a.buse (noun)

(5 marks)

(d) Three days later, you receive a telephone call from the local police station informing you that the child has been found. Write a **thank you note** to the person who found and brought the child to the police station, giving details of how he/she will receive the reward. (10 marks)

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

When people hurt you, should you lash out at them 1 give them a piece of your 2? There are those that argue that 3 your emotions is much better than suppressing them. Perhaps the 4 lies in between.

What most people would readily agree 5 is the fact that it is 6 to run away from the cause of your hurt because 7 is likely to breed resentment.

Imagine that your cubemate in the dormitory has 8 damaged your reputation by telling blatant lies about you. Instead of 9 him or her to settle the matter, you move to the 10 cubicle. You may feel better for some time, but what if the teacher puts the two of you in a discussion group?

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

DAY SEVENTEEN

FEBRUARY 6, 2009

i find myself
looking at Black men
with different eyes

thinking things like
*Act right fool, don't you know
we got a Black president!*

i take Barack's
success & failure
personally

somehow
i feel as if

i represent him
as much as
he does me

From Auction Block to Oval Office: 100 Poems in 100
Days of Obama's Presidency by Kahlil Almustafa.
New York: MVMT Publishing, 2009.

- (i) Identify **one** instance of alliteration in this poem. (1 mark)
- (ii) Give **two** examples of assonance in this poem. (2 marks)
- (iii) How would you perform the lines in italics? (4 marks)
- (iv) Pronouns such as "him" and "me" are usually not stressed. Explain why you would stress them in the last stanza. (1 mark)
- (b) Identify any **five** pairs of words that are pronounced the same from the list below. (5 marks)

phloem	mad
floors	flaws
berry	coarse
clause	mud
course	cause
close	cloze
bold	bald
floss	flame
phlegm	bury

(c) For each of the following words, underline the part that is stressed.

col.league

re.gis.ter (verb)

ap.proach (noun)

a.larm (noun)

a.buse (noun)

(5 marks)

(d) Your school has organized a farewell party for the form four students. You have been asked at short notice to move a vote of thanks. This will take the form of an impromptu speech. List the elements of your speech in the order in which they will appear. (6 marks)

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

REHEMA: Good morning, Aisha.

AISHA: Good morning.

REHEMA: (*frowning*) You don't look happy... What's the matter?

AISHA: I have just received a call from home, and...

REHEMA: Ah, these fellows from home are always calling. My mother also called me.

AISHA: Well, in my case, it is bad news. My brother...

REHEMA: As I was saying, my mother called me, and all she wanted to tell me is that they're fine. (*shaking her head absentmindedly*)

AISHA: My brother was involved in a car accident. But you're not listening...

REHEMA: What did you say?

AISHA: (*despairingly*) I give up.

(i) What kind of listener is Rehema? Illustrate your answer. (4 marks)

(ii) What should Rehema do to improve her listening skills? (2 marks)

PAPER 2

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

(20 marks)

To understand garbage, both industrial and domestic, you have to touch it, feel it and smell it. You have to pick through hundreds of tons of it, counting and weighing all the daily newspapers, the directories, the soiled diapers, the lipstick cylinders coated with grease, the medicine vials still encasing brightly coloured pills, the forsaken toys, and cigarette butts. You have to sort and weigh the volume of all the organic matter, discards from thousands of plates: rice; ugali; fish heads to which justice has hardly been done; rotting water melons bleeding from gaping holes; the half eaten bananas, mostly still within their peels, black and incomparably sweet in the embrace of the final decay.

To understand garbage, you need thick gloves, a mask and a vibrant immune system. However, the knowledge harvested from a dumpsite makes up for the grim working conditions. To an archaeologist, ancient garbage pits are among the happiest finds. Every archaeologist dreams of discovering spectacular objects – but the **bread and butter work** of archaeology involves the most common and routine kinds of discards.

Interestingly, much conventional wisdom about garbage and its disposal consists of myths and assertions that turn out, upon investigation, to be misleading or dead wrong. For example, plastics are assumed to constitute the highest quantity of waste matter. For the record, the item most frequently encountered in a dumpsite is plain old paper. At one point, there was a lot of talk about how technology, computers in particular, would bring about “paperless office” – a risky prediction, given the way things have turned out. Personal computers and printers grace many offices and homes today. Consequently, where the creation of paper waste is concerned, technology is proving to be a fertility drug rather than a contraceptive.

Concerning plastics, it is true that the number of plastic objects has been increasing over the years. Nevertheless, the proportion of space they take up in a dumpsite has hardly changed. The explanation appears to be the result of what is called “light-weighting” – making objects in such a way that they retain all their functional characteristics but require the use of less **resin**. These days, even the plastic in disposable diapers ensures that they enter the house very light but leave it much heavier than ever before. The result is that many more plastic items can be squeezed into a given volume.

Plastics are the Great Satan: gaudy, cheap, a convenient scapegoat for people who claim we waste and consume too much. Although it is paper more than anything else that is filling up the dumpsites, in its defense one frequently hears the claim that paper biodegrades while plastic remains inert and will take up space until the end of time.

Not really.

The reality is that the dynamics of a modern dumpsite are very nearly the opposite of what most people think. Biologically and chemically, a dumpsite is much more **static** than we commonly assume. For some kinds of garbage, biodegradation goes on for a while and then slows down to a virtual standstill. For other kinds, biodegradation never **gets underway** at all.

[Adapted from “Five Major Myths about Garbage , and Why they Are Wrong” by William Rathje and Cullen Murphy, appearing in *The Presence of Others* (1994). New York: St Martins Press]

- (a) From paragraph one, name **two** examples of industrial waste and **two** examples of domestic waste. (1 mark)
- (b) According to the passage, how does a banana change as it rots? (2 marks)
- (c) Why do you think a vibrant immune system is said to be important in understanding garbage? (2 marks)
- (d) In the following sentence, replace the **underlined expression** with **one word**. (1 mark)
- However, the knowledge harvested from a dumpsite makes up for the grim working conditions.
- (e) Why do you think the author puts the words “paperless office” in quotation marks? (2 marks)
- (f) Explain how technology has become a fertility drug rather than a contraceptive. (3 marks)
- (g) What can we infer about **resin**? (2 marks)
- (h) In **point form**, summarize the reasons why the author feels paper waste poses a greater danger to the environment than plastics. (4 marks)
- (i) Explain the meaning of each of the following expressions as used in the passage. (3 marks)
- bread and butter work;
static;
gets underway.

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

PETER STOCKMANN: By the way, Hovstad was telling me he was going to print another of your articles.

DR. STOCKMANN: One of my articles?

PETER STOCKMANN: Yes, about the Baths. An article you apparently wrote during the winter.

DR. STOCKMANN: Oh, that one! No I wouldn't want that to appear now.

PETER STOCKMANN: Why not? I should have thought that this would be the most opportune moment.

DR. STOCKMANN: Yes, very likely – under normal conditions.
(crosses the room.)

PETER STOCKMANN (*following him with his eyes*): Is there anything extraordinary about the present conditions?

DR. STOCKMANN (*standing still*): To tell you the truth, Peter, I can't tell you just at this moment – at least not tonight. There may be much that is very abnormal about the present conditions – and it is possible there may be nothing extraordinary about them at all. It might very well be just my imagination.

PETER STOCKMANN: I must say it all sounds most mysterious. Is there something going on that I am not supposed to know? I should have imagined that I, as Chairman of the governing body of the Baths ...

DR. STOCKMANN: And I should have imagined that I ... Oh, come, don't let us fly off the handle at one another, Peter.

PETER STOCKMANN: Heaven forbid! I am not in the habit of flying off the handle, as you call it. But I am entitled to request most emphatically that all arrangements shall be made in a businesslike manner, through the proper channels and shall be dealt with by the proper authorities. I can allow no dubious or underhand methods.

DR. STOCKMANN: Have I ever at any time used dubious or underhand methods?

PETER STOCKMANN: You have an ingrained tendency to take things into your own hands, at least; and, that is almost equally inadmissible in a well-ordered community. The individual ought undoubtedly to subordinate himself or herself to the community – or, to be more accurate, to the authorities who have the care of the community's welfare.

DR. STOCKMANN: Very likely. But what the devil has all this got to do with me?

PETER STOCKMANN: That is exactly what you never seem to learn my dear Thomas. But, mark my words, some day you will have to suffer for it – sooner or later.

- (a) Explain why the brothers, Peter and Thomas Stockmann, differ over the timing of publication of the article mentioned in this excerpt. (2 marks)
- (b) Give **two** reasons why Dr. Stockmann is reluctant to discuss the “present conditions” of the Baths with the mayor. (2 marks)
- (c) Identify and illustrate **three** character traits of Peter Stockmann evident in this excerpt. (6 marks)
- (d) In the light of what happens later in the play, say to what extent each of the two brothers has got “the care of the community's welfare”. (4 marks)
- (e) What is it that Dr. Stockmann “never seems to learn” according to the mayor? (2 marks)

- (f) "Have I ever at any time used dubious or underhand methods?"
(Rewrite in reported speech) (1 mark)
- (g) Identify and explain **three** aspects of foregrounding the author uses in this excerpt.
(6 marks)
- (h) Pick out a phrase in this excerpt that may suggest that Peter Stockmann exaggerates or

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

OUT-CAST

They met by accident
He proposed the idea
She gave her consent
All the way to the altar

The casualty was male
And his pigment was pale
Unlike his alleged sire
Who was black with ire

The recourse was legitimate
He disclaimed responsibility
So they had to separate
The boy remains illegitimate

Last month, not long ago
They both took their go
Coincidentally by accident
No will, no estate
Nothing to inherit

The poor boy is hardly ten
And knows no next-of-kin
He roams the streets of town
Like a wind-sown out-cast

G. Gathemia
(From: **Boundless Voices**).
Edited by Arthur I. Luvai

- (a) Briefly explain what the poem is about. (4 marks)
- (b) Describe **two** character traits of the mother in the poem. (4 marks)

(ii) unlike his alleged sire who was black with ire

(d) Identify and explain one instance of irony in the poem. (3 marks)

(e) What is the persona's attitude towards the boy in the poem? (3 marks)

(f) Rewrite the following in your own words.
(‘They both took their go’) (1 mark)

(g) Give a proverb which appropriately summarizes this poem. (2 marks)

4 (a) Rewrite the following sentences according to the instructions after each. (4 marks)

(i) It was difficult but we completed the task.
(Begin: Difficult ...)

(ii) He said that he had not insulted me.
(Use: ‘denied’ ...)

(iii) I will not at any cost support your evil plans.
(Begin: At no cost ...)

(iv) She is renovating her house so that she may sell it.
(Rewrite using: ‘with a view’ ...)

(b) Explain the difference in meaning of each of the following pairs of sentences. (2 marks)

(i) I. Even I attended the ceremony.
II. I even attended the ceremony.

(ii) I. Bring an umbrella if it rains.
II. Bring an umbrella in case it rains.

(c) Replace each of the underlined words with a **phrasal verb**. (3 marks)

(i) The meeting was postponed to a later date.

(ii) After consultations the man agreed to assume the role of manager.

(iii) The number of smokers has decreased because of the cancer awareness campaign.

(d) Fill in each of the blank spaces with the appropriate form of the word in brackets. (3 marks)

(i) The chairman expressed doubts about the of showing the film on children's television. (suit)

(ii) We could not understand him. His actions were completely (explain).

ENGLISH PAPER 3

Answer **THREE** questions only.

1 Imaginative Composition (compulsory) (20 marks)

Either

- (a) Write a story to illustrate the saying:
“A stitch in time saves nine.”

or

- (b) Write a story **ending** with:
...This is when I realised that it is noble to have and keep friends.

2 The Compulsory Set Text (20 marks)

Ngugi wa Thiong’o, *The River Between*

“Although change is inevitable, it comes with a lot of challenges.”

Drawing illustrations from the novel *The River Between*, write an essay illustrating the truth of this statement.

3 The Optional Set Texts (20 marks)

Answer any **ONE** of the following questions.

Either

(a) **The Short Story**

Ilieva and Olembo (Ed.), *When the Sun Goes Down and Other Stories*

With illustrations from Haruki Murakami’s short story “The Mirror”, explain the problem of superstition in human life.

or

(b) **Drama**

John Ruganda, *Shreds of Tenderness*

“In the opening section of the play *Shreds of Tenderness*, Odie engages in a one-sided dialogue with His Highness, The King of Termites. Much of it is diversionary, even verging on a ‘madman’s’ gimmick. Yet it makes its contribution to the play.”

Write an essay on the use Ruganda makes of these episodes both as a prologue to the play and as a commentary on the situation depicted in the play *Shreds of Tenderness*.

or

(c) **The Novel**

Witi Ihimaera, *The Whale Rider*

“A seedling that will grow into a big tree can be spotted early.”

Using examples from the character of Kahu in the novel *The Whale Rider*, write a composition in support of this statement.

2014

PAPER 1

1 You have recently visited a schoolmate during the holidays and thoroughly enjoyed yourself. Write a letter to the schoolmate, thanking him or her for the invitation. Describe the experiences that made your stay memorable. (20 marks)

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

An outline is an organized list of what you plan to write about. It is a sketch of what your essay will (1) like. It is also a guide which will keep you on the right (2) when you are writing your first draft. In the (3) stages, your outline should be a changing, working outline; in (4) final form, your outline should be a “table of contents” of what you have “said” (5) your essay.

(6), for instance, you were assigned to write an essay about trees, you might choose to write about “Trees used for fuel”. In the planning of your paper, you might decide to (7) your topic into “Trees for firewood” (8) “Trees used for charcoal”. You might then (9) divide your subtopics into the different kinds of trees (10) for each purpose.

Adapted from: *Write Source 2000* compiled by Patrick Sebranek, Verne Meyer, and Dave Kemper (1995).

(c) Which intonation would you use to say each of the underlined words? (5 marks)

Malusu: Omenda, what time is the meeting tomorrow?

Omenda: (Surprised) Tomorrow!

Malusu: You didn't forget, did you?

Omenda: I'm afraid I did.

(d) Imagine that one afternoon you see one of your classmates sneak out of the school compound and get into a waiting car. You decide to report the matter to the teacher on duty. What three important details must you include in your oral report? (3 marks)

(e) Fill in the gaps in the following conversation so that it flows naturally.

Mark: Martha, I would like to invite you to a football game at Kasarani stadium tomorrow afternoon.

Martha:
..... (1 mark)

Mark: Oh! Why is it that many girls are not football fans? Anyway, even if you don't enjoy the game, you might enjoy my company.

Martha: (1 mark)

Mark: Thank you. That's nice of you to say. So, is it a deal then?

Martha: (1 mark)

Mark: And what condition is that?

Martha:
..... (1 mark)

Mark: But I don't like watching movies.
..... (1 mark)

Martha: Boring? In that case
..... (1 mark)

Mark: Wait. Wait.
..... (1 mark)

Martha: I don't think you're being selfish; all the same, I accept your apology.

Mark: I agree with your suggestion.
A football game followed by a movie it shall be. (1 mark)

PAPER 2

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

Developers' bulldozers have been levelling thousands of acres of rain forest every day in recent years to make way for human habitation. As a result, one plant or animal species a day is added to the list of those that have become extinct on this planet. This destruction must stop. Rain forests must be protected because they offer the human race many irreplaceable resources.

Rain forests are a special category of forests found only in the tropical regions of the world, usually close to the equator. True to their name, rain averages 80 inches a year in these forests. This rain, coupled with the warm tropical temperatures, creates dense lush vegetation. Little light gets through to the ground, but on the canopy and immediately below on the trees, plant and insect life abounds and is rich with benefits for humanity.

One major use of rain forests is biomedical. The plants and animals found there are a source of many rare compounds used by pharmaceutical companies. It is the products of such companies that sufferers of Parkinson's disease and certain mental conditions have to thank. And the discoveries have just begun. Scientists say that rain forests contain over a thousand plants that have great anticancer potential. To destroy life forms in these forests is to **deprive** the human race of further medical advance.

Another reason for saving rain forests is the crucial role they play in maintaining the global natural balance. Living organisms exist with each other, meaning that when one is eliminated, another can over-multiply to the **detriment** of the environment. For example, when developers clear forested areas to make way for "civilization", birds lose their nesting sites and no longer eat the insects there. These insects flourish and attack farm crops. The subsequent destruction of agriculture causes a serious food shortage and as we know, a hungry nation cannot develop.

Most important, rain forests must be protected because their trees regulate the planet's oxygen supply. They help to balance atmospheric conditions by manufacturing oxygen and absorbing carbon dioxide. Carbon dioxide creates what is called the "greenhouse" effect, a process that is responsible for global warming which in turn could lead to the submerging of coastal regions and islands. Can you imagine waking up one morning to the announcement that Mombasa, Malindi, Lamu and Rusinga Islands are no more?

Also, rain forests regulate the climate. If they are destroyed, the greenhouse effect could change rainfall patterns so that areas formally used for agriculture become deserts. We may not be there yet, but are we not already **contending with** uncharacteristic long dry spells that bring about famine?

In future, the pressure on rain forests will become worse, not better, given that the human population keeps growing. The pessimist believes nothing can be done. The optimist, on the other hand, strongly believes that people can work together to slow, even reverse, the pace of destruction. **Stand up to be counted.**

Adapted from *Handbook for Writers* by Lynn Quitman Troyka.
Published by Prentice Hall Inc. (1987).

- (a) Referring to the first paragraph, say why the destruction of the rain forests must be stopped. (2 marks)
- (b) Why are the forests described in the passage called rain forests? (2 marks)
- (c) Rewrite the following sentence beginning “So close”
The huge evergreen trees are so close together that their branches overlap and form an enormous towering canopy. (1 mark)
- (d) How will medical advance be affected by the destruction of rain forests? (3 marks)
- (e) Explain why the author has put the word “civilization” between quotation marks. (2 marks)
- (f) In not more than **40 words**, summarize the effects of the greenhouse effect. (4 marks)

Rough copy

Fair copy

- (g) What kind of pressure do you think the author is talking about in the last paragraph? (2 marks)
- (h) Explain the meaning of the following expressions as used in the passage: (4 marks)
 - (i) deprive;
 - (ii) detriment;
 - (iii) contending with;
 - (iv) Stand up to be counted.

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

The day finally arrived and it was a day as full of beauty as the day in which Owuor Kembo of Sakwa, in full battle regalia and a leopard skin loin piece had come to pay suit to the great Chief Odero Gogni of Yimbo for the hand of his daughter Akoko Obanda. Yet some things were different. A stone's throw away was the church with its tall steeple bearing a cross at the top – a symbol of the new and different way of life, yet in some ways reminiscent of the reverence once paid to *Were* – the god of the eye of the rising sun who had guided the people. Further along was the school – the place of learning without which one was as a blind man in a strange house. All round was evidence of the rule of the white people who were good administrators but often unjust and **unheeding** to the pleas and aspirations of their black subjects. Indeed in the Central Province and in Nairobi especially among the Kikuyu, there were rumours of mass uprising against the colonial powers.

Oloo the son of Sigu, otherwise known as Mark Anthony, arrived with his entourage of six including his uncle, at mid-morning. Aware of the importance and the impact of presence and carriage he arrived in his military fatigues, a colobus monkey headdress and a spear in his hand. He was after all a soldier. It was an **intriguing** combination of the old and the new. Anyone else might have looked odd but Oloo looked dashing. His complexion was deceptively light and it drew questioning glances from his hosts and hostesses. Had their daughter decided to marry a *ja-mwa* – a foreigner? Apart from Akoko who must have left her mother's womb with a broad outlook, all of them were strictly **parochial** and marriage to even a Luhya from across the border was considered a catastrophe. It was therefore a relief when the suitors broke into pure Luo with the dialect of the middle region of Ramogi. Their daughter was a prize, a beacon, a source of pride for the entire clan. They simply could not bear giving her away to a stranger.

“Brothers, we greet you and bring you many greetings from the people of Seme. My nephew, Oloo, son of my late brother Sigu, came to me and said: ‘Father, I have found a girl and I want to get married’. Now I am a reasonable man and I know the ways of *Chik*, so I asked him: ‘Son, one does not just find a girl in the air. One sends a *jawan'gyo* to go and spy a girl and find out her antecedents and character. Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her? Who is her mother and father?’ I tell you my brothers, that I was flabbergasted to hear that none of these things had ever crossed his mind. He knew that her mother's name was Maria and her grandmother's name was Akoko and that was all. You will therefore forgive us brothers because we do not know you and you do not know us. We only came because we had faith in our son who has always been a reasonable man. We therefore

wish to introduce ourselves before we go on. I am Semo Rakula of Seme, our village is near that strange rock – upon – a – rock, *Kit-Mikai*. We are the descendants of that great warrior, Nyagudi Kogambi. Oloo and these young men are my sons and a nephew. Oloo is a man of learning and what is more, a soldier who has fought for the white man in distant lands. Now he is a clerk with a big *Kambi* (company) in Nakuru, where he gets a good salary. So should this suit be acceptable to all you need have no fear that your daughter will starve.

I tell you these things because there are things a *jawan'gyo* would have found out for you. Thank you brothers”. A pot of *kong'o* was moved near him and he drew a long refreshing draught. Some things never change – a spokesman always needs to irrigate his throat.

- (a) What role had Akoko played in preparation for this day? (2 marks)
- (b) What feelings does this day arouse in Akoko? Explain your answer. (3 marks)
- (c) Why was Christianity not so strange after all in this community? (3 marks)
- (d) How can we tell that the narrator has a positive attitude towards schools? (2 marks)
- (e) Make notes on what we learn about Oloo from this excerpt. (5 marks)
- (f) What concerns should be addressed before a man and a woman are allowed to marry? (3 marks)
- (g) Why do you think Oloo's uncle says what he says in his speech? (3 marks)
- (h) "Their daughter was a prize, a beacon, a source of pride for the entire clan".
(Rewrite the sentence beginning: Not only.....). (1 mark)
- (i) Explain the meaning of the following expressions as they are used in the passage: (3 marks)
- (i) unheeding
- (ii) intriguing
- (iii) parochial

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

Listen! Dear Bride

Oh my sister, listen!
From this day, you won't go dancing,
From this day, you won't go to the dance,
From this day, you won't go dancing,
You'll dance only on the path to the river.

My sister, will you listen?
From this day, you won't sit chatting,
From this day, you won't sit to chat,
From this day, you won't sit chatting,
You'll only chat on the path to the farm.

Daughter of my mother listen!
From this day, you won't enjoy teasing,
From this day, you won't enjoy to tease,
From this day, you won't enjoy teasing,
You'll only tease the baby on your lap.

Listen, my dear sister!
You'll dance only on the path to the river.
You'll chat only on the path to the farm.
You'll tease only the baby on your lap.
From this day, life will change.

Have you heard, daughter of my mother?
You will not go dancing, dance today.
You will not sit chatting, chat today.
You will not enjoy teasing, tease today.
From this day, life will change.

Kenyan Wedding Song

- (a) Who do you think are the singers of this song? Give reasons for your answer. (3 marks)
- (b) Identify **two** features which qualify this text as a song. (4 marks)
- (c) Briefly explain what the society's expectations of a married woman are, according to this song. (3 marks)
- (d) Give **two** purposes that this song can serve. (4 marks)

- (e) How do you think a bride responds when this song is sung during a wedding? (3 marks)
- (f) What is the relationship between the fourth stanza and the stanzas that come before it? (2 marks)
- (g) Explain the effect of using the phrase “daughter of my mother” instead of “my sister”. (1 mark)
- 4 (a) *Rewrite the following sentences as instructed.* (4 marks)
- (i) I would gladly have helped them were it not for the shortage of funds at the time. (*Begin: But ...*)
- (ii) What we need are such ideas. (*Begin: It is ...*)
- (iii) The Board of Governors has been looking into the matter. (*End: ... Board of Governors.*)
- (iv) “How often do you come here?” Mathenge asked his friend. (*Rewrite in indirect speech ...*)
- (b) *Rewrite the following sentences, correcting the error in each.* (5 marks)
- (i) Most people prefer playing football than hockey.
- (ii) Emachar is the most highest paid employee in this company.
- (iii) I demand to know what is this.
- (iv) The fact that you cannot be able to do it does not mean it is impossible.
- (v) “My names are John Kamau Mwangi,” the little boy murmured.
- (c) *Use the correct form of the word in brackets in the sentences that follow.* (4 marks)
- (i) Each category of verbs (behave) in a different way.
- (ii) I wonder why the bell is being (ring) this early.
- (iii) I could not remember the (define) of the word.
- (iv) The (enormous) of the crisis was shocking.
- (d) *Rewrite the sentences below, replacing the underlined idiomatic expression with words of similar meaning.* (2 marks)
- (i) There are some who will try to rock the boat during the meeting.
- (ii) Can we stop flogging a dead horse and instead move on to something more useful?

Answer **three** questions only.

1 Imaginative Composition (Compulsory) (20 marks)

Either

- (a) Write a story beginning with:
When we arrived at the crime scene, ...

Or

- (b) Write a story to illustrate the saying:
Charity begins at home.

2 The compulsory Set Text (20 marks)

Bertolt Brecht, *The Caucasian Chalk Circle*

“Being a biological mother is only a first step: the real moral challenge is to be motherly.” Write an essay in response to this statement, referring to the roles of Natella Abashwili and Grusha in *The Caucasian Chalk Circle*.

3 The Optional Set Texts

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

(20 marks)

Either

(a) **The Short Story**

Ilieva Emilia and Waveney Olembo (Ed.), *When the Sun Goes Down and Other Stories*.

“Living with HIV and AIDS does not have to be a death sentence.” With reference to Goro wa Kamau’s *When the Sun Goes Down*, write an essay to illustrate the truth of this statement.

Or

(b) **Drama**

Francis Imbuga, *Betrayal in the City*

Using illustrations from *Betrayal in the City*, write an essay on the effects of strikes.

Or

(c) **The Novel**

Witi Ihimaera, *The Whale Rider*

“Many societies have practices that discriminate against women.”

Using examples from Witi Ihimaera’s novel, *The Whale Rider*, write an essay in support of this statement.

3.0 THE YEAR 2015 KCSE EXAMINATION QUESTION PAPERS

3.1 ENGLISH (101)

3.1.1 English Paper 1 (101/1)

- 1 You are the secretary of the Young Farmers Club in your school. The club has just held its meeting. The patron of the club and eight of its ten members attended. The deputy principal also attended. During the meeting the issue of starting a fish pond was revisited. Members also discussed the following issues: club's financial status, members' annual trip and sale of club's farm produce.

Write down the minutes of the meeting. (20 marks)

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

The positive way to react to disappointment is to use it as a (1)..... for growth. This is not easy, but it is the only way to deal with an (2)..... aspect of life. Helen, the woman who was not promoted, could have (3)..... her disappointment by looking at other (4)..... For instance, if her boss did not recognize her talent and hard work, (5)..... she could transfer to another department or ask the boss how she could improve her performance in order to be a candidate (6)..... the next promotion. Jamal, the young man who did not (7)..... into the college of his dreams, should look into other institutions of higher learning. Going to another college may encourage him to be his (8)..... man, step out of his brother's shadow, and realize that being turned (9)..... by one college is not a final judgement on his abilities or potential. Disappointments in life can make us bitter or better, (10)..... we become victims or victors is our choice.

Adapted from: *College Writing Skills with Readings*, Sixth Edition. Newyork: Lisa Moore (2005) by Langan John.

- 3 (a) Study the passage below, which is about negotiation and conflict resolution, and then answer the questions that follow.

One evening Linda was walking down a desolate, dangerous block lined with abandoned, boarded-up buildings when suddenly, out of nowhere, she was surrounded by three boys about fourteen years old. One pulled out a knife with a four-inch blade as they pressed around her.

“Give me your purse! Now!” the boy with the knife hissed.

Though frightened, Linda had the presence of mind to take some deep breaths and reply coolly, “I’m feeling a little uncomfortable. You know, guys, you’re a little into my space. I’m wondering if you could step back a little.”

Linda studied the pavement – and, to her amazement, she saw them take a few steps back. “Thank you,” she said. Then she continued, “Now, I want to hear what you said to me, but to tell you the truth, I’m a little nervous about that knife. I’m wondering if you could put it away.”

After what seemed an eternity of silence and uncertainty, the knife went back into a pocket.

Quietly reaching into her purse, Linda took out a 1,000/= shilling note, caught the eye of the one with the knife, and asked, “who should I give it to?”

“Me,” he said.

Glancing at the other two, she asked if they agreed. One of the two nodded.

“Great,” she said, handing the leader the 1,000/= shilling note. “Now here is what’s going to happen. I’m going to stay right here while you walk away.”

With puzzled looks on their faces, the boys started to walk away, glancing over their shoulders at Linda – and then they broke into a run. They were running from her.

(Adapted from *Working with Emotional Intelligence* by Daniel Goleman. London: Bantam Books, 1999)

- (i) From the passage, it is evident that Linda has excellent negotiation skills. Identify **four** of these skills. (4 marks)
- (ii) Why would we describe this encounter as a win-win situation? Explain your answer. (3 marks)
- (iii) Describe the rhythm of the last paragraph of this passage. (2 marks)

- (b) *Read the poem below and then answer the questions that follow:*

Reprise

Geniuses of countless nations
Have told their love for generations
Till all their memorable phrases
Are common as goldenrod or daisies.
Their girls have glimmered like the moon,
Or shimmered like a summer noon,
Stood like lily, fled like fawn,
Now the sunset, now the dawn,
Here the princess in the tower
There the sweet forbidden flower.
Darling, when I look at you
Every aged phrase is new
And there are moments when it seems
I've married one of Shakespeare's dreams.

By Ogden Nash in Literature.
Boston: McDougal Littell, 2008.

- (i) Describe the rhyme scheme in this poem and say what it does. (4 marks)
- (ii) Identify and illustrate any **two** instances of alliteration in the poem. (2 marks)
- (iii) Explain how you would perform the last four lines. (3 marks)
- (c) Examine the sets of words below and on the basis of the pronunciation of the vowel sounds that have been highlighted, pick the odd one out.
- | | | | |
|-------|---|------|---------------------------------------|
| (i) | leopard
jeopardy | (iv) | neither
either |
| | deodorant | | neighbour |
| (ii) | audience
haunt | (v) | gone
tone |
| | loud | | bone |
| (iii) | said
paid | (vi) | food
fool |
| | laid | | book |
- (6 marks)
- (d) On your way home from school, you meet a lady who tells you that she is new in the neighbourhood. She requests you to give her directions to the nearest police station. How would you ensure that the directions you give enable her to reach her destination? (6 marks)

3.1.2 English Paper 2 (101/2)

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

Most people believe that when someone is lying they smile more than usual, but research shows the opposite is true – they smile less. The difficulty with lying is that the subconscious mind acts automatically and independently of our verbal lie, so our body language gives us away. This is why people who rarely tell lies are usually caught, regardless of how convincing they may sound. The moment they begin to lie, their body sends out contradictory signals, and these give us a feeling that they're not telling the truth. During the lie, the subconscious mind sends out nervous energy which appears as a gesture that can contradict what was said.

Professional liars, have refined their body gestures to the point where it is difficult to "see" the lie, and people **fall for it, hook, line, and sinker**. They do it in one of the two ways. First, they practise what "feel" like the right gestures when they tell the lie, but this only works when they have practised telling a lot of lies over long periods of time. Second, they can reduce their gesturing so that they don't use any positive or negative gestures while lying, but that's also hard to do.

Try this simple test – tell a deliberate lie to someone face-to-face and make a conscious effort to suppress all body gestures. Even when your major body gestures are consciously suppressed, numerous small micro-gestures will still be transmitted. These include facial muscular twitching, dilation and contraction of pupils, sweating, flushed cheeks, eye-blinking rate increasing from 10 blinks per minute to as many as 50 blinks per minute, and many other micro-signals that indicate deceit. Research using slow-motion cameras shows that these micro-gestures can occur within a split second and it's only people such as professional interviewers, salespeople, and the very **perceptive** who can read them.

It's obvious then that to be able to lie successfully you need to have your body hidden or out of sight. Police interrogation often involves placing the person on a chair in the open or placing him under lights with his body in full view of the interrogators; his lies are much easier to see under these circumstances. Lying is easier if you're sitting behind a desk where your body is partially hidden, or if you're peering over a fence, or from behind a closed door. The best way to lie is over the telephone or in an email.

(Adapted from *Body Language* by Allan and Barbara Pease. London: Orion, 2004)

- (a) According to the passage, what is the connection between lying and smiling?(2 marks)
- (b) According to the passage, how do professional liars manage to hide their deception? (4 marks)
- (c) The passage suggests a simple test which involves telling a deliberate lie and consciously suppressing all body gestures. What are the results? (2 marks)
- (d) Explain how police interrogators use their knowledge of how body language relates to spoken language. (2 marks)
- (e) **Make notes** on the relationship between lying and our body language as revealed in the passage. (5 marks)

- (f) How can we tell that the authors of this passage do not approve of lying? (2 marks)
- (g) "The subconscious mind sends out nervous energy." Rewrite beginning: Nervous ... (1 mark)
- (h) Explain the meaning of each of the following as used in the passage:
- (i) fall for it, hook, line and sinker; (1 mark)
- (ii) perceptive. (1 mark)

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

There is a knocking at the door. The women don't answer. Enter IRONSHIRTS. The PEASANT WOMAN bows low.

CORPORAL: Well, here she is. What did I tell you? What a nose I have! I smelt her. Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!

GRUSHA: (*While the PEASANT WOMAN bows again and again*): I'd left some milk on the stove, and I suddenly remembered it.

CORPORAL: Or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glance, know what I mean?

GRUSHA: I didn't see it.

CORPORAL: But it's possible, huh? You admit that much. After all, I might be a pig. I'll be frank with you: I could think of all sorts of things if we were alone. (*To the PEASANT WOMAN*:) Shouldn't you be busy in the yard? Feeding the hens?

PEASANT WOMAN: (*falling suddenly to her knees*): Soldier, I didn't know a thing about it. Please don't burn the roof over our heads.

CORPORAL: What are you talking about?

PEASANT WOMAN: I had nothing to do with it. She left it on my doorstep, I swear it.

CORPORAL: (*Suddenly seeing the CHILD and whistling*): Ah, so there's a little something in the crib! Blockhead, I smell a thousand piasters. Take the old girl outside and hold on to her. It looks like I have a little cross-examining to do. (*The PEASANT WOMAN lets herself be led out by the PRIVATE, without a word.*) So, you've got the child I wanted from you! (*He walks towards the crib.*)

- (f) How can we tell that the authors of this passage do not approve of lying? (2 marks)
- (g) "The subconscious mind sends out nervous energy." Rewrite beginning: Nervous ... (1 mark)
- (h) Explain the meaning of each of the following as used in the passage:
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CORPORAL: Or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glance, know what I mean?

GRUSHA: I didn't see it.

CORPORAL: But it's possible, huh? You admit that much. After all, I might be a pig. I'll be frank with you: I could think of all sorts of things if we were alone. (*To the PEASANT WOMAN*:) Shouldn't you be busy in the yard? Feeding the hens?

PEASANT WOMAN: (*falling suddenly to her knees*): Soldier, I didn't know a thing about it. Please don't burn the roof over our heads.

CORPORAL: What are you talking about?

PEASANT WOMAN: I had nothing to do with it. She left it on my doorstep, I swear it.

CORPORAL: (*Suddenly seeing the CHILD and whistling*): Ah, so there's a little something in the crib! Blockhead, I smell a thousand piasters. Take the old girl outside and hold on to her. It looks like I have a little cross-examining to do. (*The PEASANT WOMAN lets herself be led out by the PRIVATE, without a word.*) So, you've got the child I wanted from you! (*He walks towards the crib.*)

GRUSHA: Officer, he's mine. He's not the one you're after.

CORPORAL: I'll just take a look. *(He bends over the crib.)*

GRUSHA: *Looks round in despair.*

GRUSHA: He's mine! He's mine!

CORPORAL: Fine linen!

- (a) Briefly describe what happens before the events in this excerpt. (3 marks)
- (b) Explain what the playwright achieves by using dirty humour in this excerpt. (4 marks)
- (c) Identify and describe the dramatic irony in this excerpt. (2 marks)
- (d) What does this excerpt reveal about the character of the peasant woman?(4 marks)
- (e) This excerpt shows that Grusha makes two mistakes which she later corrects. What are the mistakes and how does she later correct them? (4 marks)
- (f) Imagine you are the director and are selecting the cast for this scene, what physical features would you look for in the Corporal and Grusha?(4 marks)
- (g) Rewrite the following in indirect speech:
- "I didn't see it", Grusha said. (1 mark)
- (h) Describe what happens immediately after the events presented in this excerpt. (3 marks)

3 Read the oral narrative below and then answer the questions that follow:

The Fox and the Crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a fox," said Mr. Fox, and he walked up to the foot of the tree.

"Good day, Ms. Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does. Let me hear but one song from you that I may greet you as the Queen of Birds."

The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Mr. Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future – "Do not trust flatterers!"

(Adapted from *Prentice Hall Literature*,
Ed. Roger Babusci et al. Englewood Cliffs,
New Jersey, 1991).

- (a) How would you classify this narrative? Explain your answer. (3 marks)
- (b) Identify and illustrate any **two** character traits of the Crow. (4 marks)
- (c) What does the fox mean by "That's for me, as I am a fox"? (2 marks)
- (d) Identify and illustrate any **three** stylistic features in this story. (6 marks)
- (e) Explain what this story reveals about human relationships. (4 marks)
- (f) Explain the meaning of the word 'caw' as used in the story. (1 mark)

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

(i) It was not necessary for you to leave that early.
(Begin: You need ...)

(ii) Is it that difficult to **understand** what the speaker is saying? (Replace the underlined word with an appropriate phrasal verb.)

(iii) She won the admiration of the judges and was awarded the coveted trophy.
(Begin: Not only ...)

(iv) I will give you the money if you tell me the truth.
(Begin: Only if ...)

(b) *Choose the correct pronoun for each gap from among the following: him, I, me, his, she, hers.* (3 marks)

(i) The principal has summoned all the students except you and

(ii) Although Joseph and I disagreed over the matter, I am still a friend of

(iii) and I were the only ones who completed the race.

(c) *Fill in each blank space with the correct alternative from the given choices. (3 marks)*

(i) The bodyguard stands the president in public meetings.
(besides/beside)

(ii) The childless couple a child. (adapted/adopted)

(iii) Many workers did not realize that the strike would lead to
problems. (this/these)

(d) *Fill in the blank spaces with the correct form of the word in brackets. (3 marks)*

(i) A nurse ought to be (respond) to the needs of the patients.

(ii) The substance will (solid) if exposed to cold air for a few
minutes.

(iii) Such negative (utter) may put you in serious trouble.

(e) *Rewrite the following sentences putting the word in brackets in the most appropriate
position. (2 marks)*

(i) The tourists have been stopping here every month. (briefly)

(ii) I have wondered where the treasure is hidden. (often)

3.1.3 English Paper 3 (101/3)

Answer *three* questions only.

1 Imaginative Composition (Compulsory) (20 marks)

Either

- (a) Write a story to illustrate the saying:
“You reap what you sow.”

Or

- (b) Write a composition explaining what should be done to reduce indiscipline in schools.

2 The Compulsory Set Text (20 marks)

“If we fail to be contented with who we are and what we have, we could end up leading miserable lives.” Drawing examples from the lives of Otieno Kembo and Becky, write an essay illustrating the truth of this statement.

3 The Optional Set Texts (20 marks)

Answer any *one* of the following three questions.

Either

(a) **The Short Story**

Emilia Iliava and Waveney Olembo (Eds.), *When the Sun Goes Down and Other Stories from Africa and Beyond*

Using illustrations from Kenani’s short story, “*The Retraction*”, write a composition describing the steps we should take when our actions cause others to suffer.

Or

(b) **Drama**

Francis Imbuga, *Betrayal in the City*

Drawing examples from Francis Imbuga’s *Betrayal in the City*, write a composition on the role played by relatives in one’s life.

Or

(c) **The Novel**

Witi Ihimaera, *The Whale Rider*

“Although we are most secure at home, visiting other countries deepens our understanding of the world.” Referring closely to the story of Rawiri, write an essay in support of this statement.

Name Index Number

101/1
ENGLISH
Paper 1
(Functional Skills)
Nov. 2016
2 hours

Candidate's Signature

Date



THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
ENGLISH
Paper 1
2 hours

Instructions to candidates

- 1 Write your name and index number in the spaces provided above.
- 2 Sign and write the date of the examination in the spaces provided above.
- 3 Answer *all* the questions in this paper.
- 4 All your answers must be written in the spaces provided in the question paper.
- 5 This paper consists of 8 printed pages.
- 6 Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.
- 7 Candidates should answer the questions in English.

For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	10	
3	30	
Total Score		



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

The Ministry of Health is seeking to recruit Form Four graduates to serve in a campaign aimed at creating awareness among young people on the importance of healthy eating.

Applicants must be:

- citizens of Kenya
- 16 years and above
- in possession of a national identification card
- fluent in English and Kiswahili
- able to demonstrate knowledge and experience on issues of healthy eating
- creative and innovative.

Interested persons are required to send their application to the following by 30th November, 2016.

The Principal Secretary
Ministry of Health
P.O. Box 6789 – 001000
NAIROBI

- (a) Write a letter of application in response to the advertisement. (12 marks)
- (b) Write a Curriculum Vitae to accompany your application letter. (8 marks)

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

Neither time nor affluence removes memories (1) childhood poverty. Experiences of poor children illustrate how significant (2) and status are in our society. Some adults think their (3) or father was responsible (4) their attitudes about money. Their current understanding of (5) parents' past problems with money often provide little solace. A (6) of adults overcome the stigma of having been (7) as children. There are (8) children who also develop unhealthy attitudes about money. Such (9) imagine that money is all they need to (10) it in life. There is, however, more to life than money.

(Adapted from: *Harbrace Handbook*, by Cheryl Glenn, et al. Boston: Thomson Wadsworth, 2004)

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

Giraffes

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

By Phoebe Hesketh

(Adapted from: *Modern Poems for Common-wealth*, by Maurice Wollman & John Spencer. London: George G. Harrap, 1966)

(i) Describe the rhyme scheme of this poem and explain its function. (3 marks)

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(ii) Identify **two** instances of alliteration in this poem. (2 marks)

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(iii) How would you say the last line of the poem? (3 marks)

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- (b) You accidentally broke the windscreen of a stranger's car at the market near your home. Complete the following conversation between you and the stranger. Use courteous language.

You:.....
..... (2 marks)

Stranger: I can't believe it. This is a brand new car.

You:.....
..... (2 marks)

Stranger: Your parents will have to meet the cost of replacing the windscreen.

You:.....
..... (2 marks)

Stranger: I hope you will learn the lesson to be more careful in future.

You:.....
..... (2 marks)

- (c) Write down another word with a similar pronunciation for each of the ones given below. (5 marks)

(i) blew

(ii) serial

(iii) cite

(iv) nun

(v) some

- (d) You are listening to a speech about careers by a visitor to your school. A few minutes into the speech, you look around and notice that some of your fellow students are yawning, while others are showing signs of definite restlessness.

- (i) What would be the likely cause of the students' behaviour? (3 marks)

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- (ii) What would you do to ensure you continue listening effectively? (3 marks)

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- (e) In each group of the words below underline the word that is pronounced differently from the others. (3 marks)

(i) bread bleed bred

(ii) arch arc ark

(iii) hair heir air



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Name Index Number

101/2
ENGLISH
Paper 2
(Comprehension, Literary
Appreciation and Grammar)
Nov. 2016
2½ hours

Candidate's Signature.....

Date.....



THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
ENGLISH
Paper 2
2½ hours

Instructions to candidates

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of the examination in the spaces provided above.
- (c) Answer **all** the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) **This paper consists of 12 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (g) **Candidates must answer the questions in English.**

For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score		

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

I hate to tell you this, but your kid is spoiled. Mine aren't much better. That, in essence, is the finding of a recent media poll. Most of us think most of our kids are overindulged, **materialistic** brats.

I bring this issue up to talk about a controversial study that deals with corporal punishment—spanking – and it has outraged those who oppose the practice while rearming those who support it.

Dr. Diana Baumrind studied 164 families from the time their children were in pre-school until they reached their 20s. She found that most families used some form of corporal punishment. She further found that, contrary to what we have been told for years, giving a child a mild spanking (defined as open-handed swats on the backside, arm or legs) does not leave the child scared for life.

Baumrind makes a distinction between the minor punishments practiced by most parents who spank and the harsher variants practiced by a tiny minority (shaking and blows to the head or face, for example).

For my money, there was always something spurious about the orthodoxy that assured us all corporal punishment, regardless of severity, was de facto abuse. Nevertheless, we bought into it, with the result being that parents who admitted to spanking were treated as primitive dolts and heaped with scorn. They were encouraged to negotiate with misbehaving children in order to nurture their self esteem.

But the orthodoxy was wrong on several fronts. In the first place, it is plainly ridiculous to equate a child who has been swatted on the butt with one who has been stomped, scalded or punched. In the second, the argument that reasonable corporal punishment leads inevitably to mental instability always seemed insupportable and has just been proved by Baumrind's study.

Don't get me wrong, contrary to what its proponents sometimes claim, corporal punishment is not a **panacea** for misbehavior. Rearing a child requires not just discipline, but also humour, love and some luck.

I have seen too many children behave with a sense of entitlement to believe it is. Heard too many teachers tell horror stories of dealing with kids from households where parents are not sovereign, adult authority not respected. So the pertinent question is not: to spank or not to spank? Rather, it is who's in charge here?

Some folks think it's abuse when you swat a child's backside. But maybe, sometimes, it's abuse when you don't.

(Adapted from *The Allyn & Bacon Guide to Writing* by John Ramage, John Bean and June Johnson. Boston: Longman, 2012)

- (a) What does the author mean when he says “most of us think most of our kids are overindulged, materialistic brats”. (2 marks)

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- (b) According to the author, what is the effect of mild punishment? (2 marks)

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- (c) What is the controversy in the passage? (3 marks)

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- (d) What are the two major findings of Dr. Diana Baumrind’s study? (2 marks)

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- (e) What is the author’s personal view about corporal punishment? (4 marks)

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- (f) Identify two other words that the author uses in the passage to mean mild corporal punishment? (2 marks)

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- (g) Use two illustrations from the passage to explain the author's use of informal language. (3 marks)

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

- (i) materialistic (1 mark)

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- (ii) panacea (1 mark)

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

(25 marks)

“Brothers, people of Sakwa, we are pleased to welcome you to Yimbo. It is customary, because of the good *dak* between us, for you to marry our daughters and we yours. We are therefore more than neighbours, we have great *wat* between us because of the intermingling of blood though this has not occurred between our two lines so there is no danger of brother marrying sister – a great taboo. Since you are our brothers, we will not make things difficult for you.” Here he stopped to take a sip of *kong’o* and you could have heard the ants talk, so great was the silence. However, nobody was fooled by his sweet words.

He continued, enjoying immensely the tension he was creating. “Our daughter, Adoyo Obanda is a great beauty whose assets have been praised and sung by many a *nyatiti* singer from here to ChumbuKombit, from Sakwa to Loka Nam. She is as fleet as a gazelle and her flying feet have been incorporated into the sayings of our village so that mothers sending their daughters on errands tell them to run like Adoyo of the flying feet. She has been carefully brought up and has been taught all the requirements of *Chik*. She is very apt pupil, and will therefore not bring shame and ruin to her husband by improper conduct.

Her antecedents are peerless for she can trace her bloodline clear to Ramogi our great father and her blood is pure for we have always taken care to marry correctly. She is also the eldest daughter of our great chief, a man whose fame is known throughout this land. After careful consultation, we have therefore decided that thirty head of cattle should be the proper bride price.” Was that an inaudible gasp from someone at the back? Chief Owuor Kembo signaled to his uncle and the old man spoke.

“Brothers, people of Yimbo, we have listened with great care to what you have to say. Since the contract of marriage is a matter of great import, we wish to beg leave to consult with each other outside before we return our verdict.”

“Feel free to do so,” Aloo said magnanimously. They moved some distance away and Akoko watching from her mother’s kitchen thought amusedly to herself, “I should ask father to give me a piece of land to settle on because at this rate I shall never leave his house.”

(Adapted from *The River and the Source* by Margaret A. Ogola. Nairobi: Focus Publishers, 2012)

- (a) What reasons had the old man given that had prompted the need for Chief Owuor Kembo to urgently seek a wife? (3 marks)

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- (b) "It is customary, because of the good *dak* between us for you to marry our daughters and we yours." Identify two other customary practices on marriage in this community that are revealed in this excerpt. (2 marks)

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- (c) Explain the character traits of Chief Owuor Kembo and Aloo that emerge in this excerpt. (4 marks)

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- (d) What was the response of Chief Owuor Kembo's party on the bride price requested for by Aloo? (2 marks)

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- (e) In what circumstances was the thirty head of cattle referred to unfavourably later in the story when Akoko was married to Chief Owuor Kembo? (2 marks)

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(f) "I should ask father to give me a piece of land to settle on because at this rate I shall never leave his house."

(i) Why did Akoko say these words? (2 marks)

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(ii) What do Akoko's words reveal about Chief Odera's character? (2 marks)

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(g) "Since the contract of marriage is a matter of great import, we wish to beg leave to consult with each other outside before we return our verdict."

(i) What is your view on the success of Akoko and Chief Kembo's marriage? (2 marks)

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(ii) Identify and comment on one marriage you consider successful in *The River and the Source*. (2 marks)

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(h) "Feel free to do so," Aloo said magnanimously. Rewrite in indirect speech. (1 mark)

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(i) Explain the meaning of the following words as used in the excerpt.

(i) errands (1 mark)

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(ii) apt (1 mark)

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(iii) import (1 mark)

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

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.

By Robert Frost

(Adapted from *Understanding Poetry* by Jim Reeves London: Heinemann, 1965)



(a) Explain the meaning of the poem. (4 marks)

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(b) Explain the meaning of the line 'Yet knowing how way leads on to way.' (2 marks)

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(c) Identify and explain the use of symbolism in the poem. (3 marks)

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(d) What does the poet mean when he says that 'I took the one less travelled by'? (3 marks)

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(e) What does the poem reveal about the character of the persona? (3 marks)

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(f) What is the tone of the poem? (3 marks)

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(g) Explain the meaning of the following words as used in the poem.

(i) diverged (1 mark)

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(ii) sigh (1 mark)

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4 (a) Rewrite each of the sentences below to make it communicate more sensibly. (3 marks)

(i) Powerful and comfortable the buyer really liked the car.

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(ii) They left the field full of sweat.

.....

(iii) Mukasa loves growing vegetables.

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(b) Insert the correct punctuation marks in the sentences given. (4 marks)

(i) Whose responsibility is it to see whether this machine is working

(ii) My one big question however is what you do with your free time

(iii) Amazing That was the best party I have attended in years.

(iv) Please tell me the way to the police station

(c) Complete each of the following sentences using the correct phrasal verb formed from the word given in brackets. (4 marks)

(i) Kimeto of the marathon race due to fatigue. (pull)

(ii) The local council fire brigade the fire after many hours. (put)

(iii) It is clear from her looks that Claireher mother. (take)

(iv) The youth should to adults for guidance. (look)

(d) Rewrite the following sentences according to the instructions after each. (4 marks)

(i) It was tough but we eventually made it up the mountain. (Begin: *Tough.....*)

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(ii) Rashidi said that he had not insulted me. (Use.....*denied*.....)

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(iii) She is busy renovating her house so that she may rent it out. (rewrite using: with a view)

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(iv) Mshamba will not at any cost support your cause. (Begin: *At*)

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- (b) "It is customary, because of the good *dak* between us for you to marry our daughters and we yours." Identify two other customary practices on marriage in this community that are revealed in this excerpt. (2 marks)

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- (c) Explain the character traits of Chief Owuor Kembo and Aloo that emerge in this excerpt. (4 marks)

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- (d) What was the response of Chief Owuor Kembo's party on the bride price requested for by Aloo? (2 marks)

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- (e) In what circumstances was the thirty head of cattle referred to unfavourably later in the story when Akoko was married to Chief Owuor Kembo? (2 marks)

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Name Index Number

101/3

ENGLISH

Paper 3

(Creative Composition
and Essays Based on Set Texts)

Nov. 2016

2½ hours

Candidate's Signature

Date



THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ENGLISH

Paper 3

2½ hours

Instructions to candidates

- (a) Answer **three** questions only.
- (b) Questions **one** and **two** are **compulsory**.
- (c) In question **three** choose only **one** of the optional texts you have prepared on.
- (d) Where a candidate presents work on more than one optional text, only the first one to appear will be marked.
- (e) Each of your essays must **not** exceed **450** words.
- (f) All answers should be written in the answer booklet provided.
- (g) **This paper consists of 2 printed pages.**
- (h) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (i) **Candidates must answer the questions in English.**

Answer **three** questions only.

1. Imaginative composition (compulsory) (20 marks)

Either

(a) Write a story to illustrate the saying: "The early bird catches the worm."

Or

(b) Write a story beginning:

'I regretted ever having had Riziki for a friend ...

2. The Compulsory Set Text (20 marks)

Bertolt Brecht: *The Caucasian Chalk Circle*

One's self-sacrifice and determination will always be rewarded in life. Using illustrations from the play *The Caucasian Chalk Circle* write an essay in support of this statement.

3. The Optional Set Texts (20 marks)

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

Either

(a) **The Short Story**

Ilieva Emilia and Wareng Olembo (Ed) *When the Sun Goes Down and Other Stories from Africa and Beyond*.

Discuss the futility of illegal immigration using illustrations from Sefi Atta's *Twilight Trek*.

Or

(b) **Drama**

Francis Imbuga: *Betrayal in the City*

With illustrations from Francis Imbuga's *Betrayal in the City* show how corruption is dehumanizing.

Or

(c) **The Novel**

Witi Ihimaera: *The Whale Rider*

Identify and discuss the various levels of conflict in Witi Ihimaera's *The Whale Rider*.



2017
PAPER 1

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

A rich vocabulary can only be acquired through wide reading, and can only be (a)
 in the mind through (b) extensive reading. Dictionaries are useful up to
 a point. They give information where needed. (c) the exact flavour of a word can
 only (d) familiar with repeated encounters of (e) in different contexts. It is
 (f) remembering that we acquire (g) all our active vocabulary without the
 help of a dictionary at all. (h) in the acquisition of vocabulary, the course book and the
 dictionary are mere (i) in a more natural process founded chiefly (j).....
 leisure-time reading.

Adapted from: Practical English; *A Comprehensive Secondary Course*, Teachers' Book by
 P. A. Ogundipe and P. S. Tregidgo, London: WPS, 1968.

3. (a) Read the Song below, and answer the questions that follow: (30 marks)

Maize has a market
 Sorghum has a market
 Maize has a market
 What about my children?
 My children's market is the graveyard
 What about my children?
 My children's market is the graveyard
 You are a backbiter
 You are a witch
 You are a gossip
 My children
 You will kill them because of jealousy
 My children
 You will kill them because of jealousy.

Adapted from Magomoro: *Portrait of an African Village* (1987) Landeg White, Cambridge
 University Press, 1987



(i) With an illustration in each case, identify any three features that contribute to the oral nature of the song. (6 marks)

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(ii) Briefly explain why the word "You" should be stressed while performing the song. (2 marks)

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(b) Identify a sound feature in each of the short forms given below. (6 marks)

(i) Challenger: It can be cracked, It can be made.
It can be told, It can be played.
What is it?

Respondent: A joke

.....
.....

(ii) A good wife and health are man's best wealth.

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.....

(iii) Ken can can a can of curled Kales.

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- (c) Group the following words according to the pronunciation of the underlined letters. (4 marks)

guide	fluid	juice	cruise	biscuit
anguish	built	quite	suitable	equipment
guilt				

(i)

(ii)

(iii)

(iv)

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- (d) For each of the following words underline the part that is stressed. (5 marks)

Mis . use
 Pro.se.cute
 dis.like
 a.buse
 a.gree.ment

- (e) You have just attended a public meeting where various speakers were sensitizing people on the problem of cheating in national examinations. A news reporter who was covering the function decides to interview you.
Fill in the gaps in the conversation so that it flows naturally.

Reporter: Hello, what is your name and what do you do?

You:
..... (1 mark)

Reporter:
..... (1 mark)

You: I found the talk both enlightening and useful.

Reporter: What is the most outstanding thing that you have learnt today?

You:
.....
..... (2 marks)

Reporter:
.....
..... (1 mark)

You: I would like to tell them that
..... (1 mark)

Reporter:
..... (1 mark)

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- (e) You have just attended a public meeting where various speakers were sensitizing people on the problem of cheating in national examinations. A news reporter who was covering the function decides to interview you.
Fill in the gaps in the conversation so that it flows naturally.

Reporter: Hello, what is your name and what do you do?

You:
..... (1 mark)

Reporter:
..... (1 mark)

You: I found the talk both enlightening and useful.

Reporter: What is the most outstanding thing that you have learnt today?

You:
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..... (2 marks)

Reporter:
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..... (1 mark)

You: I would like to tell them that
..... (1 mark)

Reporter:
..... (1 mark)

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PAPER 2 2017

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

(20 marks)

The world has a weight problem. Within the past decade, obesity rates have shot up by 50 percent, rising from 200 million people in 1995 to 300 million in 2003. Even places more familiar with famine than fat are starting to worry about their waistlines. Africa now has weight loss clinics. In a recent survey in India – home to half the world’s undernourished population – 55 percent of women between 20 and 69 were found to be overweight. Twenty percent of Chinese adults are overweight. Brazil’s childhood-obesity rate has jumped to 239 percent in a generation – four times the growth rate for youth in the United States. In March 2003, the International Obesity Task Force revealed that 1.7 billion of the planet’s 6 billion people were overweight or obese. How did we all get so fat? The problem stems from the collision of a number of modern trends; rising affluence and urbanization; the proliferation of conveniences like cars, computers, fast food and television; and the 21st century work culture, with its desk jobs and long hours. In rich countries, the familiar mantra of low-fat diet and exercise is routinely ignored. In the developing world, where health education is frequently non-existent, people are particularly vulnerable to the glamour of American burgers and the comforts of the couch. Rural migrants to cities are suddenly confronted with market-stall snacks and McDonald’s. In newly industrialized countries packaged foods and fast food chains are promoted as an index of **affluence**.

The consumption of foods high in fat, sugar and salt-combined with increasingly **sedentary** lifestyles – is worrying health experts. And it is killing us. Diet-linked diseases – chiefly heart disease, cancer, diabetes and hypertension, now account for more than half of all deaths in Arab countries. In Barbados, more than 60 percent of hospital and drug-service budgets go toward coping with obesity-related illnesses. In Chinese hospitals, the number of patients suffering from weight-related diseases has increased by 30 percent. The problem is so pervasive that the World Health Organisation has declared obesity a global epidemic.

In many places, obesity and related illnesses such as diabetes are growing fastest among children and teenagers. These may be because those groups are more vulnerable to the excesses of their new found liberation. Teenagers from rich homes have cars and can go to restaurants with their friends, and consume high-fat fast food. Nutritionists also blame food marketing and the proliferation of supermarkets for the rise in childhood obesity. Ultimately, diabetes is incurable. Although changes in lifestyles and diet can help stem the progression of the disease, it never disappears. Most patients are on insulin a decade after diagnosis. The best long-term hope for reversing the trend is for society to get its weight problems under control.

(Adapted from *Newsweek* August 11, 2003)

(a) What is this passage about? (1 mark)

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(b) What is achieved by the use of figures in paragraph one? (2 marks)

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(c) From the information given in paragraph two, how can society get the weight problem under control? (3 marks)

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(d) According to the passage, what are the indications of the increasing danger of obesity? (3 marks)

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- (e) In about 50 words summarise what the passage says about obesity in children and teenagers. (6 marks)

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Fair copy

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- (f) In what way is the modern lifestyle a curse rather than a blessing? (3 marks)

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(g) Explain the meaning of the following words as used in the passage. (2 marks)

(i) affluence

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(ii) sedentary

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2. Bertolt Brecht, *The Caucasian Chalk Circle*

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

AZDAK: That's why our sons don't bleed any more, that's why our daughters don't weep. That's why only the slaughter house cattle have blood in their veins, And only the willows shed tears by Lake Urmia toward morning.

FIRST IRON SHIRT: Are you going to sing that song here in town?

AZDAK: Sure What's wrong with it?

FIRST IRON SHIRT: Have you noticed that the sky's getting red? (*Turning round, AZDAK sees the sky red with fire*). It's the people's quarters on the outskirts of town. The carpet weavers have caught the "Persian sickness," too. And they've been asking if prince Kazbeki isn't eating too many courses. This morning they strung up the city judge. As for us we beat them to pulp. We were paid one hundred piasters per man, you understand?

AZDAK: (*after a pause*): I understand. (He glances shyly round and, creeping away sits down in a corner his head in his hands).

IRON SHIRTS: (*to each other*): If there ever was a troublemaker it's him – He must've come to the capital to fish in the troubled waters.

SHAUWA: Oh, I don't think he's a really bad character gentlemen. Steals a few chickens here and there. And maybe a rabbit.

SECOND IRON SHIRT: (*approaching AZDAK*): Came to fish in the troubled waters, huh?

AZDAK (*looking up*): I don't know why I came.

SECOND IRON SHIRT: Are you in with the carpet weavers maybe (*AZDAK shakes his head*) How about that song?

AZDAK: From my grandfather. A silly and ignorant man.

SECOND IRON SHIRT: Right. And how about the dyer who paid the wages?

AZDAK (*muttering*): That was in Persia.

FIRST IRON SHIRT: And this **denouncing** of yourself? Because you didn't hang the Grand Duke with your own hands?

AZDAK: Didn't I tell you I let him run? (*He creeps farther away and sits on the floor.*)



SHAUWA: I can swear to that: he let him run.

THE IRON SHIRTS: burst out laughing and slap SHAUWA on the back. AZDAK laughs loudest. They slap AZDAK too, and unchain him. They all start drinking as the FAT PRINCE enters with a young man.

FIRST IRON SHIRT (to AZDAK pointing at the Fat Prince): There's your new "age" for you! (more laughter).

FAT PRINCE: Well, my friends, what is there to laugh about? Permit me a serious word. Yesterday morning the Princes of Grusinia overthrew the war mongering government of the Grand Duke and did away with his Governors. Unfortunately, the Grand Duke himself escaped. In this **fateful** hour our carpet weavers, those external troublemakers **had the effrontery** to stir up a rebellion and hang the universally loved city judge, our dear Illo Orbeliani Ts-ts-ts. My friends we need peace, peace, peace in Grusinia! And justice! So I've brought along my dear nephew Bizergan Kazbeki. He'll be the new judge, hm? A very gifted fellow. What do you say? I want your opinion. Let the people decide!

(a) Briefly describe what happens before the events in this extract. (4 marks)

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(b) According to Azdak, why don't their sons bleed any more, or their daughters weep? (4 marks)

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(c) What does Azdak mean by saying "I understand"? Explain Azdak's change in behaviour after this statement. (4 marks)

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(d) Why does the Iron Shirt say that Azdak "must've come to the capital to fish in troubled waters"? (2 marks)

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(e) From the dialogue, what do we learn about Shauwa's character? (4 marks)

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(f) The Fat Prince introduces his nephew whom he wants to be installed as judge. How then does Azdak become the judge? (3 marks)

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(g) Explain the meaning of the following expressions as used in the excerpt. (4 marks)

(i) denouncing

(ii) I let him run

(iii) fateful

(iv) had the effrontery

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

A man had two daughters from two different wives. One of his daughters was motherless, her mother died when she was still a baby. The mother of the other daughter did not like the motherless girl. She did not like her because her daughter loved her stepsister more than she loved her. The woman therefore thought out some ways of eliminating her.

One day the woman made an arrangement with a hyena. The hyena was to go and wait for the two girls somewhere in the bush. To the motherless girl she would tie a band like a bangle on the left arm and to her daughter she would tie one on the right arm. Then she told the hyena to catch, kill and eat the girl with the band on the left arm. After the hyena had gone to wait, she called the two girls, tied the bands accordingly and sent both of them to go and visit one of their aunts. She directed them to follow the path where she had asked the hyena to wait for them. On the way the woman's daughter suggested that they should exchange bangles.

"Why should my mother tie your bangle on the left arm, when everybody else wears theirs on the right arm?" She complained and took her bangle and put it on her step-sister's right arm and took the one she was wearing and put it on her left arm. They went on with their journey. They had gone half-way through the journey when the hyena came and caught the woman's own daughter and ate her up. The motherless child was terrified and grew hysterical. She cried endlessly. Her grief was so great that she refused to go away from the scene of her sister's tragic death. She wished to die too; to be eaten up by the hyena which had eaten her dear friend and sister. She cried, wailed, wept and grieved for her dear sister, so much that if sorrow expressed by the living would bring back the dead, Awino's sister Nyawino would have returned to life. After the kill, the hyena had gone away but Awino would not leave. She stayed on the spot wailing.

"Aai, what are you doing here alone in the bush?" Some travellers asked her. "We were two, and we were going to visit our aunt but my sister has been eaten up by a hyena," she replied amid sobs. "Then what are you doing here alone? Go home and take the sad news of her death to your parents," the people advised her. "No I also want to be eaten up by the same hyena," she cried. The travellers saw her futile determination. They could not leave her there and in any case they were convinced that the parents should know. "No, you go home and take the news of the death of your sister home." The people advised her more persuasively until she accepted to go home.

She arrived home, tired and wet with tears and sweat. She explained to her father what had happened. He became furious and called his wife to explain. But she was so full of grief that she could not talk. The elders were then called. It was agreed unanimously that the woman must be banished from the village because of her jealousy and wickedness. She left the village crying with regret and shame.



(a) Identify and illustrate **four** oral features in this narrative. (4 marks)

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(b) Explain **two** aspects of the culture of the community from which this narrative is drawn. (4 marks)

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(c) What do we learn about the character of Nyawino from this narrative? (4 marks)

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(d) Describe the mood of this narrative. (3 marks)

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(e) Explain the role of the travellers in the narrative. (2 marks)

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(f) "She left the village crying with regret and shame."
(Rewrite beginning: *Crying*)

(1 mark)

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(g) What moral lesson do we learn from the narrative in relation to Awino's conduct? Illustrate your answer.

(2 marks)

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

(4 marks)

(i) All the farmers got a good harvest this year.
(Rewrite beginning: *Not*)

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(ii) The old ways are changing. This should be clear to everybody.
(Rewrite as one sentence beginning: *That*)

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(iii) Mrs. Mambo said that that wall was very badly painted.
(Rewrite in direct speech)

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.....

(iv) When I finished eating, I went to bed.
(Rewrite using the word 'having')

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.....

(b) Complete each of the sentences correctly using the verb in brackets. (3 marks)

- (i) I if I had known. (go)
- (ii) She law for six years now. (study)
- (iii) If people more reasonable, there would be no wars. (be)

(c) Explain the two different meanings in the following sentence. (2 marks)

Kamaru hates visiting relatives.

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(d) Fill in each blank space with the correct alternative from the given choices. (3 marks)

- (i) Can you change this powder form now? (in, into)
- (ii) My reason for going is I am needed there. (because, that)
- (iii) “..... now seven O’clock”, she said. (its, it’s)

(e) Use the correct form of the word in brackets to fill in the blank space in each of the sentences below. (3 marks)

- (i) This man (hero) saved the boy from drowning.
- (ii) Her (reveal) shocked everyone.
- (iii) They were annoyed by the (warrant) search of their houses.

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Answer **three** questions only.

1. Imaginative Composition (Compulsory) (20 marks)

Either

(a) Write a story that includes the following:

a wallet, a letter and a reward.

Or

(b) Write a composition on the effects of corruption on development, and explain what the Government of Kenya can do to end it.

2. The Compulsory Set Text (20 marks)

Margaret A. Ogola, *The River and the Source*

Contentment and humility are the secrets to happiness. Write a composition in support of this statement, drawing illustrations from *The River and the Source*.

3. The Optional Set Texts (20 marks)

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

Either

(a) **The Short Story**

Ilieva Emilia and Waveney Olembo (Eds.), *When the Sun Goes Down and Other Stories from Africa and Beyond*

Using illustrations from Rayda Jacob's short story, "The Guilt", write a composition to illustrate the truth that racism brings suffering to both the racists and those discriminated against.

Or

(b) **Drama**

Francis Imbuga, *Betrayal in the City*

Choices have Consequences. Using Francis Imbuga's *Betrayal in the City*, write an essay in support of the truth of this statement.

Or

(c) **The Novel**

Witi Ihimaera, *The Whale Rider*

For centuries, humans have assumed there is a special link between them and nature. Refer to Witi Ihimaera's *The Whale Rider*, to defend this belief.

THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education

101/1 -

ENGLISH
(Functional Skills)

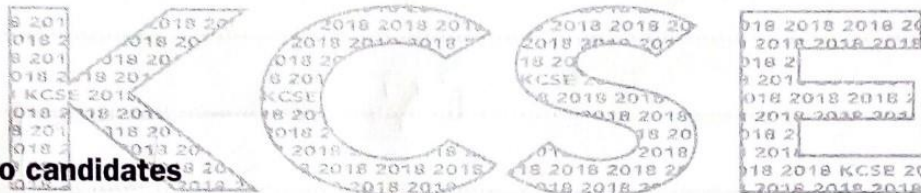
- Paper 1

Nov. 2018 - 2 hours

Name Index Number

Candidate's Signature Date

574



Instructions to candidates

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer **all** the questions in this paper.
- (d) All your answers must be written in the spaces provided in the question paper.
- (e) **This paper consists of 8 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (g) **Candidates must answer the questions in English.**

0374

For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	10	
3	30	
Total Score		



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

Are leaders born or are they created out of circumstances and experience? The debate (a)..... this topic has gone on as long as the chicken-and-egg (b).....

There are strong points for (c)..... side. For our purposes, we will say that the answer is a little bit of (d)..... Some individuals such as royalty are born and bred to (e)..... on leadership roles in later life. Other people develop into leaders over a sustained (f)..... of time. This is the type of leader (g)..... should all strive to become. All too (h)..... people find themselves in awe of great leader, wondering, "where do beings like these come from?" What these same individuals fail to realize is that (i)..... personality and luck can (j)..... to a leader's success, those things are not the essence of what makes an exceptional leader.

(Adapted from: *Everything Leadership Book* by Bob Adams)

3. (a) Read the Poem below, and then answer the questions that follow.

A POISON TREE

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I watered it in fears,
Night and morning with tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
when the night had veiled the pole;
in the morning glad I see;
My foe outstretched beneath the tree.

By William Blake

- (i) Identify and explain any **two** features that would make this poem easy to recite. (4 marks)

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- (ii) Describe the rhyme scheme of this poem. (3 marks)

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- (iii) In an oral performance of this poem, how would you say the last line? (2 marks)

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- (b) Paying attention to the vowel sound in each of the following words, pick the odd one out. (6 marks)

- (i) scene, ship, these, bean, be
- (ii) one, sun, put, ton, but
- (iii) hard, hurt, firm, earn, fur
- (iv) rode, coat, port, sew, know
- (v) sit, nine, fight, eye, hide
- (vi) soup, food, sue, root, good

(c) For each one of the words below, provide another word which is pronounced in the same way but spelt differently. (5 marks)

mite

rest

waist

stare

rain

(d) Read the dialogue below then answer the questions that follow.

Ms. Simiyu: Good morning Kantai, why are you waiting outside?

Kantai: Good morning Madam. I was waiting to speak to you.

Ms. Simiyu: What is the problem this time? Are the boys in your class fighting again?

Kantai: There is no problem, Madam. My class sent me to ask you to allow them to attend the entertainment session tomorrow.

Ms. Simiyu: You already know the answer to this, Kantai. Your class had their turn last weekend.

Kantai: It is true Madam, we had our turn last weekend. But Madam, the video showing this weekend is based on one of our literature set texts. Here is the notice Madam.

Ms. Simiyu: Let me see it.

Kantai: Here, Madam. Also Madam, we have come up with questions which we will answer and discuss in groups after watching the video.

Ms. Simiyu: Where are the questions?

Kantai: Here they are Madam.

(i) What marks politeness in this negotiation? (2 marks)

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(ii) What in this negotiation shows that Kantai had prepared his case well? (2 marks)

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(iii) What in Ms. Simiyu's behaviour encourages Kantai to continue with the negotiation? (2 marks)

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(iv) Provide **two** appropriate turns to complete the negotiation; one from Ms. Simiyu and one from Kantai. (4 marks)

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0374



101/2 - ENGLISH - Paper 2
(Comprehension, Literary Appreciation and Grammar)
Nov. 2018 - 2½ hours

Name Index Number

Candidate's Signature Date

Instructions to candidates

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer **all** the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) **This paper consists of 11 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (g) **Candidates must answer the questions in English.**



For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score		

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

In life, we meet and learn from three different kinds of disciplines. The first and probably the most important is that which we might call the Discipline of Nature or of Reality. This type of discipline requires that when people choose to do the wrong things, they will get the wrong results. If, for instance, a musician hits the wrong key, he or she hears the wrong note. If the nail is not squarely hit on the head, it bends and it therefore has to be pulled out.

People meet the Discipline of Nature every time they try to do something. This is why it is so important in school to give students more chances to do things, instead of just reading or listening to someone talk. This discipline is a good teacher. The learner never has to wait long for the answer, it usually comes quickly, often instantly. The answer is often clear, and it points towards the needed correction. This way, the learner does not only see that what was done is wrong, but also why, and what they need to do instead. Finally, and most importantly, the giver of the answer, call her 'Nature' is impersonal, impartial and indifferent. She does not give opinions or make judgement. With Nature, one always gets an opportunity to start afresh, this time with the intention of doing things right.

The next type of discipline is the Discipline of Culture. Man is a social and cultural animal. Everyone, thus, senses around them this discipline, this network of agreements, customs, habits and rules binding the society together. People always seek to understand the society and be part of it. They watch very carefully what other people around them are doing and wish to do the same. These unwritten rules regarding how to act in specific situations are called social norms. Social norms help delineate what is acceptable behaviour. For example, it is not acceptable to be loud and **boisterous** in a place of worship.

The third discipline is the one most people refer to when they speak of discipline – the Discipline of Superior Force. It is the discipline of "You do what I tell you or I'll make you wish you had." There is bound to be some of this in a person's life. Living as we do surrounded by things that can hurt us and our friends, we cannot avoid the Discipline of Superior Force. For example, no one can let a child find out from experience the danger of playing with fire. So along with other **precautions**, the child is told not to play with fire or they will be punished.

There are situations where all the three disciplines overlap. We often hear people say that students will never do anything unless they are compelled to. But in their private lives, or in co-curricular activities in school, they often **submit** themselves, willingly and wholeheartedly to very intense disciplines simply because they want to learn to do a given thing well. So, discipline, does not only stem from authority figures such as parents and teachers but it also comes from a person's willingness to do right.

Adapted from Connelly Mark's *The Brief Sundance Reader*: Thomson Heinle, 2003

(a) What are we told about the Discipline of Nature in the first paragraph? (2 marks)

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(b) Identify and explain the use of personification in paragraph two. (2 marks)

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(c) Why do you think the Discipline of Nature is said to be a good teacher? (4 marks)

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(d) "You do what I tell you or I'll make you wish you had." What does this statement imply? (2 marks)

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(e) "So, discipline does not only stem from authority figures such as parents and teachers but it also comes from a person's willingness to do right". (Rewrite beginning: Not only...) (1 mark)

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(f) In about 60 words, summarise what we are told about the Discipline of Culture. (6 marks)

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

- (i) Boisterous
- (ii) Precautions
- (iii) Submit

2. Margaret Ogola, *The River and the Source*

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

“Now Nyabera, I don’t believe a daughter of mine could sound so foolish. Of course they are human, that is why they are called white people, not white animals. And trust is something to give to people who have earned it and therefore you have to give them a chance to do so. I would not trust your uncle Otieno although he is as black as the bottom of the pot I boil maize and beans in. Finally, you’d better know that I aim to get some help from them against Otieno. The future of your nephew Owuor is in their hands so start praying.”

“Oh, mother! Please don’t go! What if something happened to you? I am afraid, mother, I am so afraid! And how can you leave Owuor alone considering the kind of irresponsible mother he has? Oh, mother, I feel like this family is cursed. What if something happened to him, to you? Nyabera waited, her tears running in full force. Akoko stood up to her full height which barely reached her daughter’s shoulders. Her eyes were blazing fit to send sparks to set the thatched roof ablaze.

“Nyabera, you are not the woman I brought you up to be. I know you have suffered, but suffering is the lot of many. To suffer is not a curse unless you have earned it and I have never done anything to earn a curse. Both the evil and the good suffer. How you come through suffering is what will make or break you. Please think, my daughter. At least you can have children and you have a good husband. One day *Were* will give you a child that lives; I am sure of it after what you have just told me. But to have a child is one thing, to bring it up to be a human fit to live with others is something else altogether – and the way you are going I doubt if you will be fit to be a mother when the baby comes. You may be just like Alando your sister-in-law. You have known me all your life. How could you ever imagine that I could leave my grandson at the Mercy of your uncle? I’ve taken him to Yimbo to live in the house of Oloo, my brother. Are you happy now?”

“Oh mother! Why didn’t you bring him here to stay with me? Don’t you trust me?”
 “Of course I trust you. I thought of bringing him here, but I decided it was too near the nest of vipers who now occupy the stool of Maroko, the first chief. Please can you show me a place to rest? I will be staying with you for a few days before I leave for Kisumu. That way no one will know or suspect my motives.” Nyabera conducted her mother to her mother-in-law’s house as *Chik* did not allow her to spend the night in a married daughter’s house.



The next few days passed pleasantly enough, with mother and daughter chatting for hours about their lives, their people, their past, their future, their hopes and all manner of things. On the fifth day she embarked on a journey which would bring her and her scant offspring to a new era: for the great river starts its journey as a little stream which at first meanders around without any apparent direction, sometimes disappearing underground altogether, but always there, always moving towards the sea.

- (a) Briefly describe what happens before the events in this excerpt. (2 marks)

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- (b) From the excerpt, what do we learn about Akoko's character? (6 marks)

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- (c) Who are being referred to as a 'nest of vipers' and why? (3 marks)

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- (d) What main theme emerges from this excerpt? Illustrate your answer. (3 marks)

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(e) What is the tone of the excerpt? Explain your answer. (3 marks)

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(f) With reference to the novel, briefly explain the symbolism in the last paragraph of the excerpt. (4 marks)

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(g) How was Akoko's case handled by the white man? (4 marks)

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

The Man He Killed

“Had he and I but met,
By some old ancient inn,
We should have sat us down to wet
Right many a nipperkin!

But ranged as infantry,
And staring face to face,
I shot at him as he at me,
And killed him in his place.

I shot him dead because –
Because he was my foe,
Just so, my foe of course he was;
That’s clear enough; although.

He thought he’d ‘list, perhaps
off-hand like – just like I –
Was out of work – had sold his traps –
No other reason why.

Yes; quaint and curious war is!
You shoot a fellow down
You’d treat if met where any bar is,
or help to half-a-crown.”

Thomas Hardy (1840–1923)

(a) Briefly explain what the poem is about.

(3 marks)

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

(b) Identify and explain any two stylistic devices used in this poem. (6 marks)

.....

.....

.....

.....

(c) What do we learn about the persona from this poem? (4 marks)

.....

.....

.....

.....

(d) Describe the tone of this poem. (3 marks)

.....

.....

.....

(e) What is the message of this poem? (3 marks)

.....

.....

.....

.....

(f) Explain the meaning of the word 'quaint' as used in the poem. (1 mark)

.....

.....

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

(i) They will look after Bakari.
(Begin: Bakari...)

.....
.....

(ii) The textbooks said the teacher are not adequate. (Punctuate correctly)

.....
.....

(iii) I know that one of your books has been published.
(Begin: I know that a...)

.....
.....

(iv) I will help him only if he asks me to.
(Rewrite using the word "unless")

.....
.....

(v) All of us want to pass our exams.
(Begin: None.....)

.....
.....

(b) Fill in each blank space with the correct alternative from the given choices. (3 marks)

(i) The bank, in conjunction with the clubs, sponsored the event.
(has, have)

(ii) Neither Karimi nor her friend there. (was, were)

(iii) Kawira is one of those people who..... always in a hurry. (are, is)

(c) *Fill in each blank space in the following sentences with a correct preposition.* (3 marks)

- (i) We know how proficient Jane is her work.
- (ii) Many people are not accustomed such treatment.
- (iii) The accident victim writhed pain as we rushed him to hospital.

(d) *Explain the meaning of the underlined^{*} expression in each of the sentences below.* (2 marks)

(i) Nyabera really is a top notch administrator.
.....
.....

(ii) He has a heart of gold.
.....
.....

(e) *Complete the following sentences using an appropriate expression from those given in brackets.* (2 marks)

(i) At my sister's graduation party, there were (a great deal of, plenty of) people.
.....

(ii) You only require (a little, little) salt in your diet.
.....

101/3 - ENGLISH - Paper 3
(Creative Composition and Essays Based on Set Texts)
Nov. 2018 - 2½ hours

Name Index Number

Candidate's Signature Date



Instructions to candidates

- (a) Answer **three** questions only.
- (b) Questions **1** and **2** are **compulsory**.
- (c) In question **three** choose only **one** of the optional texts you have prepared on.
- (d) Where a candidate presents work on more than one optional text, only the first one to appear will be marked.
- (e) Each of your essays must **not** exceed **450** words.
- (f) All answers should be written in the spaces provided in this question paper.
- (g) **This paper consists of 16 printed pages.**
- (h) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (i) **Candidates must answer the questions in English.**

For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	20	
3	20	
Total Score		

Answer **three** questions only.

1. Imaginative Composition (Compulsory) (20 marks)

Either

- (a) Write a composition beginning:

I wondered why the principal had summoned me.

Or

- (b) Describe the estate or village you live in.

2. Compulsory Set Text (20 marks)

Bertolt Brecht, *The Caucasian Chalk Circle*

With illustrations from Bertolt Brecht's *The Caucasian Chalk Circle*, write a composition entitled: Self Centredness Does not Pay.

3. The Optional Set Texts (20 marks)

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

Either

- (a) **The Short Story**

Chris Wanjala (Ed.), *Memories We Lost*

Drawing examples from Barry McKinley's short story "Almost Home", write a composition on the topic: "Some people keep making one bad decision after another."

Or

- (b) **Drama**

Francis Imbuga, *Betrayal in the City*

There is a direct link between oppression and weaknesses in a leader's character. Drawing examples from Francis Imbuga's *Betrayal in the City*, write an essay illustrating the truth of this statement.

Or

- (c) **The Novel**

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John Steinbeck, *The Pearl*

With illustrations from John Steinbeck's *The Pearl*, write an essay showing the evil nature of greed.