

CHAMPIONS K.C.S.E REVISION

ENGLISH TOP SCHOOLS MOCKS 2019

QUESTION PP1,PP2 AND PP3

(With Current Set Books for paper Two and Three i.e Blossoms of Savannah, A doll's House, Pearl and Memories we lost.)

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TOP SCHOOLS ENGLISH MOCKS 2019

COMPILED BY :

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MARANDA HIGH SCHOOL
ENGLISH
Paper 1 (Functional Skills)
JULY - 2019

INSTRUCTIONS TO CANDIDATES

- Write your name, class, date, index and admission number in the spaces provided above
- Answer all the questions in this paper
- All your answers must be written in the spaces provided in this question paper
- Candidates should answer all the questions in English

Question 1

(20 Marks)

You are the secretary of the environmental club in your school. Your school has been experiencing water shortages and huge water bills. Your club was asked to investigate the cause of water shortage and recommend ways of conserving it to solve these problems. Write a report to the Principal showing the causes and your recommendations to the solutions of these problems.

Question 2: CLOZE TEST

(10 Marks)

Complete the following passage by filling in the blanks with appropriate words.

The most depressing thing **1**..... an illness is the sense of being left
2.....Or brushed aside**3** it from the mainstream of living. When a person is
4.....he cannot keep up.....**5** the world of the healthy people. Life begins to
occur without him. Even the language seems to change. What is said to a**6** person does
not involve him and therefore he begins to interpret it differently. He loses..... **7** with the outer
healthy world. His sense of isolation is.....**8** rather than lessened by the regular
..... **9** of the doctors. The doctors label the sick Person's disease and
..... **10** him to his special place.

Question 3: ORAL SKILLS

a) I would I were cupid's worth
Far from pain
Is ecstasy untold?
I would I were a bird
To traverse the sea, earth, and sky
To crown you king of Eros kingdom
For it's worth the pain

I would I were a sock
to warm thy worthy foot
I would I were a kerchief
to caress thy worthy nose
for close to thy lips
Would I dare trespass?

I would I were a bad

to behold my prince asleep
 and count the snores and grants
 which as sure as human,
 The prince of Eros kingdom
 Succumbs unawares
 For tis worthy the pain
By Lydamwanck Rumiaw

1. Mention two non-verbal cues you would use to enhance a recitation of this poem and state in which lines you would use them (4 marks)
2. Identify 2 lines with alliteration (2 marks)
3. What is the mood of the poem ? (2 marks)

(b) In the following sentences identify whether you will use a falling or rising intonation with the underlined words (5 marks)

- (i) Professor has arrived.
- (ii) Would you like to come with me?
- (iii) Please have a seat.
- (iv) Have a good day

Dad bought me a pair of shoes.

(c) *Underline a silent sound in each of the words below*

- (i) Wednesday
- (ii) Psychology
- (iii) Island
- (iv) Rapport
- (v) Hour

(d) 1. My house without a door
 Answer: An egg

2. I walk with a person who does not tell me to rest
 Answer: a shadow or road.

- (i) What genre of oral literature is this? (2 marks)
- (ii) Give 2 functions of this Oral genre (2 marks)

(iii) Imagine you are telling a story to your little brother. Mention 3 paralinguistic skills you would use to make the story interesting. (6 marks)

(e) Write down a sentence on each of the following words to give two differences in meaning (2mks)

- (i) Present
- (ii) Different

MARANDA HIGH SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

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

We are moving inexorably into the age of automation. Our aim is not to devise a mechanism which can perform a thousand different actions of any individual man, but, on the contrary, one which could, by a single action, replace a thousand men.

Industrial automation has moved along three lines. First, there is conveyor belt system of continuous production whereby separate operations are linked into single sequences. The goods produced by this well-established method are untouched by the worker, and the machine replaces both skilled and semi-skilled.

Secondly, there is automation with feedback control of the product. Here mechanisms are built into the system which can compare the output with a norm, that is, the actual product with what it supposed to be, and then correct any shortcomings. The entire cycle of operations dispenses with human control except in so far as monitors are concerned. One or two examples of this type of automation will illustrate its immense possibilities. There is a factory in the USA which makes 1,000 million electric lights bulbs a year, and the factory employs three hundred people. If the pre-automation were to be employed, the labour force required would leap to 25000. A motor manufacturing company with 45000 spare parts assembles their entire supply entirely by computer. Computers can be entrusted with most of the supervision of industrial installations, such as chemical plants or oil refineries.

Thirdly, there is computer automation, for banks, accounting departments, insurance companies and the like. Here the essential features are recording, storing and retrieval of information.

The principal merit of modern computing machines is the achievement of their vastly greater speed of operation in comparison with unaided human effort; a task which otherwise might take years, if attempted at all, now takes days or hours.

One of the urgent problems of industrial societies rapidly introducing automation is how to fill the time that will be made free by the machines which will take over the risks of the workers. The question is not simply of filling empty time but also of utilising the surplus human energy that will be released. We are already seeing straws in wind: destructive outbursts on the part of the youth whose work no longer demands muscular strength. While automation will undoubtedly do away with a large number of tedious jobs, are we sure that it will not put others which are equally tedious in their place? An enormous amount of monitoring will be required. A man in an automated plant may have to sit for hours on end watching dials and taking decisive action when some signals inform him that all is not well. What meaning will his occupation bear for the worker? How will he devote his free time after a four or five hour stint of labour? Moreover, what, indeed, will be the significance of his leisure to him? If the industry of the future could be purged of its monotony and meaninglessness, man would then be better equipped to use his leisure time constructively.

[Adapted from practice tests for Proficiency by Margret Archer and Enid Nolan-Woods, Thomas Nelson and Sons]

1. What are the benefits of automation? (2 marks)
2. Explain the main achievement of modern computing. (1 mark)
3. Outline the problems created by industrialization (4 marks)
4. Explain the line (1 mark)

‘We are already seeing the straws in the wind.....’

5. Summarize the author’s argument in favour of automation and the problems created by the same, in not more than 90 words. (6 marks)

6. *Explain the meaning of the following words as used in the passage.* (4 marks)

- i) Immense.....
- ii) Retrieval.....
- iii) Tedious.....
- iv) Inexorably.....

7. *Rewrite the following sentence according to the instructions given.* (1 mark)

‘If the industry of the future could be purged of its monotony and meaninglessness, man would then be better equipped to use leisure time constructively.’

(Use: If.....purged’)

8. *Rewrite the sentence below using a phrasal verb instead of the underlined word.* (1 mark)

‘The entire cycle of operations dispenses with human control expect in so far as monitors are concerned.’

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

Helmer: (calls out from his room) is that my little lark twittering out there?

Nora:(busy opening some of the parcels) Yes, it is!

Helmer: Is it my little squirrel bustling about?

Nora: Yes!

Helmer: When did my squirrel come home?

Nora: Just now (puts the bag of macaroons in to her pocket and wipes her mouth.) Come in here, Torvald, and see what I have bought.

Helmer: Don’t disturb me. (A little later, he opens the door and looks into the room, pen in hand.) Bought, did you say? All these things? Has my little spendthrift been wasting? Money again?

Nora: Yes but, Torvald, this year we really can let ourselves go a little. This is the first Christmas that we have not needed to economize

Helmer: Still you know, we can’t spend money recklessly.

Nora: Yes, Torvald, we may be a wee bit more reckless now, mayn’t we? Just a tiny wee bit! You are going to have a big salary and earn lots and lots of money.

Helmer: Yes after the New Year; but then it will be a whole quarter before the salary is due.

Nora: Pooh! We can borrow until then.

Helmer: Nora! (Goes up to her and takes her playful by the ear)The same little featherhead!

Suppose now, that it borrowed fifty pounds today, and you spent it all in the Christmas week and then on New Year’s Eve a slate fell on my head and killed me, and-

Nora: (putting her hands over his mouth) Oh don’t say such horrid things.

Helmer: Still, suppose that happened,--what then?

Nora: If that were to happen, I don’t suppose I should care whether I owed money or not.

Helmer: Yes, but what about the people who has lent it?

Nora: They? Who would bother about them? I should know who they were.

1. Explain what happens just before this excerpt (3 marks)

2. From the above, what kind of a woman is Nora? (4marks)
3. Briefly identify and illustrate Helmer's character traits as brought out in the passage (4 marks).
4. From your knowledge of the book, why do you think Nora said, "We may be a wee bit reckless now, mayn't we?" (2 marks)
5. Identify and illustrate one style used in the excerpt (2 marks)
6. From the Excerpt, comment on Nora and Helmer's relationship. (2 marks)
7. Discuss two thematic issues in the extract. (4 marks)
8. I don't suppose I should care whether I owed money or not.(supply a question tag) (1 mark)
9. **Explain the meaning of the following words as used in the passage.**
- i) Horrid
- ii) Featherhead
- iii) Spendthrift

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

Oh! It has dawned
You ask for a loincloth to take where?

iii It has dawned
You ask for a loincloth to take where?

Uncircumcised man of Ngiro
It has dawned
What do you need a loincloth for?

Now only your mother can help you
Uncircumcised man of Ngiro
What do you need a loincloth for?

Won't you call your mother to plead with you?
Oh! It has dawned
What do you need a loincloth for?

1. Classify the above oral poem (2 marks)
2. Identify four performance features that stands out in the above oral poem (8 marks)
3. Discuss dominant tone of the above oral poem (3 marks)
4. Oh! It has dawned (add a question tag) (1 mark)
5. What are the roles of the above song? (2 marks)
6. Who is the singer? (2marks)
7. Explain one vice that is discouraged in the oral poem (2 marks)

GRAMMAR

1. For each of the following sentences replace the underlined words with a phrasal verb which begins With the word in brackets to convey the same meaning

- i) The suspicious behavior betrayed him (give)
- ii) Please ensure that everyone gets something to eat and drink (see)
- iii) It was clear that we had invented the whole story (make)

2. **Fill in the blanks with correct conjunctions**

- i)somewhat pompous, he was an entertaining.
Companion.
- ii) Many things have happenedI left school.
- iii) I have never seen himthat unfortunate event took place.

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

- i) I told her that I wasfor her help (gratitude)
- ii) The elections results were upheld because of the officers.....(partial)
- iii) After the fight, Monda went off to wash her.....(blood)

4. Rewrite the following sentences according to the instruction given (3marks)

- i) Goods once sold will not be returned under any circumstances
(Begin: under)
- ii) Muhiga works in a factory(add a question tag)
- iii) Rukia bought the house at the corner for seven million shillings yesterdays (change to passive)

5. Fill in the blanks with appropriate pronoun (3marks)

- i) Mukunga writes faster than..... (I, me)
- ii)students were the first to arrive. (us, we)
- iii) Between you and, one of us is lying. (me, I)

ENGLISH
Paper 3
(Creative Composition and Essays
Base on Set Texts)
JULY - 2019

1. Imaginative composition

(a) Write a composition to illustrate the saying: “A poor workman quarrels with his tools.”

Or

(b) Write a composition beginning, “When I saw the two policemen, I knew there was trouble.....”

2. The Compulsory Set Text

In the novel, Blossoms of the Savannah, Ole Kulet goes out of his way to castigate some Maa way of life.

Write an essay to show the validity of this statement with close reference to the novel.

(20 marks)

3. The Optional Texts

Either

(a) **The short stories**

Describe the devastating effects that conflicts have on the innocent children and women in Mariutu Kamara’s “The President” in “Memories we Lost and other stories”.

Or

(b) **Drama**

A mother can bear a child and he or she (the child) is a replica of her, but can also be very different. Write an essay comparing and contrasting the character of Luli Zen Melo with that of her mother Tamina Zen Melo”Inheritance”by David Mulwa.

Or

(c) **The Novel**

“A society driven by greed suffers a lot” Using illustrations from “The Pearl!” by John Steinbeck, write an essay to support the above statement.

ENGLISH
Paper 1
Paper 1 (Functional Skills)
JULY - 2019

1. A fire has broken in your school dormitory and gutted all the dormitories while the students were having preps. The school principal has appointed a committee of ten member among them the deputy head as the chairperson, the dorm patron, the security officers the head boy and two teachers.

The committee is required to find out the cause of the fire, those involved if any, and come up with ways of avoiding a future occurrence. As the secretary of a committee, write a report. The report should not exceed 350 words. (20 marks)

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

Citizen used to 1_____ that political leaders would observe the principle of good

Governance. Simply 2_____ they were expected to 3_____ . It appears most leaders.

On the continent have replaced integrity with reckless impunity that has 4_____ Africa in Chaos.

5_____ Office are also supposed to be 6_____ to the people that entrusted them with the 7_____ of leading them . 8_____ the political elite in the continent see people as a means to an end. In many countries these

days, Kenya included, politics has become the easiest way to make money. Electioneering is seen as an 9_____ with extremely lucrative returns when campaign loyalties are 10_____ with appointments in the government of the day.

3(i) *Read the following poem carefully and answer questions that follow*

Happy baby

Her lip suckle the nipples

Milk bubble, foams and ripples

Little hand up in the air

Catch on the mother's hair

Sweet sensation rises in pressure

Tiny legs kick with pleasures

Sleep comes gently and strong

Sleep whispers softly and long

(a) Write down three pairs of rhyming words (3 marks)

(b) How would you say line six of the poem sweet sensation rises in pressure (3 marks)

(c) Giving illustration from the poem, state the tone you would adopt if you were to read this Poem aloud (3 marks)

(ii) Pick the odd one out according to the pronunciation of the underlined letters (5 marks)

(a) Aunt, August ,Author

(b) April, Ape, Apart

(c) Pulse, pulpit, pull

(d) Salt, insult, suit

(e) Tough, house, mouth

(iii) **Identify the silent letter in each of the words below** (4 marks)

- (a) Succumb
- (b) Whet
- (c) Poignant
- (d) Honourable

(iv) Provide the homophone (word that are pronounced the same) of the following words (5 marks)

- (a) Flower.....
- (b) Clause
- (c) Mad
- (d) Berry
- (e) Floss

(v) Imagine that your teacher catches you reading a magazine during a class lesson. He summons you after the lesson and the following is part of the conversation between you and him

Fill in the missing part. (7mks)

- (i) Teacher: (holding out the magazine)why were you reading this kind of trash during the lesson, an innuendo, I guess
- (ii) You: (1mk)
- (iii) Teacher : My question is why you were reading, not what you did not intend to do
- (iv) You: (1mk)
- (v) Teacher: A what? You have the nerve to just dismiss it as a joke?
- (vi) You: Sir, I am.....(1mk)
- (vii) Teacher : (Walking away) follow me to the Deputy Principal’s office. There you can explain better what you mean by calling it an oversight
- (viii) You: (pleading desperately).....(1 mark)
- (ix) Teacher: I just can’t get myself to sort anything with you. Do as I say
- (x) You: (2mk)
- (xi) Teacher: Alright then, but be careful not to promise that which you can’t keep. Last pardon And just you said, bring your updated notebook, latest four O’clock this evening
- (xii) (Almost kneeling (2mks)
(Fakes off almost unsure of the pardon)

Paper 2
(Comprehension, Literary appreciation and Grammar)
JULY - 2019

Read the following passage and answer the questions that follow

Problem drinkers and alcoholics pay severe penalties for their drinking. It has been estimated that alcoholics are likely to die ten to twelve years sooner before the age of fifty which is one reason
There are so far elderly alcoholic
The **mortality** rate (that is the number of persons per 100,000 who die each year) among alcoholics is more than two and a half times higher than that of the general population.

Alcoholics often die under violent circumstances, serious accidents; homicide and suicide are not uncommon. This together with the physical defer oration accompanying alcoholism, helps explain

The limit on life expectancy. No one really knows how many deaths are directly attributed to drinking and all such statistics are estimates. One reason for our limited knowledge is that many physicians do not report alcoholism as the main cause of death out of concern for the feelings of the family of the deceased.

Research on physiological effects of alcoholism has increased in the last four years. Heavy drinking is known to be associated with various types of cancer, particularly among persons who also use tobacco. Alcohol abuse also increases the probability of hypertension, stroke and coronary heart disease.

Alcoholics frequently suffer illness and death from cirrhosis of the liver, a disease in which the liver becomes fatty, **scarred** and incapable of functioning normally. In large urban areas, cirrhosis is the fourth most common cause of death among men aged twenty five to forty five

Alcohol affects the brain, often permanently damaging the mental functioning of alcoholics, Drinking may reduce the number of living cells in the brain, since brain cells do not grow back, alcoholics may suffer from organic psychosis (a mental illness traceable to brain damage) loss of memory and poor physical and mental co-ordination. One out of four persons who are admitted to mental hospital are diagnosed as alcoholics and 40 percent of all admissions are alcohol related. Many of the alcoholic **inmates** are not likely to recover.

The unborn children of female alcoholics are subject to harm from drinking in what is called foetal alcohol syndrome. Because alcohol tends to be a substitute for a balanced diet, alcoholics are often malnourished .Consequently the infants of alcoholic women are likely to be less healthy and less well

Developed than other babies moreover, when a pregnant woman drinks so in effect, does her feotus. The new born children of alcoholic women may die shortly after birth unless they are medically treated from the shock to their system for suddenly being cut off from alcohol, Furthermore, the impact of alcohol on the woman and her foetus is a major cause of death among the new borns. The effects of foetal alcohol syndrome on the children of female alcoholics are usually chronic and may be permanently disabling
Clearly, it is not too much of an exaggeration to say that alcohol is a highly dangerous drug.

- (i) What are major causes of death among alcoholics (2 marks)
- (ii) Which reason does the writer give as to why physicians do not report alcoholic related deaths (2 marks)
- (iii) One out four persons who are admitted to mental hospital are diagnosed as alcoholics
Rewrite starting with A few _____ (2 marks)
- (iv) Alcoholics often die under violent circumstances (1 mark)
Rewrite adding a question tag
- (v) What is the attitude of the writer towards people who abuse alcohol (3 marks)
- (vi) Explain what the following sentence means “Alcohol tends to be a substitute
For a balanced diet” (2 marks)
- vii) Make notes on the effects of alcohol to expectant mothers and their children (4 marks)
- viii) Explain the meaning of the following words and phrase as used in the passage (4 marks)

(a) Attributed.....

- (b) Scarred.....
- (c) Mortality.....
- (d) Inmates

Read this excerpt and answer questions that follows:

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

1. What happens immediately after this extract (3 marks)
2. Discuss any two issues brought out in this excerpt (4 marks)
3. How is Mrs. Linde depicted in this extract (4 marks)
4. In which way does the play use dramatic irony in this extract (4 marks?)
5. Because you do as your husband wishes. Add a question tag (1 marks)
6. How effective is the use of humour in this extract (2 marks)
7. From this extract, Helmer is hardworking, how is this character trait brought out elsewhere in the Play and how does it complicate the drama (3 marks)

8 Give the meaning of the following

- (i) A man of means
- (ii) Prevaricate
- (iii) Horribly
- (iv) Concealing

POETRY

“NATURALLY”

I fear the workers. They writhe in bristling grass
And wormy mud out with dawn, back with dusk
Depart with seed and return with fat-bursting fruits
And I ate the fruit

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

And I ride in the Benz: Festooned with
Stripped rags and python copper coiling monsters
While the workers clap their blistered hands
And I overrun their kids
They build their hives: often out
Of broken bones of fallen bones
And I drove in them-“state house”
Then “collegize” them officialize them
And I...I whore their daughters
Raised in litter-rotting shovels
And desiring a quick quick high high life life
To break the bond

And I tell the workers to unite
Knowing well that they can't see, hear or understand
What with secret and grim sealing their ears
And eyes already blasted with welding sparks
And are speaking a colourless tongue

But one day a rainstorm shall flood
The litter rotten hovels and
Wash the workers ears and eyes clean
Refresh the tattered muscles for a long-delayed blo

- (a) Describe the working conditions of the workers as depicted in stanza 1 and 2 (4 marks)
- (b) The persona assumes different roles in stanza 3, 4 and 6. with illustrations explain the role (6 marks)
- (c) Identify and explain two images from the poem (4 marks)
- (d) Which bond do the girls want to break in stanza 5 and how do they do it (2 marks)
- (e) What reasons are given for the workers inability to understand the persona (2 marks)
- (f) What is the poem suggesting in the last stanza (2 marks)

GRAMMAR

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

We had just alighted from the car when it began raining

- Begin: Hardly _____
- (i) Mothers should not abandon their babies under any circumstances
- Begin: Under _____
- (ii) My title deed was released only after I cleared the outstanding balance
- Begin: Not until _____

(b) **Fill the balance with the correct form of the verb in brackets**

- (i) Majority of the _____ are yet to receive their pension (**retire**)
- (ii) Client _____ is crucial in solving issues (**confidence**)
- (iii) The Items on the agenda were not _____ discussed (**exhaust**)

(c) **Fill the blanks with the appropriate prepositions**

- (i) The disgruntled members could not agree _____ a common stand.
- (ii) My son's preference _____ toy cars is alarming.
- (iii) It is advisable to pay _____ cheque.

(d) **Fill in the blanks with correct word from the blackest**

- (i) All the guests will be _____ (dining/dinning) with the queen tonight
- (ii) The people of Nasila shunned Emakerere's _____ (prophecy/Prophecy) about the success of the two girls
- (iii) Children should always listen to their parents pieces of _____ (advice/advise)
- (e) **Punctuate the following sentences appropriately**
- (i) Certainly said Mayo I will see the manuscript next week
- (ii) Do you live in Kitale asked Alex
- (iii) Instead of any misunderstanding the teacher said consults the head boy

KENYA HIGH SCHOOL
ENGLISH
Paper 3
 (Creative Composition and Essays)
JULY – 201

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

Either

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

Or

- (b) Write a composition entitled 'How to curb drug menace in the country'.

2. **The compulsory set text** (20 marks)

Blossoms of the Savanna

Some cultural practices are archaic and outdated, With evidence from the Blossoms of the Savanna.

Write a composition in support of this statement

3. **The Optional Set Texts**

Drama:

Inheritance

Abuse of power has led to failure of many countries in Africa and elsewhere in the world, with relevant examples from inheritance, Write an essay to illustrate this statement.

Or

(b) **The Novel:**
The Pearl

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

Or

(c) **Memories are lost by Chris Wanjara**

Painful experience need not lead one to hopelessness with illustrations from the story”
Mr. President’ by Mariatu/Canara show the validity of this statement.

KAPSABET BOYS HIGH SCHOOL
ENGLISH
Paper 1 (Functional Skills)
JULY - 2019

1. Functional writing

You are the manager in Tala Fruits Company you sadly learn that one of the employees in your company has passed on in a fatal accident.

- a) Write a memo to inform all the other employees of the news and remind them to contribute funds towards giving the deceased a good send off. (12 marks)
- b) Write a condolence note to the spouse of the deceased. (8 marks)

2. CLOZE TEST

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

Most parents innocently believe _____(i) parental guidance with regard to television watching means making sure that your child does not sit too close to the set. They believe that sitting close to the TV _____(ii) hurt their eyes. Unfortunately, the harmful effects of electronic media go much deeper _____(iii) just the physiological damage of x-rays on the brain and eyes. This is especially so with children under the _____(iv) of seven, whose senses are only _____(v) beginning to develop. Electronic media has been discovered to hamper young children’s _____(vi) to create their own inner pictures - which is the foundation of all creativity.

Imitation is the key _____(vii) this early age. A child can only to be truly human from human beings themselves; not from electronic gadgets, _____(viii) do faithfully represent humanness. Studies show consistently how watching TV slants creative play in young children. Nightmares _____(ix) ensue from the violent scenes watched. Television anaesthetizes our higher brain function _____(x) disrupts the balance and interaction between left and right hemispheres.

Question 3.

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

SWEET AND LOW

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

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest on mother’s breast;
Father will come to thee soon;
Father will come to his babe n the nest,
Silver sails all out of the west
Under the silver moon;

Sleep my little one, sleep, my pretty one, sleep.
(Alfred lord Tennyson)

Questions

- i) State any two pairs of rhyming words from the poem above. (2 marks)
- ii) Apart from rhyme, with illustrations from the poem, identify any other two techniques that have been used by the poet to create rhythm in this poem. (2 marks)
- iii) If you were to classify the above poem as a song, in which category would you place it and why? (2 marks)
- iv) Comment on the number of syllables used in the last line of each stanza. What does this tell you about rhythm of this poem? (2 marks)
- v) If you were to recite this poem to its target audience, how would you recite the last line of the last stanza. (1 mark)
- vi) From the poem, identify any two words containing the vowel sound / ^/ (1 mark)
- b) For each of the following set of words, underline the odd one out. (4 marks)
 - i) Pose paws pores pours
 - ii) Heel hill heal he'll
 - iii) core corps cause
 - iv) told toed towed toad
- c) Assume you are taking part in a group discussion. Explain how you would ensure you observe the rules of turn-taking. (3 marks)
- d) Study the following situations and write down what you would say in each case. (6 marks)
 - i) When walking along a corridor, you accidentally bump into somebody out of your own clumsiness.
 - ii) You are engaging in a conversation and you catch yourself interrupting the other person.
 - iii) You want to introduce a point during a discussion which contradicts what the other person has said.
- e) In the words given below, underline the part that should be stress. (2 marks)
 - i) challenge
 - ii) advice
- f) Identify four examples of onomatopoeia in this text. (2 marks)

The car screeched to a sudden stop. This was followed by screams and howls as the passengers banged their heads against their seats in front of them or smashed through the windscreen.
- g) Rodgers was to attend a graduation ceremony for his daughter in Mombasa. Being his first time in the city, he asked Mark his son-in-law who lives in Mombasa for directions to the graduation venue. But it turned out that Rodgers never reached his destination. Give any possible reason for this. (3 mark)

1. FUNCTIONAL WRITING (20 marks)

Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a report.

2. CLOZE TEST (10 marks)

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

A new research title. "Underage Drinking in Kenya" has (1) that nearly one third of form four students aged below 18 years take alcohol (2) As our society ponders over this sad (3) the urgent message to children who are taking alcohol (4), do not drink another sip. Advice to those children is to strongly say "no." (5) irresponsible behaviors to alcoholism, there are many (6) effects of alcohol. It is wrong and illegal for children to drink alcohol. The report also states that 46 percent of the children receive (7) first pint from friends and (8) Do you offer alcohol to child? As a parent or guardian, do you nurture (9) How much time do you spend with them? Notably, (10) of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS (30 marks)

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

The Bride.

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

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

Questions

- i) Describe the rhyme scheme of this poem. (2 marks)
- ii) Using clear illustrations show how rhythm has been achieved in the poem. (3 marks)
- iii) Which type of intonation would you use in reading line 3 in stanza one in this poem? Give reason. (1 mark)
- iii) How would you say the last line of the poem. (2 marks)
- b) Identify the silent letters in the following words. (3 marks)
 - (i) Badge
 - (ii) Sleigh
 - (iii) Juice
- c) Underline the syllable you would stress in the words in bold face in the sentences below. (4 marks)
 - (i) Did the **suspect suspect** the bridge had been bribed?
 - (ii) The Madaraka Express has offered a new means of **transport** to **transport** goods.
- d) Give another word that is pronounced the same as the following. (3 marks)
 - (i) Boy
 - (ii) gate
 - (iii) quay
- e) Identify the odd one out in terms of pronunciation. (3 marks)
 - (i) luck, pack, son
 - (ii) ran, some, cup
 - (iii) comfort, compare, communio
- f) Read the conversation below between Audrey, a student, and the school secretary then answer the questions that follow

Audrey : Hallo. Good morning.
 Secretary : Hallo. Who is on the line and what do you want?
 Audrey : I am a form 3 Y student and I have been away from school for three days now. May I speak to the principal?
 Secretary : The principal is not in the office now.
 Audrey : Could I please leave a message for him?
 Secretary : Oh, please, don't you have his cell phone number?
 Audrey : No madam, since it is official, kindly take down the...
 Secretary : Excuse me, young girl, I am too busy for this idle chat.
 Audrey : I am sorry but it is very urgent, madam.
 Secretary : (without a pen and a paper) Go ahead and you better be quick.
 Audrey : Thanks for the attention.

 - (i) Identify the weakness in the secretary's telephone conversation skills. (3 marks)
 - (ii) What should she do to improve on this. (3 mark)
- g) There is need to light a night light on a light night like tonight.
 - (i) Identify the above genre. (1 mark)
 - (ii) Give two functions of the genre above. (2marks)

1. **Read the following passage and answer the questions that follow:-**

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

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

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

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

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

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

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

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

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

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

(Daily Nation Monday January 18th, 2016)

Question

- a) How is educational success defined by different people? (2 marks)
- b) From the 2nd paragraph, explain why the writer does not conform to the above definitions. (2 marks)
- c) According to the passage, how can one ensure academic success in the youths? (3 marks)
- d) What role can parents play as a contribution to educational success? (3 marks)
- e) In note form, explain other contributors to educational success of the students. (4 marks)
- f) What does the writer mean by ".....school with good climate....." (2 marks)
- g) How does the definition of educational success change towards the end of the comprehension? (2 marks)

2. ***A Doll's House : Literary Appreciation (25mks)***

Read the excerpt below and answer the questions that follow:

Helmer: (*calls out from his room*) Is that my little lark twittering out there?

Nora: (*busy opening some of the parcels*) Yes, it is!

Nora: Yes!

Helmer: When did my squirrel come here?

Nora: Just now. (*Puts the bag of macaroons into her pocket, and wipes her mouth.*) Come in here, Torvald, and see what I have bought.

Helmer: Don't disturb me. (*A little later, he opens the door and looks into the room, pen in his*

hand.) Bought, did you say? All these things? Has my little spendthrift been wasting money again?

Nora: Yes but, Torvald, this year we really can let ourselves go a little. This the first Christmas that we have not needed to economise.

Helmer: Still, you know, we can't spend money recklessly.

Nora: Yes, Torvald, we may be a tiny wee bit more reckless now, mayn't we? Just a tiny wee bit! You are going to have a big salary and earn lots and lots of money

Helmer: Yes, after the New year; but then it will be whole quarter before the salary is due.

Nora: Pooh, we can borrow until then.

Helmer: Nora! (*goes up to her and takes her playfully by the ear*) The same little featherhead! Suppose, now, that I borrowed fifty pounds today, and you spent it all in the Christmas week, and then on New Year's Eve a slate fell on my head and killed me, and---

Nora: (*putting her hands over his mouth*) Oh! Don't say such horrid things.

Helmer: Still, suppose that happened, -----what then?

Nora: If that were to happen, I don't suppose I should care whether I owed money or not.

Helmer: Yes, but what about the people who had lent it?

Nora: They? Who would bother about them? I should not know who they were

Questions

25marks

1. Explain what happens just before this extract. (3mks)
2. From the above excerpt, what kind of a woman is Nora? (4mks)
3. Briefly identify and illustrate Helmer's character traits as brought out in this excerpt? (4mks)
4. From your knowledge of the book, why do you think Nora said, "We may be a wee bit reckless now, mayn't we?" (2mks)
5. Identify and illustrate two styles and their effectiveness in the excerpt (2mks)
6. From the excerpts, comment on the Nora and Helmer's relationship.(2mks)
7. Discuss two thematic issues in the extract. (4mks)

ii) Complete each of the following sentences with the correct form of the word in brackets. (3mks)

- a) It is unwise to appear for an interviewdressed (appropriate)
- b) Their bodies had sufferedas a result of malnutrition (contort)
- c) The driver nearly caused a accident when the car rammed into a bus. (fate)

iii) Replace the underlined words with the appropriate phrasal verbs. (3 mks)

- a) The county commissioner and the Governor quarrelled after the public rally.
- b) Grace removed her shoes.
- c) The doctor remarked that the little girl resembled her father.

iv) Fill in the blanks with the appropriate 'time' preposition. (2 mks)

- a) Could we meet in the officeexactly nine in the morning.
- b)Tuesday next week, we shall have completed the task.

v) Each of the following sentences has an error. Identify the error and rewrite the sentence correctly (3 marks)

- a) The new building had it's roof blown off.
- b) He hanged his trousers under the sun
- c) I'm not understanding what you are talking about.

(Creative Composition and Essays
Base on Set Texts)
JULY - 2019

1. Imaginative composition (compulsory)

Eithe

a) Write a story to illustrate the proverb

“A bird in the hand is worth nine in the bush”.

b) Write a story ending with the following:

“..... I realized that Kiruhi was greatest enemy although everyone including myself knew he was my best friend.....”

2. Not all aspects of African tradition were retrogressive. Using HR Ole Kulets Blossoms of the Savannah write an essay discussing the Nasilm traditional practices that were progressive.

3. Optional texts

a) Bunni is the voice of reason in Segun Apolabi’s story

The folded leaf. Write an essay to justify this assertion with relevant illustrations from the text

b) **Drama**

Write a composition out the topic “ A nation without good leadership is deemed to fail.” Use relevant illustrations from David Mulwa’s experience

c) **The novel**

“Easy come easy go.” Discuss the relevance of this saying referring closely to the novel The Pearl by John Steinbeck

MANG’U HIGH SCHOOL

ENGLISH

Paper 1 (Functional Skills)

JULY - 2019

1. FUNCTIONAL WRITING (20 marks)

Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a report.

2. CLOZE TEST (10 marks)

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

A new research title. “Underage Drinking in Kenya” has (1) that nearly one third of form four students aged below 18 years take alcohol (2) As our society ponders over this sad (3) the urgent message to children who are taking alcohol (4) , do not drink another sip. Advice to those children is to strongly say “no.” (5) irresponsible behaviors to alcoholism, there are many (6) effects of alcohol. It is wrong and illegal for children to drink alcohol. The report also states that 46 percent of the children receive (7) first pint from friends and (8) Do you offer alcohol to child? As a parent or guardian, do you nurture (9) How much time do you spend with them? Notably, (10)of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS (30 marks)

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

The Bride.

Why do you wear that dress so white?
Why do you wear that veil so light?
Why do your young eyes shine so bright?
Is it your weeding?
I wear dress and veil to show
That gladly to my love I go
My young eyes shines because I know
It is my wedding.

Questions

- i) Describe the rhyme scheme of this poem. (2 marks)
- ii) Using clear illustrations show how rhythm has been achieved in the poem. (3 marks)
- iii) Which type of intonation would you use in reading line 3 in stanza one in this poem? Give reason. (1 mark)
- iii) How would you say the last line of the poem. (2 marks)
- b) Identify the silent letters in the following words. (3 marks)
- (i) Badge
- (ii) Sleigh
- (iii) Juice
- c) Underline the syllable you would stress in the words in bold face in the sentences below. (4 marks)
- (i) Did the **suspect suspect** the bridge had been bribed?
- (ii) The Madaraka Express has offered a new means of **transport** to **transport** goods.
- d) Give another word that is pronounced the same as the following. (3 marks)
- (i) Boy

- (ii) gate
 (iii) quay

e) Identify the odd one out in terms of pronunciation. (3 marks)

- (i) luck, pack, son
 (ii) ran, some, cup
 (iii) comfort, compare, communion

f) Read the conversation below between Audrey, a student, and the school secretary then answer the questions that follow.

Audrey : Hallo. Good morning.
 Secretary : Hallo. Who is on the line and what do you want?
 Audrey : I am a form 3 Y student and I have been away from school for three days now.
 May I speak to the principal?
 Secretary : The principal is not in the office now.
 Audrey : Could I please leave a message for him?
 Secretary : Oh, please, don't you have his cell phone number?

Audrey : No madam, since it is official, kindly take down the...
 Secretary : Excuse me, young girl, I am too busy for this idle chat.
 Audrey : I am sorry but it is very urgent, madam.
 Secretary : (without a pen and a paper) Go ahead and you better be quick.
 Audrey : Thanks for the attention.

(i) Identify the weakness in the secretary's telephone conversation skills. (3 marks)

(ii) What should she do to improve on this. (3 marks)

g) There is need to light a night light on a light night like tonight.

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

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

MANG'U HIGH SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

1. READING COMPREHENSION (20 MARKS)

Read the passage below and answer the questions that follow:

Life is a riddle. It is as complex as complicated as the weather. It can be kind, it can be cruel. It will smile at some and frown at others. To begin with, it is important that we adopt a positive attitude to ourselves and those around us. There is always a good side to everything even the most unpleasant! A positive attitude fosters self confidence which implies belief in oneself and one's capabilities. We should believe that even if we are not among the top ten in class or we do not excel in games and sports, there certainly is something we can do. All we have to do is identify it.

Some people are miserable because they have lost faith in themselves. Consequently, they become frustrated and depressed either because they are not doing well in anything, or do not make friends easily. Worse still, they may not get along well with anybody and unjustifiably believe that everybody is against them. They therefore get withdrawn and build a wall between themselves and other people. To escape from the realities of life, they resort to such bad habits as smoking, drinking and drug abuse, all of which are injurious to health.

Drug abuse can start very casually as a joke. As a youth you see other people smoking and think is a mark of **prestige** and achievement; otherwise they would not be spending so much time and money on it. However, the hard truth is that these people would like to give up these bad habits.

Drug abuse can also be **instigated** by peer **group pressure**. Man is a social animal. Both young and old want to belong somewhere, to hang on to something, to be accepted. Adults want to belong to a social circle where they get together for various social functions, ceremonies, socialization or simply interaction. Similarly, youngsters want to seek refuge and assurance from their peer groups; they want to be accepted. To achieve this they are expected to conform to the rules, regulations and the code of behavior set by the peer group. This is where the trouble begins because these rules may have been formulated by deviants and therefore they are not compatible with the general

norms.

Victims of drug abuse become social misfits. They become **truants** either at school or places of work and only surface when they have nowhere else to go or the money is finished.

Eventually they may be encouraged to engage in criminal activities. **Rehabilitation** is a difficult process involving co-operation of the victim, understanding from the parents and committed professional guidance from the social worker. Unfortunately, the treatment is not always successful because many drug addicts are detected too late when they have become disoriented.

Briefly, then, it is important to learn to cope with the ups and downs of life, to learn to accept ourselves as we are with our limitations and shortcomings. It is also clear that drug taking should be avoided at all costs because what starts as an innocent experience can turn in to a deadly weapon.

- a) Why according to the passage do some people lose interest in life? (2 marks)
- b) In about 45 words, write **a summary** on why some people become victims of drug abuse. (4 marks)
- c) What drugs are discussed here? (2 marks)
- d) What does the passage say about dealing with life? (2 marks)
- e) What does the passage convey about drug abuse? (2 marks)
- f) i) Worse still, they may not get along well with anybody and unjustifiably believe that everybody is against them (Identify the **comparative**) (1 mark)
ii) Drug abuse can start casually as a joke. (Supply a question tag) (1 mark)
- g) Identify any **two** metaphors used in the passage. (2 marks)
- h) Suggest a suitable title for this passage. (2 marks)
- i) Explain the meaning of the following words used in the passage. (2 marks)
 - i) Prestige
 - ii) Rehabilitation

BLOSSOMS OF THE SAVANNAH (25 MARKS)

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

They were silent as they climbed the hill on their way back from Nasila river to draw water. The water containers that they carried on their backs were now heavy. The straps that supported the containers pressed down their heads with a painful exhaustion.

As they walked, each one of them allowed her mind to fleetingly roam the fanciful land of wishful thinking.

Resian thought wonderful it would be, had she had a chance to enroll at the Egerton University and after graduation had a chance to work with her role model, Minik ene Nkoitoi, the Emakererei at the sheep ranch that she managed. She imagined herself already there driving a large flock of sheep. And when she thought of sheep, her mind flew back to fifteen years or so earlier and **reminisced** the first time she saw a sheep. It was a childhood memory, a memorable picture from the swirling scene around her which had been captured and preserved by her mind when she and Taiyo accompanied their father to the Nakuru Agricultural Show. She could still see in her mind a group of big, docile, towney wooly animals that stood panting drowsily in a green pasture, with the sun beaming down brightly from a clear blue sky. She had then admired the white long overcoats that the handlers wore.

Taiyo also thought of Emakererei. She would ask Joseph Parmuat, to assist her compose a song in her praise. She had already put words to a tune she had composed to ridicule the three women who she thought **collaborated** with men to oppress the women folk. They were Nasila's three blind mice who, she thought, did not seem to know that the world was changing. Those were the *enkasakutoni*, who threatened to curse *intoiye nemengalana* and ensured they did not get husbands nor children: the midwife Enkaitoyoni who threatened to spy on the young women as they gave birth to ensure that any who was still among *intoiye-nemengalana* had her status altered there and then; and the **dreaded** *Enkamuratani*, who would never tire wielding her olmurunya **menacingly**.

- 1. Place the excerpt in its immediate context. (4 marks)
- 2. Identify and illustrate **two** aspects of style in this excerpt. (4 marks)
- 3. Discuss **two** themes evident in the excerpt. (4 marks)
- 4. Discuss **one** character trait of Resian and Taiyo in the excerpt. (4 marks)
- 5. The straps that supported the containers pressed down their heads with a painful exhaustion. Rewrite beginning : with.... (1 mark)
- 6. How do Resian's thoughts now come to be fulfilled in future? Briefly explain. (4 marks)
- 7. Explain the meaning of the following words as used in the excerpt. (4 marks)
 - i) Reminisced
 - ii) Collaborated.....
 - iii) Dreaded
 - iv) menacingly.....

A DOLL'S HOUSE

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

Helmer : (Calls out from his room) Is that my little lark twittering out there?

Nora : (Busy opening some of the parcels) Yes it is!

Helmer : Is it my little squirrel bustling about?

Nora : Yes!

Helmer : When did my squirrel come home?

Nora : Just now. (puts the bag of macaroons in her pocket and wipes her mouth) Come in here, Torvald, and see what I have bought.

Helmer : Don't disturb me (A little later, he opens the door and looks into the room, pen in hand) Bought did you say? All these things? Has my little spendthrift been wasting money again?

Nora : Yes but, Torvald, this year we really can let ourselves go a little. This is the first Christmas that we have not needed to economize.

Helmer : Still, you know, we can't spend money recklessly.

Nora : Yes, Torvald, we may be a wee bit more reckless now, mayn't we? Just a tiny wee bit! You are going to have a big salary and earn lots and lots of money.

Helmer : Yes, after the New year; but then it will be a whole quarter before the salary is due.

Nora : Pooh! We can borrow until then.

Helmer : Nora! (goes up to her and takes her playfully by the ear) The same little featherhead! Suppose now, that I borrowed fifty pounds today, and you spent it all in the Christmas week, and then on New Year's Eve a state fell on my head and killed me, and —

Nora : (putting her hands over his mouth) Oh! don't say such horrid things.

Helmer : Still suppose that happened, — what then?

Nora : If that were to happen, I don't suppose I should care whether I owed money or not.

Helmer : Yes, but what about the people who had lent it?

- a) State **four** actions that take place before this excerpt. (4 marks)
- b) What pet names do Helmer call Nora in the excerpt? (3 marks)
- c) "This is the first Christmas that we have not needed to economise" why does Nora say they don't have to economise? Refer to what happens in the rest of the play. (3 marks)
- d) Helmer calls Nora a little spendthrift. Why is this the case? (2 marks)
- e) Explain **two** character traits of Nora as brought out in the excerpt. (4 marks)
- f) Rewrite by replacing the underlined word with a group of words. (3 marks)
- i) Don't disturb me.
- ii) Oh! Don't say such horrid things.
- iii) If that were to happen, I don't suppose I should care whether I owed money or not.
- g) Discuss **one** theme evident in the excerpt. (3 marks)
- h) What happens immediately after this excerpt? (3 marks)

ORAL LITERATURE

The man, his Son and The Squirrel

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

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

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

Then one day the son saw his father, the one who had knocked him down with an axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching

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

Questions

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

GRAMMAR (15 MARKS)

- a) Rewrite the following sentences according to the instructions given. Do not alter the meaning. (3 marks)
 - i) When the DPP left the meeting, the DCJ was arrested
(Begin: No sooner.....)
 - ii) My examination results were released only after I had cleared the fee balance.
(Begin : Not until.....)
 - iii) Wambui is a Kenyan student who is sixteen years old.
(Rewrite to end instudent)
- b) Complete each of the following sentence with the correct form of words in brackets. (2 marks)
 - i) Do not wait for the bus, it comes to this town very.....(regular)
 - ii) The hunt for the corrupt has been(intense) by the multi-agency group.
- c) Supply the appropriate question tags in the blank spaces below. (3 marks)
 - i) Let me have a taste,?
 - ii) They’ll come early in the morning,?
 - iii) Learners rarely do anything on their own,?
- d) For each of the following sentences, replace the underlined words with the appropriate phrasal verb. (2 marks)
 - i) The demolition of buildings on riparian land is continuing.
 - ii) His investigation exposed some very interesting facts about the Kenyan elite.
- e) Explain the difference in meaning between the following pair. (2 marks)
 - i) A Mr. Kinoti came to see you when you were away.
 - ii) Mr. Kinoti came to see you when you were away.
- f) Replace the underlined word with a gender friendly word. (2 marks)
 - i) The B.O.M Chairman has promised to offset the school debt.
 - ii) The teachers who are to man KCSE have been briefed.
- g) Choose the correct pronoun from the choices given to complete the sentence below. (1 mark)

.....(He, him) and(I, me) found our way home.

MANG’U HIGH SCHOOL
ENGLISH
Paper 3
(Creative Composition and Essays
Base on Set Texts)
JULY - 2019

1. IMAGINATIVE COMPOSITION.

EITHER

- a) Write a story ending with
..... when tears began to well up in her eyes, I turned and walked away. (20 marks)

OR

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

2. COMPULSORY SET TEXT.

EITHER

- a) **BLOSSOMS OF THE SAVANNAH**

“The strong bond between Resian and Taiyo contributes significantly to their triumph.”
Write an essay in support of the statement. (20 marks)

OR

- b) **A DOLL’S HOUSE**

With relevant examples, write an essay to explain the relevance of the title ‘*A Doll’s House*’ by Henrik Ibsen.
(20 marks)

STRATHMORE SCHOOL
ENGLISH
Paper 1 (Functional Skills)
JULY - 2019

1. Functional Writing (20mks)

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

2. Cloze Test - 10mks

Fill the blank spaces using the most appropriate word.

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

3. Oral Skills - 30mks

- a) Underline the stressed syllable in the words written in bold type.

- i) They are supposed to **abstract** some information from the text
ii) This is an **abstract** idea.
iii) I **refuse** to take your brotherly hand.

- b) The council wanted the **refuse** to be disposed properly.
- b) Considering the underlined vowel sound, identify the odd word out. (4mks)
- Father farther further
 - Said paid mend
 - Sick sake seak
 - Bid bead sip
- c) Indicate the intonation pattern in the following text. (3mks)
- One, two, three, four and five
 - The teacher called the students, “Jane, John, and Mary,” stand up.
 - Who is the owner of the book?
- d) Imagine you are the class secretary and you intend to talk to the members of your class on how to improve the class performance. How can you engage your colleagues to keep them listening? (4mks)
- e) Indicate whether the underlined letters in the following pairs of words are pronounced the same or differently. (indicate by use of words “differently” or “same”) (3mks)
- Aisle/listen
 - Handsome/handwork
 - Warthog/yacht
- f) Juma was asked to read an article to the class by English language teacher. The teacher concluded that Juma was not a good reader. What could have the teacher noticed about Juma’s reading skills? (3mks)
- g) Read the following narrative then answer the questions below.
- Long ago Ngai sent the weaverbird whenever he wanted to tell people anything.
- The weaverbird was fast – he would relay message quickly. However, he had weakness. He talked too much before delivering any message, the weaverbird would talk endlessly. People started getting impatient with him. One day, Ngai sent weaverbird to tell the people that they would live forever. They would only live forever if they knew what Ngai’s wish was. The weaverbird set off very fast. When he got to the people, he announced that he had an important message from Ngai. Soon people gathered to hear what the news was. Weaverbird, as usual, started talking about other things. In spite of people’s pleas to go straight to the message, weaverbird rambled on. Soon the people got fed up with weaverbird and was very important and threatened to beat him up. Weaverbird assured them that the message he had was very important and they should therefore listen to him, but he continued to talk about other things. Unable to tolerate him any longer, they beat him up and sent him away. Ngai’s message did not get to the people. They started dying and to this day they are still dying.
- Questions:
- Pick any part of the story that you find dramatic and describe how you would perform it during narration. (2mks)
 - What important oral skills do we learn from this narrative. (2mks)
 - What would tell you that the people were eager to get the information? (2mks)
4. Imagine you are a house prefect and there is a shortage of wardrobes in the cube. You are called to arbitrate the case. As a good negotiator what three aspects would you consider as you try to reach an agreement. (3mks)

STRATHMORE SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

1. Comprehension.

Read the following passage and answer the questions that follows: (20 mks)

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

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

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

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

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

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

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

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

Questions

- Why does the writer describe gender as a socialization process? (2mks)
- Describe what is gender stereotyping according to the passage? (2mks)
- Distinguish between the hybrid system and the case of reversed roles. (2mks)

- d) Give evidence from the passage that indicates that not all men are winners under patriarchy? (2mks)
- e) What is the writer's tone in the passage? (2mks)
- f) Rewrite the following sentences beginning: (Not fixed)
- Gender is learned through socialization, it is not fixed, it is changeable
- g) In a summary of about 60 words, describe the writer's attitude towards women. (7mks)
- h) Explain the meaning of the following words and phrases as used in the passage. (3mks)
- Inflammatory
 - Sobriety
 - Feminism approach
2. **Read the following passage and answer the questions that follows. (25marks)**

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

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

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

“But – but – she's only a wife and I am your mother!”

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

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

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

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

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

Questions:

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

7. Identify any two themes brought out in this extract? (4mks)
 8. Who is referred to as “she” in the extract? (1mk)
 2. **Read the poem below then answer the questions that follow. (20 marks)**

I REFUSE TO TAKE YOUR BROTHERLY HAND

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

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

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

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

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

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

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

Questions:

1. Who is referred to as “ the brother” in the poem? (2mks)
 2. How many types of hands are mentioned in this poem? What do you think they represents? (3mks)

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

3. Grammar 15 marks

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

The headmaster has advertised for the position of a watchman.

ALLIANCE BOYS HIGH SCHOOL
ENGLISH
Paper 1 (Functional Skills)
JULY - 2019

1. FUNCTIONAL WRITING

You are the secretary to the environmental club in your school. Your school has been experiencing frequent water shortage and huge water bills. Your club was asked to investigate how water is used and recommend ways of conserving it to solve this problem.

You completed your investigations. Write a report to the principal showing the causes and your recommendations to the solutions to this problem (20 marks)

2. CLOZE TEST (10 MARKS)

Fill in each of the blank spaces in the passages below with the most appropriate word

Children who show no interest in others welfare 1_____ engage in pronounced anti social behaviours that are usually 2 _____ by peers. They may experience serious psychological problems especially during adolescence. Studies have established that children who are altruistic are likely to feel 3_____ about their lives than 4 _____ who are selfish. Altruism leads to satisfaction and competence 5 _____, altruistic children becomes very popular and this nurtures a feeling of self worth. Altruistic behaviour also benefits groups. This 6 _____ be attributed to the fact that children working 7 _____ groups focus on what benefits the team as opposed to paying attention to individuals weakness. An altruistic orientation makes children do 8 _____ best, saves time and produces good grades.

The development of altruistic traits can also be influenced by environment. This could include television, radio or even caretakers. 9 _____ children in the modern world is not 10 _____ easy task and parents need to be equipped with skills that can work on children.

3. ORAL SKILLS (30MKS)

a) Read the poem below and answer the questions that follow (10 marks)

The Paradox

In the high blaze of noon my heart grew sick.
To hear the tapping of the blind man's stick:
Where the gold gorse beggars its treasury,
To pass and never see!
To walk and never look upon his way
For him there is no day.

But in a moonless darkness muffled deep
With frog, his tapping signaled through my sleep;
I heard him pass, secure as would have done
A seeing man in sun
Treading erectly down a road of light...
For him there is no night.

(Audrey Alexandra Brown)

- i) Describe the rhyme scheme of the poem above (2marks)
 - ii) Give two examples of alliteration from the poem (2marks)
 - iii) How would you say the last line and why (2marks)
 - iv) A part from rhyme which other sound pattern is evident in this poem? (2marks)
 - v) What is the effect of the rhyme scheme in the poem (2marks)
- b) For each of the words below, provide another word that is pronounced the same way (5marks)
- i) Seed
 - ii) birth
 - iii) Climb
 - iv) Metal
 - v) All
- c) Mention any **three** things you would do just before you would attend an interview (3marks)
- d) Mention any **three** things one should avoid when being interviewed (3marks)

3. (d) Construct a sentence to bring out two different meanings of the following words (4 marks)

- (i) Wound
- (ii) Pitch

3. (e) You are known to be one of the most disciplined student in your class. One day however, your teacher finds you among students standing and shouting as you attempt to quell the situation.

Complete the following conversation between the teacher and you, as you try to explain what had happened (5 marks)

TEACHER: My! So I have been wrong all along. You have been a green snake in the grass?

YOU :

TEACHER: Look! I am not interested in your "sorry". I supposed you are the leader of the group

YOU

TEACHER: But why were you shouting?

YOU :
TEACHER : Did you have to stand to make them keep quiet?
YOU :
TEACHER: Since when has the prefect been absent?
YOU :
TEACHER: Oh! Thank God you didn't disappoint me. I would have been so devastated with these names. There is a clear proof that you were doing something responsible . Others will learn a lesson from the punishment this group will get.

ALLIANCE BOYS HIGH SCHOOL

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

COMPREHENSION

Read the passage below and answer the questions that follow

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

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

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

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

Sterilization and disposable materials are crucial to tattooing because tattoos are created by thousands of puncture marks to the skin, each of which could be infected. The autoclave is a safe popular way to sterilize any tattoo equipment that is not disposable. A combination of heat, steam and pressure kills all bacterial and organisms to prevent infection.

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

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

QUESTIONS

- From paragraph one; state two historical uses of tattoos. (3mks)
- According to the writer state the origin of the word tattoo. (1mk)
- What is most striking about Tom leopard? (2mks)

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

-Mummified

-Sterilize

-Pigment

-Earn a good living.

e) What was the risk associated with tattooing in the 18th and 19th centuries. (2mks)

f) State two modern ways of tattoo removal. (2mk)

g) Many tattoo artists earn a good living out of the art. (Add a question tag) (1mk)

h) In note form state the negative effects of tattooing. (3mks)

i) What are the benefits of tattooing as suggested in the passage? (2mks)

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

“No Joseph,” she said in an **infantile** whimper. “I can’t bear that we can’t express the love that we have for one another because of some **primitive** culture. If by loving you, I offend the sensibilities of Nasila then let me offend and face the consequences of doing so!”

“I also love you very much,” Joseph Parmuat responded finally. “I loved you the moment I saw you during your father’s homecoming ceremony. But then the clan matter came to separate us. It is true we have no blood relation. But Nasila culture dictates who are related and who are not. We are slotted among those who cannot marry.”

“No, it can’t be, I cannot accept its verdict,” she said **petulantly** her words agonised. “No way, never!” She stopped, confused and angry with herself at her inarticulate outburst. She took several long steadying breaths and then said, “I cannot accept that a culture that does not feed, clothe or house me comes to control my life. Our lives belong to us, Joseph. The **destiny** of our lives is in our own hands. We should guard it jealously.” At last they drew a little apart. His eyes were open, honest and steady upon her face.

1. What happens before this excerpt? (3mks)

2. For both Joseph and Taiyo, give and illustrate two character traits. (4mks)

3. How is dialogue significant in this excerpt? (4mks)

4. Explain any two thematic concerns addressed in the excerpt. (4mks)

5. From elsewhere in the novel, how does Joseph sacrifice for his love for Taiyo? (4mks)

6. Explain the meaning of the following vocabulary as used in the excerpt. (4mks)

a) destiny

b) infantile

c) petulantly

d) primitive

7. What happens immediately after this extract? (2mks)

3. Read the Poem below and answer the questions that follow

The in mates

Huddled together

Cold biting their bones,

Teeth chattering from the chill,

The air oppressive,

The smell offensive
They sit and they reflect

The room self-contained,
At the corner the 'gents' invites
With the nice fragrance of ammonia,
And fresh human dung,
The fresh inmates sit thoughtfully.

Vermin perform a guard of honour,
Saluting him with a bite here,
And a bite there,
'Welcome to the world, they seem to say.

The steel lock of the door,
The walls insurmountable
And the one torching tortorous bulb
Stare vacantly at him.
Slowly he reflects about the consignment
That gave birth to his confinement
Locked in for conduct refinement
The reason they put him in the prison.

The clock ticks
But too slowly
Five years will be a long time
Doomed in the dungeon
In this hell of a cell

- a) Who is the persona in the poem? (1mk)
- b) Briefly explain what the poem is about. (2mks)
- c) Identify and illustrate three aspects of style in the poem. (6mks)
- d) Give evidence from the poem which indicates the inmates are suffering. (3mks)
- e) Why is the fresh inmate in prison? (2mks)
- f) Identify and explain the mood of the new convict. (2mks)
- g) Explain the meaning of the following lines as used in the poem
- i) That gave birth to his confinement. (1mk)
- ii) The room is self contained. (1mk)
- h) What does the steel lock of the door and the insurmountable walls suggest? (2mks)

GRAMMAR

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

- i) It is not necessary for my parents to come. (Begin: There is.....)
- ii) I am sorry you missed lunch. (Begin: I regret.....)
- iii) But for my daughters prompt action, I would be dead by now. (Begin: Had it.....)

b) Change the following sentences into the passive. (3mks)

- i) The farmer had planted the beans
- ii) The principal gave the education officer the forms
- iii) We expect the strike to end soon.

c) Fill in each blank space using the correct form of the words in brackets (3mks)

- i) The hen had.....eggs in the bushes near the house. (lay)
- ii) Tell me,a wise person search for knowledge? (do)

iii) The watchman.....the lamps when he heard commotion behind the office. (light)

d) Change the following sentences from direct speech. (2mks)

i) "You are invited to my birthday on Sunday," Mwikali told me.

ii) "I will cook supper," Wangui offered.

e) Fill in the blank spaces with the appropriate form of the word in brackets. (2mks)

i) His.....is amazing high. (Popular)

ii) The shepherd travelled.....in search of pasture. (east)

f) Rewrite the following sentences replacing the underlined idiomatic expressions. (2mks)

i) His friends made him lose heart on carrying out the project

ii) He was green with envy

ALLIANCE BOYS HIGH SCHOOL

Paper 3

(Creative Composition and Essays

Base on Set Texts)

JULY - 2019

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

Either

(a) Write a story to end with;

.....she looked at me and shook her head.

Or

(b) Expectant school girls should be allowed to continue with their education. Discuss.

2. **The Compulsory Set Text** (20 marks)

BLOSSOMS OF SAVANNAH:

"Though Resian goes through the valley of death, her determination leads her to a victorious life.." - Write a composition to show the validity of this assertion.

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

MEMORIES WE LOST:

Describe the main themes in the story. MEMORIES WE LOST.

FRIEND SCHOOL KAMUSINGA

ENGLISH

Paper 1 (Functional Skills)

JULY - 2019

(FUNCTIONAL WRITING, CLOZE TEXT & ORAL SKILLS)

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

A fire has broken out in your school dormitory and gutted all the dormitories while the students were having their preps. The school principal has appointed a committee of ten members among them, the deputy head as the chairperson, the dorm patron, the security officer the head boy and two teachers.

The committee is required to find out the cause of the fire, those involved if any, and come up with ways of avoiding a future occurrence. As the secretary of the committee write out the report. The report should not exceed **350** words

2. **CLOZE TEST:**

You must have heard that you should love your neighbour. But before you can love

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

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

The focus of this article is self-love, featuring ways to fall in love with yourself and how to 6 that love. So what is love? According to the dictionary, love is 7 strong passionate affection for another person. When you analyze that definition it states that you must have a very strong liking 8 that person if you love them. Additionally, when you like that person you would do anything for them.

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

3. **ORAL SKILLS**

(a) **Read the following conversation and answer the questions that follow:**

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

CHONDO: Talking about pain, I had a toothache. Last night I tell you, I couldn't sleep.

OWUOR: Yes, so about my sister

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

OWUOR: Well, may be you have a lot of money. But thank you for being such a good listener.

CHONDO: What! Have I offended you?

(i) Point out **three** reasons that you think made Owuor decide to stop the conversation. (3mks)

- (ii) How could Chondo have reacted to Owuor's problems in a more acceptable manner? (2mk)
- (iii) List down **five** circumstances that may force one to interrupt a speaker. (2½mks)
- (iv) List **five** suggested words or phrases that a person may use to interrupt politely. (2½mks)
- (a) Imagine you have gone out on field work research on riddles. You had performance of riddles where you were part of the audience. Fill in your responses in the spaces below. (4mks)

CHALLENGER: Take riddle.
AUDIENCE:
CHALLENGER: Here is a piece of meat; here is a piece of fat.
AUDIENCE:
CHALLENGER: No not the wool of a sheep.
AUDIENCE:
CHALLENGER: One more time before I demand a prize.
AUDIENCE:
CHALLENGER: That's it.

- (i) Give **two** functions of the oral piece above. (2mks)
- (ii) What **intonation** did the challenger use to say the **riddle** above?
 Give reasons. (2mks)
- (iii) Identify the **sounds underlined** in the following words. (2mks)
- (a) Chores
 (b) Rays
- (c) (i) Consider the following telephone conversation between the secretary of Moco and a caller called Wabuyabo. Identify three short comings in the conversation regarding the participants telephone skills. (3mks)

SECRETARY: Hello, what can I do for you?
WABUYABO: I want to talk to the managing director.
SECRETARY: May I know who is calling please.
WABUYABO: Mr. Wabuyabo.
SECRETARY: He is not in. You leave a message!
WABUYABO: I want to get my farm ploughed for planting.
SECRETARY: Can I put you through to the agricultural engineer?
WABUYABO: No I'll call later when the managing director is in.

- (ii) Identify the **odd** one out. (1½mks)
- (a) Further, farther, father
 (b) Draft, drought, draught.
 (c) Course, coarse, cause.
- (iii) Construct **two sentences** for each of the following words so as to bring out **two** different meanings (2mks)
- (a) Intimate:
 (b) Contract:
- (iv) Imagine that you are in town shopping then you meet the following people, your king, local members of parliament, your pastor and your teacher. How would you greet them (1½mks)
- (a) King
 (b) Local member of parliament
 (c) Mayor
- (v) Write the following words phonetically. (2mks)
- (a) Bat
 (b) Keen

FRIEND SCHOOL KAMUSINGA
ENGLISH
Paper 2
(Comprehension, Literary appreciation and Grammar)
JULY - 2019

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

Over the years man has cultivated to exhaustion the better soils in the plains. This has led to progressive destruction of land to the point where some of the steeper hill slopes are cultivated so that widespread erosion has been initiated. Meanwhile, the livestock are continuously being forced on to smaller areas of poorer land and further up the hill slopes where they have to compete with foresters. As a result the quantities of animal proteins, so necessary to human health, have steadily declined. Surprisingly, instead of accepting the responsibility for all his destruction, man blames livestock and in particular the goat.

Man has repeatedly failed to do anything to restore the fertility of the soils he has ravaged. After the last miserable crop has been harvested the land has been left to weeds. No attempt has been made to plant grass or to under plant the last agricultural crop with fodder species. Had this been done rehabilitation would have been quicker and sure and erosion would have been reduced. Thus the gradually worsening situation would be arrested.

If man would shoulder the responsibility for his own greedy misuse of the land, the goat could easily carry the blame for its own much smaller share in this degradation. Unfortunately, because human nature is what it is, man will find something to blame for his won carelessness. The goat has been chosen to carry this blame largely because it is often the last animal to be seen wresting a precarious living from the areas where man has done his worst and from which cattle and sheep have long since been forced to move.

Conservation of land depends on proper planning. Livestock numbers therefore, irrespective of species, should be strictly limited to a density which will permit pasture renewal instead of causing its degeneration. This adjustment of numbers should help man to have a balanced mixture of livestock

Many writers in recent years have tried to show that there has been considerable improvement in mountain grazing areas after the banishment of the goat. Most, however, fail to indicate to what extent this has been due solely to the removal of the goat or to a reduction in other livestock densities or other measures such as erosion control, terracing, the building of gabions and grass plan planting. It is essential to ensure that results which are obtained in one environment are not automatically applied to different one.

(Adapted from observation on the goat)

- (a) According to paragraph **one** of the passage, who has man used as a scapegoat? (2 marks)
- (b) In paragraph **two**, what two words show that land has not been very productive. (2 marks)
- (c) Why has the quantities of animal proteins necessary to human health declined? (2 marks)
- (d) Rewrite the following sentences according to instructions given.
 - (i) Unfortunately, because human nature is what it is, man will find something to blame for his own carelessness.
(Begin: The author stated that) (2 marks)
 - (ii) Thus, the gradually worsening situation would be arrested.
(Add a question tag). (2 marks)
- (e) What could have been done to ensure quicker rehabilitation and reduce erosion. (2 marks)
- (f) What other words could be used in place of those given without changing the meaning. (4 marks)

- (i) Initiated
- (ii) Miserable
- (iii) Degradation
- (iv) Banishment
- (g) Rewrite in the active voice.
 - (i) The goat has been chosen for this blame. (2 marks)
 - (ii) Livestock are continually being forced onto poorer areas.
- (h) How would you sum up the author's argument in 1 or 2 sentences? (2 marks)

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

Joshua fumed with fury. He would not let her finish. And Waiyaki was still in a dream.

But Still in a dream. But still he was hurt and a burning anger was urging him to go out. Outside he heard a faint noise. At first it had seemed distant but now he could hear some words. Teacher... traitor... A heavy dejection came over Waiyaki. He knew now that he was not wanted by them in spite of all he had done for the hills. And the words of his father came back to him. *But they rejected Mugo*, his thin boy's voice had queried. Let them do what they like. *A time will come*

when they shall cry for a saviour. Had the time come? Was Kabonyi the saviour they were crying for? And what would

Kabonyi do? He would only destroy what Waiyaki had built. But no. He could not. Surely there was a soul, a heart where at least what Waiyaki had done had taken root. And the teachers who were coming! They would carry on the work. The voices singing death became louder and louder. He thought they were coming towards Joshua's house. He went back to the hut to make one more desperate appeal.

"Be careful. They may be coming here".

"Go, go out from here. Get thee behind me, Satan."

Joshua was fierce. He hated the young man with the hatred which a man of

God has towards Satan. There was another murmur in the room. Then silence reigned as Nyambura walked across towards Waiyaki while all the eyes watched her. Waiyaki and Joshua must have both been struck by her grace and mature youthfulness. She held Waiyaki's hand and said what no other girl at that time would have dared to say, what she herself could not have done a few days before.

"You are brave and I love you."

Joshua woke up from his stupor. He would never have thought that this meek, quiet and obedient daughter could be capable of such an action. He rushed towards her and was about to lay his hands on her when he realized that this was another temptation brought to him by Satan. Christ in him must triumph at this hour of trial. Waiyaki and Nyambura were standing near the door.

"For me and my house we will serve the Lord," Joshua declared, pointing at Nyambura with the forefinger of his right hand. "You are not my daughter. Yet let me warn you," he continued, his voice changing from one of fiery anger to one of calm sorrow, "you will come to an untimely end. Go!"

As if in a dream, Waiyaki and Nyambura went out. Miriamu was weeping and saying, "Don't let her go. Don't," while the others remained silent wondering what curse had befallen Joshua's house.

- (a) Place this excerpt in its immediate context. (4 marks)
- (b) Other than Mugo, who else had been rejected by the people when he warned them against the

white man? (1 mark)

- (c) "He would only destroy what Waiyaki had built." State what is being referred to in the above statement. (3 marks)
- (d) "For me and my house we will serve the lord," Joshua declared. (Convert into reported speech). (1 mark)
- (e) With illustrations describe the character of Joshua and Nyambura as seen in this excerpt. (4 marks)
- (f) "You are not my daughter" Who else had been disowned by Joshua and why? (2 marks)
- (g) Why was the crowd calling Waiyaki a traitor? (4 marks)
- (h) Identify and illustrate one theme evident in the excerpt. (2 marks)
- (i) From your knowledge of the rest of the text, what happens later to Waiyaki and Nyambura? (4 marks)

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

Pedestrian to passing Benz-man

You man, lifted gently
Out of the poverty and suffering
We so recently shared; I say
Why splash the muddy puddle onto
My bare legs as if, still unsatisfied
With your seated opulence
You must sully the unwashed
With your diesel-smoke and mud-water
and force him buy, beyond his mean
A bar of soap from your shop?
A few years back we shared a master
Today you have none, while I have
Exchanged a parasite for something worse
But maybe a few years is too long a time.

- (a) Briefly explain what is happening in the poem. (3 marks)
- (b) With two illustrations from the poem, describe the economic condition of the persona. (4 mark)
- (c) Explain the **significance** of the following **images** in the poem. (6 marks)
- (i) Muddy puddle/mud-water. _____
- (ii) Diesel smoke. _____
- (iii) Parasite.
- (d) What is the importance of the last line in relation to the rest of the poem. (4 marks)
- (e) Explain the tone of the poem. (3 marks)

4. **GRAMMAR**

- (a) Use the **comparative form** of the word in brackets at the end of each sentence to fill the blank space **correctly**. (3 marks)
- (i) Grace could not have been _____ about our plans. (happy)
- (ii) The cake has a _____ flavour than the one you made last week. (rich)
- (iii) Last July, I had the _____ of my life. (bad)
- (b) Choose the **correct form** of words in brackets to complete each of the sentences **below**. (2 marks)
- (i) Who broke the handle (off, of) this cup?
Choose (among, between) these sick.
- (c) **Rewrite** the following sentences using the words in **brackets**. (2 marks)
- (i) We will give the winner a prize. (whoever)
- (ii) "Goodness always conquers evil," is my favourite life saying. (me)
- (d) In the following sentences, **insert** the word in brackets into the **correct position**. (2 marks)

- (i) They had a political argument. (absurd)
- (ii) She sold her house. (comfortable, wooden)
- (e) For each of the following sentences, write the **tense** of the verb in **brackets** according to the **instruction** given. (3 marks)
- (i) The canoe ends (taper) to make the craft glide through the marsh. (Present continuous).
- (ii) The plants, called blushes, (provide) both new and replacement coverings for summer lodges. (Future tense)
- (iii) The Kalispel women (follow) this way of life for many years. (Past tense)
- (f) **Add** question **tags** to the following statements. (3 marks)
- (i) William is such a talented guitarist.
- (ii) Mwombe dared the mob to attack him.
- (iii) Let's respond to the distress call.

BAHATI GIRLS' HIGH SCHOOL NAKURU
ENGLISH
Paper 1 (Functional Skills)
JULY - 2019

1. FUNCTIONAL WRITING (20 MARKS)

You are the secretary of the social welfare club that has been asked to investigate and recommend the best ways to spend a donation in your school. The club has observed the following needs:

- a) Improve library services
 b) Expand recreational facilities
 c) Start a school farm

- (i) Write a report to the principal. (12 marks)
- (ii) Write an e-mail to Melvin Johns Society, one of the overseas sponsors of the school, asking him to send the donation to your school, at the same time giving him the progress of your club and the schools immediate needs.

(8 marks)

2. CLOZE TEST

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

Concerns on insecurity (1) _____ persisted over the last one year despite the assurance from the government that it was taking robust (2) _____ to protect life and property. The situation has been complicated by (3) _____ "lone wolf terrorist attacks linked to the Somalia based Al-Shabaab, eight months after the deadly Westgate (4) _____ in Nairobi that left at least 70 people dead. The latest in the city's Gikomba Market only added to the body count and lives shattered. This is a dangerous way (5) _____ one of Africa's most promising economies to live. Kenya's international (6) _____ is also slowly being eroded and, with it, the attraction as a magnet for foreign tourists and investors. This week (7) _____ advisories by some western governments showed how fragile the situation is when hundreds of British tourists (8) _____ short their holidays at the coast (9) _____ ilew back home.

While some may consider this an over reaction, (10) _____ the reality that terrorists with dark intentions are roaming the country ready to attack is equally unhelpful.

3. ORAL SKILLS

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

One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally, a little girl did come along and she was carrying a basket of food and small sack. *' Are you carrying the basket to your grandmother?' Asked the wolf. The little girl answered, " Yes I am." So the wolf asked her where her grandmother lived . When the girl told him, he disappeared to the woods. When the little girl opened the door of her grandmother's house she noticed that there was somebody in bed with a night cap and a night gown. She had approached nearer than twenty-five feet from the bed when she saw that it was not her grandmother but the

wolf, for even in the night cap the wolf does not look any more like any grandmother than the Metro Goldwyn lion looks like Casper Milquetoast. So the little girl look out of her sack, a bow and an arrow and shot the wolf dead.

Questions.

- a) If you were narrating the story, how would you ensure that your audience remains glued to the story? (3 marks)
- b) Use an onomatopoeic word to describe the sound. (1 mark)
- c) In the course of narration, you realize that your audience is uneasy. What could be the reason for this? (3 marks)
- ii) **For each of the following sentences indicate whether you would say it with a falling or rising intonation.**
 - i) Which hospital docs Khadija go to? (4 marks)
 - ii) Lusuli never liked people who told lies.
 - iii) They cook very good food in Belcibo restaurant.
 - iv) Have you ever been to Baringo?
- iii) **Identify the word with a different sound.** (4 marks)
 - a) excited packed laughed
 - b) leisure measure pressure
 - c) echoes arch monarchy
 - d) leaf dough rough
- iv) **Read the items below and answer the questions that follow.**
 - a) Hurry hurry has no blessings
 - b) He who laughs last laughs loudest

Questions

- i) Name the category to which the items belong. (1 mark)
- ii) Identify and illustrate two aspects of sound used in each of the items above. (4 marks)
- iii) Give two characteristics of the genre above. (2 marks)
- v) **For each of the following words, provide another that is pronounced the same.** (4 marks)
 - a) clue
 - b) sole
 - c) hoard
 - d) tear
- vi) Imagine you are the leader of a discussion group in your class. How would you ensure that the discussion is fruitful. (4 marks)

BAHATI GIRLS' HIGH SCHOOL NAKURU

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

1. COMPREHENSION - Read the passage below and read the questions that follow.

Sales promotion involves taking measures such as advertising, intended to win over and attract customers. Nowadays people have more money to spend on goods produced in a highly competitive commercial world than was the case twenty years ago.

Protection of the consumer is therefore necessary. As far as the law is concerned both the seller and the buyer are treated almost equally. However, the right of the buyers stem from the fact that the purchase of goods involves a contract between the seller and the buyer. The law recognizes that the buyer is responsible for ensuring that he buys exactly what he sets out to buy.

At times, consumers feel that they are exploited and they complain. At other times, a grievance may be voiced and yet no remedy is effected. This may be due to the consumer's ignorance of his rights, his unwillingness to complain or simply indifference in his part.

Consumers dealing with public utility corporations, such as Post Office, sometimes experience frustrations yet they are taxed in order that such institutions may be financed. However, weak the consumer is he should at least be safeguarded from such trade abuses as rising prices of monopolies, poor weight and measures, false or misleading statements, description, brand names, or trade marks applied to both goods and services and unhygienic conditions.

The Kenya Consumer Organization that looks at the welfare of the consumer. It acts as a 'watch dog' on various aspects of consumer problems. These problems include overcharging, poor quality of goods on sale, artificial shortages, faulty packing and refusal to sell or conditional selling to non-regular customers. If a consumer finds that what he has purchased is not up to the expected standard, he can direct his complaints to the organization. He is then asked to forward the faulty item plus the receipt to the organization. The item is examined and if the complaint is confirmed to be **genuine**, the organization sends a representative with the faulty item and the receipt to where it was purchased.

The representative explains the situation to the seller and request him either to replace the item or refund the money. If the seller is unco-operative, the organization then informs the Price Control Department which takes up the matter, should the trader remain adamant, he will be prosecuted and fined if found guilty.

Members of the organization also visit factories involved in production of consumer commodities. This aim of such visit is to inspect the processing and general cleanliness of such places and the quality of goods being produced and offered to the consumer. The organization then makes recommendations and if the factory fails to make the necessary **rectification**, the relevant authority is notified. This may result in legal action being taken against the factory.

The Kenya Bureau of Standards is charged with the responsibility of ensuring that products manufactured in Kenya, either for the local market or export, measure to the international standard and specification, also educates consumers on standardization. To promote standardization in industry and commerce, the bureau prepares specification and provides facilities for examination and testing of any commodity manufactured, produced and treated. It also controls the use of standardization and distinctive mark. Where the bureau also tests necessary, imported commodities.

The weight and measures department, on this part, ensures that all types of weighing and measuring instruments used in the country are accurate. Regular inspection and examination of these instruments therefore a requirement.

The ministry of health is charged with the duty of ensuring that the foods are hygienically prepared and supplied to the consumer. In conjunction with the Ministry of Livestock, and especially the Veterinary Department, the Health Inspectorate ensures that all slaughter houses are clean and that meat is inspected before being supplied. Health Inspectors also visit public eating-places and market to ensure that general cleanliness is maintained.

The Dairy Board is a section of the Ministry of Livestock Development, and is primarily charged with the supervision of dairy products. These include milk, butter, cheese, yoghurt and cream.

The Price Control Advisory Board carries out **investigations** on commodities from the point of view of both the consumer and the supplier, before putting items under price control. This department, therefore, play a double role: it only controls the price but also educates the consumer. This is extremely important because if members of the public are informed, they will not only be able to make intelligent, but they will also be in a position to **detect** overcharging and thus get the best value of their money.

The government also provides consumer protection through controlled monopoly and legal restrictions of charges and profits in certain commodities and services. Nationalization of certain services such as post and Telecommunications, banking, transport, health, education and water supply **curbs** exploitation.

Finally, through health competition, producers both individually and as members of the Manufacturers association do promote consumer protection, though indirectly. Competition for instance, means that there are no monopolies to fix prices at will and exploit the consumer. Similarly, the manufacturers association through its rules, ensures that its members do not overcharge on any item.

(Adapted from commerce for Kenya by R.N.Gichira, Macmillan, 1982, 86 - 91)

Questions

- a) Why do grievances sometimes go uncorrected? (1 mark)
- b) How is the position of the consumer presented in this passage? (2 marks)
- c) Identify any four bodies that are concerned with consumer protection. (2 marks)
- d) What measures are taken by the Kenya Consumer Organization towards consumer protection? (2 marks)
- e) In not more than forty words, summarize the role the Kenya Bureau of Standards plays in consumer protection? (4 marks)
Rough copy
Fair copy
- f) As far as the law is concerned, both the seller and the buyer are treated almost equally. **(Rewrite the sentence beginning: Both**) (2 marks)
- g) How is Nationalization of services important in protecting the consumer? (2 marks)
- h) Explain how a consumer can facilitate his own protection. (3 marks)
- i) Explain the meaning of the following words and phrases as used in the passage. (3 marks)
 - i) Legal restrictions
 - ii) Sales promotion
 - iii) Curbs

2. LITERARY APPRECIATION

Read the excerpt below and answer the questions that follow.

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

Rank: Oho! Then that was the great secret.

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

Rank: **Make your mind easy; I won't let him escape.** (*Goes into the HELMER'S room*)

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

Maid: Yes; he came up the back stairs.

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

Maid: Yes, but **it was no good.**

Nora: He won't go away?

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

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

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

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

Questions

- 1. Place this excerpt in its immediate context. (4 marks)
- 2. What does 'it' refer to and what does it reveal about the character of Nora? (3 marks)
- 3. Identify and explain one type of irony in this excerpt. (2marks)

4. Who is being referred to as 'he' and why has he come? (3 marks)
5. Torvald mustn't know about it. Add a question tag. (1 mark)
6. Describe the theme raised in this excerpt. (2 marks)
7. What dreadful thing does Nora fear might happen? Explain your answer. (4 marks)
8. Describe one character trait of the maid. (2 marks)
9. Explain the meaning of the following expressions as used in the excerpt. (4 marks)
- i) Make your mind easy.
 - ii) I won't let him escape.
 - iii) It was no good.
 - iv) Dreadful

3. ORAL NARRATIVE

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

Long time ago, there lived wild animals and domestic animals. They all lived together peacefully. No animal tried to send their friends back to the creator. Their vicinity was beautiful; And greenish. Food was adequate for all animals to eat. Everything was all right. The creator of everything on the world was called by the king of the jungle to have a word with him. He did not reject the invitation and so he went and had a meeting with him. He was startled because of lion's ideas. Lion the king said to God, for how long will we live this peaceful life? He said that the animals should be separated into two groups, the wild animals and domestic animals. He also suggested that the animals should be eating predators. In Gods utter shock, he was surprised to hear that lion never wanted peace. Lion told God if he would refuse they would go on riot.

God agonized on what to do. His mind served him right that he was the creator of everything but he allowed lion to do whatever he wanted. Their meeting with God ended after spurs of minutes. He called animals and he was filled with ecstasy to announce that report.

When animals got the report they dreaded that they will be killed. There was going to be no peace and harmony. This made them unhappy but they would do nothing because it was already signed by the king and creator.

Hyena asked lion how he would do such a thing but lion asked him in a hoarse voice. What will you do? He was filled with anger and thought he would beat lion. He was shoved to the ground and given a hefty blow that made him fall on the ground with a thud. He woke and that made him nose bleed. When the other animals saw that there was a fight, they took to their heels.

Lion beat black and blues and told him that he would beat him to death. A group of elephants came for blue and were surrounding, cheering that the lion would win. Although hyena fought tooth and nail he became weak and weaker such that he would not go on with the fight. Lion asked for a sword from his older son to send hyena back to the creator. Hyena was filled with trickles of perspiration that he almost tainted. This was only to scare him but not to kill him. He was confused .Its is my end, but why? He soliloquized.

He was frog matched to the den. All animals ran away from the forest. He was released and asked to go back to his home at two past midnight. All the night he did not sleep praying that lion's mind would fail him. It was that very night that most animals fled the jungle to live with man since they were not safe near the king lion, who had ill motive.

Questions

- a) Giving a reason, classify the above narrative (2 marks)
- b) Identify and illustrate any two oral features that make the above form an oral narrative. (2 marks)
- c) Identify and illustrate two character traits of lion. (4 marks)
- d) Illustrate the use of the following stylistic devices in this narrative. (3 marks)
- i) Personification
 - ii) Soliloquy
 - iii) Onomatopoeai
- e) Identify one social activity and one political activity of the community referred to in the narrative. (2 marks)
- f) Complete the following sentence with an appropriate question tag:- (1 mark)

There was going to be no peace and harmony.

- g) Give two reasons why the narrator used the phrase. “ long time ago.” (2 marks)
- h) State and explain one moral lesson from this narrative. (2 marks)
- i) Explain the meaning of the following phrases as used in the narrative. (2 marks)
- ii) Spurs of minutes
- iii) To send hyena back to his creator.

4. **GRAMMAR**

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

- i) There is no excuse for rudeness. { End with ...excusable)
- ii) Wasonga says, “I feel like eating boiled meat” (Rewrite the sentence in reported speech)

..

iii) The Woman who sells vegetables has won the lottery. (Write the sentence in passive voice).

b) Fill in the blanks with the correct form of words in brackets. (3 marks)

- i) It is _____ (desire) to win elections.
- ii) The officer is _____ (corrupt), he does not take bribes.
- iii) The parcel had _____ (lay) here uncollected for a week.

c) In each case, use the correct alternative to fill in the blank space. (3 marks)

- i) It was only _____ (I/me) who raised my voice against oppressive leadership.
- ii) The villagers contributed to the project as much as _____. (them/they)
- iii) Who between you and _____ (she/her) arrived at the scene first?

d) Replace the underlined words with phrasal verbs formed from the words in brackets. (2 marks)

- i) Many asked Martin not to involve himself with her family matters. (keep)
- ii) James accidentally met Joyce along Uhuru Highway in the city.

e) Complete the following sentences with the correct order of adjectives in brackets. (2 marks)

- i) The principal sank into _____ chair, (leather, new, comfortable, Kenyan).
- ii) I had to wear _____ (grey, woolen, expensive) jacket.

f) Identify the verb and indicate whether it has been used transitively or intransitively. (2 marks)

- i) Mirang’a shut the door.
- .
- ii) The boy slept soundly the whole night.

BAHATI GIRLS’ HIGH SCHOOL NAKURU

ENGLISH

Paper 3

(Creative Composition and Essays

Base on Set Texts)

JULY – 2019

IMAGINATIVE COMPOSITION

Either;

- (a) Write a story to illustrate the saying; “Don’t count your chicks before they are hatched.”

Or

- (b) Discuss ways in which the government can combat terrorism.

2. **COMPULSORY TEXT**

The Blossoms of savannah by Henry Ole Kulet

“Women are their own worst enemies.” Discuss this statement deriving your illustrations from Henry Ole Kulet *Blossoms of the Savannah*.

3. **THE OPTIONAL SET TEXTS**

Answer any one of the following questions

Either

a) THE SHORT STORY

Memories We Lost (cd) by Chris Wanjala.

Write an essay supporting the proposition. “The world has enough for every man’s need but nothing for one man’s greed.” Give relevant illustrations from Leo Tolstoy’s, *How Much Land Does a Man Need?*

Or

b) DRAMA

DAVID MULWA’S THE INHERITANCE

David Mulwa uses satire to expose and criticize vices like individualism and greed in the society. Validate the truthfulness of this statement, citing examples from the play. The Inheritance. (20 marks)

c) THE NOVEL

John Steinbeck’s The Pearl

“Sometimes appearance can be far from reality” By closely referring to the novel, The Pearl by John Steinbeck, validate this statement. (20 marks)

**NAIROBI SCHOOL
ENGLISH
Paper 1 (Functional Skills)
JULY – 2019**

1. FUNCTIONAL WRITING

(20 marks)

You are the Chairperson of the school’s Environment Conservation Association. Your group has just come back from a visit to a national park in a neighbouring country. Write a report to the patron about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures to take during future trips.

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

Italy enjoyed a highly developed (1)specialised civilization from 264BC until the fall of the Roman empire in 476AD. Important contribution (2) made in art, Science, education, religion and architecture. Remains of Roman aqueducts and amphitheatres

(3) still be seen in (4) parts of Africa and Europe today.
(5) the most lasting Roman heritage (6) the world can be found in laws
(7) on human legal principles as (8) in England, Latin America and United States
as well as Roman alphabet which (9) the basis of many languages (10) which are
English, Spanish and German.

3. Oral Skills

A. Read the following poem carefully and answer the questions that follow.

BALLAD OF THE LANDLORD

Landlord, Landlord
My roof has sprung a leak
Don't you remember I told you about it
Way last week ?

Landlord, Landlord
These steps is broken down
When you come up yourself
It's a wonder you don't fall down

Ten bucks you say I owe you ?
Ten bucks you say is due ?
Well, that's ten bucks more n I'll pay you
Till you fix this house up new

What? You gonna get eviction orders
You gonna cut off my heat ?
You gonna take my furniture and
Throw it in the street

Um-huh! You think high and mighty
Talk on- till you get through
You ain't gonna be able to say a word
If I land my fist on you
Police! Police
Come and get this man
He's trying to ruin the government
And overturn the land!

Copper's whistle
Patrol bell
Arrest
Precinct station
Iron cell

Headlines in press

- a) List all the pair of rhyming words. (3 marks)
- b) How does the punctuation in the fifth stanza influence your reading of the poem ?(3 marks)
- c) How would you say the last two lines in the fourth stanza ? (3 marks)

B. You have been invited as a guest speaker to give a talk on discipline of students. At the end of the speech the students comment that it was well delivered. Suggest reasons why they commented so. (6 marks)

C. Imagine that one of your classmates has disappeared mysteriously. You decide to report the matter to the police. What three important details must you include in your oral report. (3 marks)

D. Consider the following conversation between a seller and a buyer of a second hand car and then answer the questions that follow.

Buyer : How are you this morning.

Seller : I am okay.

Buyer : Am looking for a clean second-hand car but yours don't look too good.

Seller: This is a very clean car. Look at it carefully.

Buyer: On the contrary it looks rather depreciated. Anyway, what is the price ?

Seller: It depends on what you have considered. This vehicle can give you very good service. This one goes for 450,000 shs.

Buyer: You are not serious. That is the cost of a brand new car. I will give you 250,000 sh. Seller:

You know I buy and sell. Your figure doesn't give me any profit at all. Give me 420,000sh. No more no less.

Buyer: It looks like you're not interested in selling your car.

Seller: No. I am. Why would I be here. My children's fees come from this business.

Buyer: Okay, take 300,000sh.

Seller: No, there would be no profit for me. You can do better than that. You can surely promote my small business. Give me 400,000sh.

Buyer: (Doing some mental arithmetic). Okay. At least that is a fair price. (Handing over the money)
Here you are.

Seller: Thank you. You are a good customer. My name is Abel.

Buyer: Thank my name is Kane, see you Ken.

Seller: See you.

a) What is the purpose of the greetings in this situation ? (1 mark)

b) Identify the negotiation skills of the buyer. (3 marks)

c) What does this business transaction reveal about the nature of negotiations ? (3 marks)

E. Provide a word that is pronounce the same as the ones given below. (5 marks)

i) route ii) know

iii) grown

iv) eight v) blue

NAIROBI SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

1. COMPREHENSION

MATIANG'I TO CRACK THE WHIP ON SCHOOLS MANAGEMENT BOARDS

The education ministry has proposed a change of law to regulate the number of people who can sit in schools boards of management to address cases of unrest.

Speaking on Friday, Education Cabinet secretary Fred Matiang'i said the ideal number of board members per school should be nine, adding that the current situation where boards are bloated was "complete madness."

Why would you have 17 people in a board of management in a school? We look like a country of idlers," he said after receiving report on the reasons behind the 2016 wave of unrest in schools.

The task-force was looking into the chaos that saw structures in more than 100 schools destroyed between June and August last year.

"We have proposed a reduction of that number to nine so that we have a small number of people. And we are prescribing qualifications so that we have people who add value, not people who are just good villagers," said Dr. Matiang'i.

Incapacity of boards of management was one of the more than 50 reasons that the task force pointed out as being behind the unrest.

Dr. Gracie Mullei, a member of the task force who gave a summary of the findings at the Kenya Institute of Curriculum Development, said one of their recommendations was that those who sit in schools boards should meet certain criteria.

"We should enforce the minimum academic qualifications for membership of schools boards. We were horrified by some of the members of boards that we have and are expecting them to run our secondary schools," she said.

To implement the change, Dr. Matiangi said the ministry had proposed to lawmakers to amend the education law.

"We will take the proposals to parliament and we believe that our leaders in the legislative arm of government will see our sense in strengthening the management of schools so that we can now manage in a modern, responsible manner and use resources better," he said.

The change of law is among the 11 actions that the Education ministry is taking as a direct response to the recommendations by the task force.

Another planned line of action is creating a digital database of all learners in Kenya. "We are about to launch the new Education Information Management System which will make our data management much tidier. We will create a database which enables us to share information on students records in schools so that we are able to track students as they go along," said the CS.

In future, he said, Kenya may employ a policy being used abroad where errant students are denied government loans for university education.

"You cannot burn a school and loiter around because you are well-connected and then you turn up and you want to be given a loan from public coffers. If you are an indisciplined person who has a criminal record, we should treat you as such," he said.

In its findings, the task force said school heads had been making a kill from the movement of learners among schools. "Principals receive money for that and they take in the students and then bad things happen in our schools," said Dr Mullei.

The reckless nature of handling examinations, both within schools and at the national level was also pointed out as a cause of unrest.

Dr Mullei said in some schools, students had to sit on examination at the beginning, middle and end of a term.

Dr. Matiang'i also said there will be tighter checks during this year's national examinations. Another change has been the appointment of substantive county directors of education because those in place last year were in acting capacity when the arson happened.

The task force made 29 recommendations on how to address the mess including lifestyle audits of principals and bursars, eradicating titles like "president" among prefects and having CCTV cameras.

(Adapted from Sunday Nation of May 21, 2017)

1. According to the ministry of education, what is necessitating the change of law in school boards of management ? (1 mark)
2. Which figure does the CS propose as ideal for the board of management per schools and what is his rationale ? (2 marks)
3. In what way does the CS view the current situation in management of schools as ridiculous ? (1 mark)
4. Comment on the main objective behind the formation of the task force by the Dr. Matiang'i led ministry of education. (2 marks)
5. In note form highlight four changes that the ministry of education has effected based on the recommendations of the task force. (5 marks)
6. How will the ministry of education ensure that errant students do not get away with their crimes ?
7. Supply the correct question tag. (1 mark)
We look like a country of idlers
8. Describe Dr. Matiangi's feelings towards the current schools's boards of management as revealed in paragraphs two and three. (2 marks)
9. What does the rhetorical question in paragraph three aim to achieve ? (2 marks)
10. Explain the meaning of each of the following as used in the passage. (2 marks)
 - i) make a kill
 - ii) bloated

2. Caucasian Chalk Circle

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

Grusha: There's Simon. There's no keeping that from you. But please don't worry, it's not mine.

Simon: When the wind once starts to blow, they say, it blows through every cranny. The wife need say no more. *(Grusha looks into her lap and is silent)*

Singer:

There was yearning but there was no waiting
The oath is broken. Neither could say why
Hear what she thought but did not say
"While you fought in the battle, soldier,
The bloody battle, the bitter battle
I found a helpless infant
I had not the heart to destroy him
I had to care for the creature that was lost
I had to stoop for breadcrumbs on the floor
I had to break myself for that which was not mine
That which was other people's
Someone must help!
For the little tree needs water
The lamb loses its way when the shepherd is asleep
And its cry is unheard!"

Simon: Give me back the cross I gave you. Better still, throw it in the stream. *(He turns to go)*

Grusha:*(getting up):* Simon Shashava, don't go away! He isn't mine! *(She hears the children calling).* What is the matter children ?

Voices :Soldiers! And they are taking Michael away! *(GRUSHA stands aghast as two IRONSHIRTS with MICHAEL between them, come toward her.*

One of the Ironshirts: Are you Grusha? *(she nods)* Is this your child ?

Grusha: Yes. *(SIMON goes)* Simon!

Ironshirt: We have orders, in the name of the law to take this child found in your custody, back to the city. It is suspected that the child is Michael Abashwili, son and heir of the later Governor Georgi Abashwili and his wife, Natela Abashwili. Here is the document and the seal. *(They lead the CHILD away)*

Grusha: *(running after the, shouting):* Leave him here. Please! He is mine.

- a) Which events led to the happenings in this extract ? (2 marks)
- b) "There's Simon. There's no keeping that from you." What question from Simon prompts Grusha

to give the answer and why is 'that' in italics ? (3 marks)

- c) Which battle is the singer referring to ? (2 marks)
- d) Explain how Grusha found 'the helpless infant.' (4 marks)
- e) Mention four challenges that Grusha faces in an effort to save the life of the infant. (5 marks)
- f) What do you understand by line 13 of the song ? (2 marks)
- g) Which cross is Simon asking for and why had he given it to Grusha ? (3 marks)
- h) Make notes on what will finally happen to Michael on arrival at Nukka. (4 marks)

3. Oral Narrative

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

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

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

This arrangement worked until the women became pregnant.

"After delivery," the friend who owned the breasts said to the woman, "I won't allow you to feed the baby with milk from the breasts because the baby isn't mine."

The woman objected loudly saying, "But the baby is mine and the breasts are also mine, so I'll have to feed it from my breasts."

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

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

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

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

- i) Giving evidence, classify the above oral narrative. (2 marks)
- ii) What makes the above genre an oral narrative ? (4 marks)
- iii) Explain the effectiveness of any two features of style found in the narrative above. (4 marks)
- iv) Comment on the character traits of the two husbands. (4 marks)
- v) With reasons, identify the appropriate audience for the above oral material. (2 marks)
- vi) Highlight two social activities evident in the above oral narrative. (2 marks)
- vii) What do you think is this society's attitude towards women ? (2 marks)

4. GRAMMAR

- a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)
 - i) The society has failed to find a solution of the problem of a woman having more than one husband (Use one word to replace the underlined words)
 - ii) Matheri's wife said that he had to surrender to the police then.
(Write in direct speech)
 - iii) It was difficult to understand what the speaker was saying.
(Replace the underlined with an appropriate phrasal verb)
- b) Use the correct collective noun to complete the blanks in the sentences. (2 marks)
 - i) The guest of honour was given aof flowers.

- ii) You have to use the of stairs to get to the manager’s office.
- c) Fill in the blanks with the correct alternative from the choices given. (2 marks)
- i) Students have a habit of trying to suppress satirical when weak students are scolded for shoddy work.(chortle, chuckle, snigger, guffaw)
- ii) The insurance company swore not to the accident victims.
(insures, indemnity, compensate)
- d) Identify the misspelt words in the following sentences and rewrite them correctly.(3 marks)
- i) I will pass the continous assessment test well
- ii) The Prime minister recieved a bouquet of flowers.
- iii) All the fourty thieves had diarrhoea.
- e) Use the correct form of the word in brackets to complete the sentences.
- i) We learnt a great deal from the speech, it was very (inform)
- ii) The news came as a to us all. (reveal)
- iii) The principal was accused of of funds. (manage)
- f) Fill in the each of the blank space with an appropriate word. (2 marks)
- i) The manager was gratefulthe workers’ input.
- ii) I will beleave from next week.

MOI GIRLS HIGH SCHOOL
ENGLISH
Paper 1
Paper 1 (Functional Skills)
JULY – 2019

1. Since last year third term, your class form 4 Green’s academic performance has been drastically going down. This has raised a lot of worries in the entire school, and it was one of the issues that came up during the release of the first examinations results of this term. After that meeting, the School Principal summoned you as the Class Prefect to his office and requested you to lead a class committee to find out the reasons for such a performance. Write a report that you would present to him in two weeks’ time underlining the causes for this performance by your class and the recommendations that you suggested. (20 marks)

2. Fill in the blank with the **most appropriate** word (10 marks)
 It is undeniable that our education system.1..... Kenya has done a lot for students. Our literacy 2.....has risen tremendously over the 3.....thirty years. More youths are leaving school for the work force at 4.....educational levels. The majority of Kenyans have had the 5..... of primary education, something most of our grandparents do not 6..... However, there are still 7.....which need improvement in our educational system. There is need for enough space experimentation 8.....the cultivation of genuine interest.9.....is required is a real understanding and appreciation of the subject,10.....merely high marks.

- 3. a) i)Provide homophones for the following words (3marks)
 - i) Coup
 - ii) Brooch
 - iii) Muscle
- b) Assign intonation to the following sentences. (3 marks)
 - i) I think we are completely lost
 - ii) We will be able to go, won’t we?
 - iii) She bought a house
- c) Write down a word with a silent letter as indicated. (3marks)
 - i) **p**
 - ii)**s**
 - iii)**n**
- b) Identify the odd one out based on the pronunciation of the underlined letter(s). 3 marks
 - i) Quay, quaint, quack, quality
 - ii) Chain, Character, Flinch, Champion
 - iii) Sachet, Packet, Ticket, Thicket.....

c) Explain the different meanings of the sentence below when different words are stressed as indicated: *Wafula saw the thieves enter the house.* 2mks

- i) Wafula
- ii) House

d) i) Your class had invited a former student, now employed by a top company to give a talk on 'succeeding in the corporate world'. However, during the talk, you realize that most of your classmates are not concentrating. List four things on the part of the **speaker** that contributed to this. (4marks)

ii) Suggest two non-verbal cues you would advise the speaker to employ to enhance the delivery of the message (2marks)

e) Read the narrative below and answer the questions that follow.

WHY THE OWL IS NOT KING OF THE BIRDS
INDIAN TALE

WHY is it that Crows torment the Owls as they sleep in the daytime? For the same reason that the Owls try to kill the Crows while they sleep at night

Listen to a tale of long ago and then you will see why.

Once upon a time, the people who lived together when the world was young took a certain man for their king. The four-footed animals also took one of their numbers for their king. The fish in the ocean chose a king to rule over them. Then the birds gathered together on a great flat rock, crying:

"Among men there is a king, and among the beasts, and the fish have one, too; but we birds have none. We ought to have a king. Let us choose one now."

And so the birds talked the matter over and at last they all said, "Let us have the Owl for our king."

No, not all, for one old Crow rose up and said, "For my part, I don't want the Owl to be our king. Look at him now while you are all crying that you want him for your king. See how sour he looks right now. If that's the cross look he wears when he is happy, how will he look when he is angry? I, for one, want no such sour-looking king!"

Then the Crow flew up into the air crying, "I don't like it! I don't like it!" The Owl rose and followed him. From that time on the Crows and the Owls have been enemies. The birds chose a Turtle Dove to be their king, and then flew to their homes.

i) You have been asked to narrate the above story to a group of young people. What **four** things would you do to attract their attention? (2marks)

ii) If you were narrating the above story to young children, how do you ensure you sustain their attention for the entire course of the narration? (2marks)

iii) How would you say the line "I don't like it! I don't like it!"? (2marks)

f) Read the following telephone conversation and answer the questions that follow.

Secretary: (Phone rings) Hello, Purpose Drive Secondary school, may I help you?

Caller: I want to speak to the principal.

Secretary: May I know who is calling please?

Caller: (Impatient and irritated) I have said I want to speak to the principal, period

Secretary: Excuse me I am sorry He is in a meeting with the board of management, could you please call later, Sir?

Caller: (Shouting) are you stopping me from talking to your boss, do you know who I am? Had you even heard of the supplier of your stationery?

Secretary: (Politely) Oh, Mr. Erickson? I am sorry you cannot talk to him now call after an hour or may I take a message to him please?

Caller: (Bangs the receiver)

i) Identify two instances that show the caller lack of telephone etiquette. (2marks)

ii) How can you tell that the secretary observes professional conversational skills in the above telephone conversation? (2 marks)

MOI GIRLS HIGH SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

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

As we stand, the HIV/Aids pandemic is on the rampage; ravaging the young and the old alike. It is time for people to decide for themselves what is good and what is not. And the earlier they do this the better.

The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for a remnant to remain by just abstaining from premarital sex. And how will they abstain if everywhere they look images of sex stare at them, **beckoning alluringly**?

The thing to remember is that it is their responsibility to censor the stuff that gets into their minds because this will definitely affect the kind of decisions and lifestyle they adopt. Before reading a pornographic book or magazine, they should pause and ask themselves, “Do I hope to become better after reading this?” “The same consideration should be made before watching certain movies and listening to offensive music. Guarding one’s mind against trash requires laying down very clear principles. Discipline is imperative,

For young people, it is important to choose friends wisely. They should determine what they will be doing when they come together. If a friend is not building them up, or is causing them undue pressure, they should shun him or her. This pressure often takes the form of making those who choose to abstain from pre-marital or illicit sex inadequate.

Avoiding idleness is equally important. The wise say an idle mind is the devil’s workshop. The solution is to get busy with constructive activities be they academic, economic, physical or spiritual. Trying out new hobbies such as gardening playing football, swimming, basket weaving, baking and volunteer work is a step in the right direction.

Parents must also take full responsibility of bringing up their children. They are the first counsellors of their children especially in the formative stages. Unless they do something in good time, they will cry alone when the disaster of teenage pregnancies, abortion and HIV/Aids happens right under their own roofs. The onus is upon them to freely discuss issues of sexuality with their children.

Teachers too have a very crucial role to play in the lives of their students. The youth spend a bigger percentage of their waking moments with their teachers. The teachers not only equip them with academic knowledge but also with the right attitudes and behaviour. And it is a good thing that sex education has been introduced in the school curriculum. Studies by AMREF have shown that, contrary to popular belief, sex education does not promote promiscuity. Rather it enlightens its recipient’s health issues.

Moreover, places of worship must pitch in with their contributions. They are in an excellent position of imparting the correct moral values to their **adherents**. Besides, they can provide social and religious activities that will build the youth up spiritually and mentally.

Finally, it is **incumbent upon** the government to put in place legislation governing what the citizens, especially the youth, are exposed to in the form of print or electronic media.

In conclusion, the future generation is keenly watching us to see if we will wreck or salvage the boat of their survival. Every member of our society has a part to play in enhancing morality. It is only by doing this that we can hope to check the **onslaught** of HIV/Aids.

Questions

a) Why is there need to make a decision soon? (2mks)

b) Rewrite the following sentence in the past:

The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for a remnant to remain by just abstaining from premarital sex. (1mk)

c) What is pornography and how do you think it influences one’s behavior. (3mks)

d) Rewrite the following sentence in indirect speech

They should pause and ask themselves, “Do I hope to become better after reading this?”

e) Which words does the author use to show displeasure with some kinds of films and music? (2mks)

f) What sort of friend does the author appear to recommend? (2mks)

g) In note form, give evidence to show that every member of society has role to play in enhancing morality. (5mks)

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

i) beckoning alluringly.....

ii) adherents.....

iii) incumbent upon
onslaught.....

Q2 THE PLAY A DOLL'S HOUSE BY HENRICK IBSEN (20 MARKS)

Read the following excerpt and answer the questions that follow.

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

Questions

- a) What happens immediately after this extract? (3mks)
Discuss any two issues brought out in this extract. (4mks)
- b) How is Mrs Linde depicted in this extract? (4mks)
- c) In which ways does the playwright use dramatic irony in the extract? (4mks)
- d) Because you do as your husband wishes. (Add a question tag) (1mk)
- e) How effective is the use of humour in this extract. (2mks)
- f) From this excerpt, Helmer is hardworking. How is this character trait brought out elsewhere in the play and how does it complicate the drama? (3mks)

- g) Give the meaning of the following words and phrases as used in the excerpt. (4mks)
- a man of means prevaricate.....
 - came into his money
 - concealing.....

3 ORAL LITERATURE 20 MARKS.

Once upon a time the Tortoise and Osogo the Bird were great friends. They could visit each other almost every day. Osogo the Bird would go and visit the Tortoise and the Tortoise would escort Osogo the Bird up to his home, and then Osogo the Bird would then escort the Tortoise again up to his home. They would escort each other; escort each other; escort each other till morning.

It so happened that Osogo the Bird was good at singing. He would sing like *asilili*, his voice would blend with virtually everything. So Osogo the Bird was invited to a big feast by some king in a far off place. Osogo the Bird shared his story with his friend the Tortoise for who doesn't know of the rumour that the Tortoise's shell makes a wonderful drum.

It so happened then that at that time there was scarcity in the land and all mouths lacked what to eat. The Tortoise's stomach was so shrunk that it disappeared in his shell.

"Oh, I can escort you my *dundedunde* and you know my shell is a good drum," the tortoise said salivating.

"But you can't fly, I shall be flying to the party with my band members," replied Osogo the Bird.

Soon the Tortoise had come up with a suggestion. And the birds gave him each a feather and from the feathers which birds gave him, he, the Tortoise **fashioned** some colourful wings.

They set off, happy and excited. They flew, they flew, and as they flew and along the way, the Tortoise told the bird: "Where we are going, we must change our names because that is those people's cultures. So, Osogo the Bird changed his name to Osogo Winyo the Singer. The Dove called himself Akuru Wuon Obondo, the Owl called himself, Tula Nyongoro, Hornbill called himself Arum Tidi. They all changed their names. Finally it was the Tortoise's turn to give his new name. He called himself a strange name: he said he would be called: All Of You. Everybody laughed and they sang him a song;

Opuk rakoti

Yaye opuk rakoti

Yawa opuk rakoti

Wait! They soon reached the place, they were going and those people welcomed them. They settled down and played their music, Osogo the Bird singing his heart out. Then at meal time things changed. When food was brought, the Tortoise who was now salivating asked their host, "Whose food is this?"

The host replied, "It is for all of you." Upon which the Tortoise looked at Osogo the Bird with a knowing smile and settled down for proper eating. He ate all the delicacies that were served and his stomach swelled and filled his shell. Osogo Winyo the bird and the band members watched as the Tortoise ate and had to **gnaw** the bones of the left overs. Soon the bird left for home bitter and hungry.

That is the end of my story.

Question

- Giving a reason, classify the above narrative? 2mks
- Explain the significance of the following oral devices as used in the above narrative: 3mks
 - Repetition.....
 - Use of song Openingformula.....
- Why does the story use animal characters as opposed to human being? 2mks
- Identify and explain any political activity evident in the story. 2mks
- What is the moral teaching of this story? 2 mks
- Why would we say that the birds were gullible? 2mks
- Why do you think Osogo the Bird shared his story with the Tortoise? 2mks
- Why did the tortoise look at Osogo the Bird with a knowing smile? 2mks
- Explain the meaning of the following words and phrases as used in the passage 3mks
 - Dundedunde*
 - Fashioned
 - Gnawed.

QUESTION 4. GRAMMAR (15 marks)

a) Use the most suitable form of the word in brackets to fill in the blank spaces(3mks)

- (i) Learning, our principal told us, is a -----process. (CONTINUE)
- (ii) Due to the widespread-----in the country, youths are not enthusiastic about education. (EMPLOY)
- (iii) That yard is where -----of old vehicles takes place. (MAINTAIN).

b) Use complex prepositions to fill in the blank spaces. (3mks)

- i) I am apologizing-----of my class.
 - ii) The boys were convicted-----drug trafficking.
 - iii) -----what I have said, mothers should be role models.
- c) Underline the verbs in the following sentences and indicate whether they have been used transitively or intransitively. (3mks).
- i) The widowed lady wept bitterly beside the casket.

- ii) The school choir sang beautifully at the competition.
 - iii) My old grandmother spiced the food.
- d) Use collective nouns to replace the underlined words. (2mks)
- i)The people working on the ship were rescued by the divers.

- ii) I was among the group of actors that was sponsored to go to Nigeria.
- e) Rewrite the following sentences according to instructions after each. (4mks)
- i) They were smoking in the room and forgot to close the door. (Begin: Smoking.....)
 - ii) The president addressed the nation for three hours. He did not talk about war on graft. (Join into one sentence using however.)
 - iii) What you are doing cannot be acceptable in an ordered society. (Rewrite beginning: Under no circumstances
 - vi)The teachers were not in school. The principal was not in school. (Rewrite beginning: Neither the teachers

MOI GIRLS HIGH SCHOOL
ENGLISH
Paper 3
(Creative Composition and Essays
Base on Set Texts)
JULY – 2019

1. Imaginative Composition (20marks)
Either

- a) Write a story to illustrate the saying: And the truth shall set you free.
- Or**
- b) Write an argument for or against the use of the social media by Kenyan youth today.

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

Citing specific illustrations from Ole Kulet’s **Blossoms of the Savannah**, write an essay to show that determination pays.

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

- Either**
- a) **Memories We Lost and Other Stories: ed. Wanjala Chris**
“Nothing should come between us and our dreams.” Drawing specific examples from the life of characters in Bulawayo’s **Hitting Budapest**, write an essay in support of this statement.

Or

b) Inheritance: David Mulwa

“United we stand, divided we fall.” Using illustrations from Mulwa’s **Inheritance**, write an essay to show the truth of this statement.

Or

c) The Pearl: John Steinbeck

Using relevant examples from Steinbeck’s **The Pearl**, write an essay to show that hypocrisy can strain human relationships

SUNSHINE SECONDARY SCHOOL

ENGLISH

Paper 1

Paper 1 (Functional Skills)

JULY – 2019

1. FUNCTIONAL WRITING

You have read the novel “Blossoms of the Savannah” and really enjoyed and are now ready to tackle it in KCSE. You overheard some of your friends in form three complaining that it should not have been included as one of the texts to be done in KCSE.

Write a book review encouraging them to read since it will be examined in their year. (20mks)

2. CLOZE TEST (10mks)

A new research titled “Underage Drinking in Kenya” has (1) _____ that nearly one third of form four students aged 18 years take (2) _____.

As our society ponders this sad (3) _____ the urgent message to children who are taking alcohol (4) _____, do not drink another sip. Advice to those children is to strongly say “no” (5) _____ irresponsible behavior to alcoholism, there are many (6) _____

_____ effects of alcohol. It is wrong and illegal for children to drink alcohol. The report also states that 46 per cent of the children receive (7) _____ first pint from friends and (8) _____.

Do you offer alcohol to child? As a parent or guardian, do you nurture

(9) _____? How much time do you spend with them? Notably, (10) _____ of guidance and supervision are stimuli to underage drinking.

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

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

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

- i) Explain how the poet achieves rhythm in the poem above. (4mks)
- ii) Briefly explain how you would perform the first two lines in this poem. (3mks)
- b) The following sentences contain a highlighted word. In each sentence underline the part of the word that is stressed to convey the meaning intended. (4mks)
- i) The county assembly agreed that the country's **pro.duce** will be marketed locally.
- ii) The Citizens **re.ject** the proposal to divide them along tribal lines.
- iii) Why didn't you **re.cord** the speech for me?
- iv) The **sur.vey** revealed that most unemployed youth have skill that can be gainfully used.
- c) You have been appointed to chair a class discussion on Henrik Ibsen's "A Dolls House". After the discussion, your classmates comment that you steered the discussion very well. Write down four things you did right. (5mks)
- d) Underline the word that is said differently from the sets of words given below. (5mks)
- i) Fairy ferry furry
- ii) Floor flower flour
- iii) Toe two tow
- iv) Pear pare peer
- v) Canal kernel colonel
- e) Write a word pronounced exactly the same way as each of the following. (4mks)
- i) Nose
- ii) Metal
- iii) Synch
- iv) We
- f) Study the following situations and write down what you would say in each case.
- i) When walking along a corridor, you accidentally bump into somebody out of your own clumsiness.
- ii) You are engaging in a conversation and you catch yourself interrupting the other person.
- iii) You want to introduce a point during a discussion which contradicts what the other person has said.

SUNSHINE SECONDARY SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

1. COMPREHENSION (20MKS)

Read the following passage and answer the questions that follow.

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

Lack of confidence can hinder a lot of things, ranging from how you get ahead in your career to the number of skills you are able to acquire. It is determining factor in the way you direct your career. Confidence is conveyed from inner to the outer though the words you speak and the posture you assume. Building confidence is not a one day affair.

Neither does it take other people to build your confidence.

I remember an interview I once conducted for secretaries, and the memory of one woman is intact. She stammered from the point she entered the office to the moment she left. Thinking that it was interview jitters, we called her again, based on her technical qualifications rather than her presentation. She presented the same problem. We settled on a different candidate because confidence was a key qualification for the job which involved dealing with clients and colleagues.

Not many entry-level and first-time job seekers are coached or tutored on how to gain more self-confidence. Instead, we tell them to “attend a few events, meet more people, and get the hang of it”. That is not the right approach. Often, by the time you get “get the hang of it,” you will have probably ruined a few chances, stepped on a few toes, and generally spoil a few opportunities. Confidence starts from within, which means working with yourself to find an effective method on your capabilities.

Having had quite some experience interviewing and being interviewed, I have developed there sure-fire ways that not only help me before an interview, but improve my general self-confidence. You must start with one as you progress and eventually build your own self-confidence.

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

Doubting oneself only leads to criticizing oneself, which plants deep roots that can be almost impossible to weed out. My mentor always used to say, “You are what you think you are”

Secondly, beginning with one small step rather than giant leaps will ensure that you tackle interviews and first jobs with a lot of self- confidence. There are two ways to go through this.

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

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

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

- a) What is confidence according to the passage? (2mks)
- b) How is confidence conveyed? (3mks)
- c) What suggestions are given to first-time job seekers to help them in gaining more self-confidence? (3mks)
- d) What does the writer identify as the major hindrance to confidence? (1mk)
- e) According to the writer what **two** key qualifications were they looking for in the interview for secretaries? (2mks)
- f) Identify **three** ways the writer mentions that help before an interview and improve in self

confidence.

(3mks)

g) In not more than 50 words write what the writer has been doing to achieve success in interviews.

(4mks)

Rough copy

Fair copy

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

(3mks)

a) Surge

b) Interview jitters

c) Habitually

2. DRAMA: A DOLLS' HOUSE by Henrik Ibsen

Nora: What right have you to question me, Mr. Krogstad? – You, one of my husband's subordinates! But since you ask, you shall know. Yes, Mrs Linde is to have an appointment. And it was I who pleased her cause, Mr. Krogstad, let me tell you that.

Krogstad: I was right in what I thought then.

Nora: (*walking up and down the stage*) Sometimes one has a tiny little bit of influence, I should hope. Because one is a woman, it does not necessarily follow that-. When anyone is in a subordinate position, Mr. Krogstad, they should really be careful to avoid offending anyone who-who-

Krogstad: Who has influence?

Nora: Exactly

Krogstad: (*changing his tone*) Mrs. Helmer, you will be so good as to use your influence on my behalf.

Nora: What? What do you mean?

Krogstad: (You will be so kind as to see that I am allowed to keep by subordinate position in the bank.

Nora: What do you mean by that? Who proposes to take your post away from you?

Krogstad: Oh there is no necessity to keep up the pretence of ignorance. I can quite understand that your friend is not very anxious to expose herself to the chance of rubbing shoulders with me; and I quite understand, too, whom I have to thank for being turned off.

Nora: But I assure you-

Krogstad: Very likely; but, to come to the point, the time has come when I should advise you to use your influence to prevent that.

Nora: But, Mr. Krogstad, I have no influence.

Krogstad: Haven't you? I thought you said yourself just now-

Nora: Naturally I did not mean you to put that construction on it. I! What should make you think I have any influence of that kind with my husband?

Krogstad: Oh, I have known your husband from our student days. I don't suppose he is any more unassailable than other husbands.

Nora: If you speak slightly of my husband, I shall turn you out of the house.

Krogstad: You are bold, Mrs. Helmer

Nora: I am not afraid of you any longer. As soon as the New year comes, I shall in a very short time be free of the whole thing.

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

Nora: So it seems.

Krogstad: It is not only for the sake of the money; indeed, that weighs least with me in the matter.

There is another reason - well, I may as well tell you. My position is this, I daresay you know, like everyone else, that once, many years ago, I was guilty of indiscretion.

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

Krogstad: The matter never came into court; but every way seemed to be closed to me after that.

So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the bank was like the first step up for me – and now your husband is going to kick me downstairs again into the mud.

Nora: But you must believe me, Mr. Krogstad; it is not in my power to help you at all.
Krogstad: Then it is because you haven't the will; but I have means to compel you.

Questions:

- a) Krogstad asks **four** questions just before this excerpt. List them. (4mks)
- b) For what reason has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3mks)
- c) Identify and illustrate **one** stylistic device employed in this excerpt. (2mks)
- d) Describe **two** character traits of Nora as portrayed in this excerpt. (4mks)
- e) Rewrite the following sentences according to the instructions given after each.
- i) If you speak slightly of my husband, I shall turn you out of the house.
I shall turn out of the house (*Rewrite using **unless***) (1mk)
(supply a question tag) (1mk)
- f) Highlight **two** themes evident in this excerpt. (4mks)
- g) "Then it is because you haven't the will; but I have means to compel you"
How does Krogstad plan to force Nora to talk to her husband. (3mks)
- h) Write a word with the same meaning as each of the following words as used in the excerpt. (3mks)
- i) Necessity –
ii) Pleaded –
iii) Influence –

3. ORAL NARRATIVE (20MKS)

Read the narrative below and answer the questions that follow.

Long, long time ago animals and birds spoke just like men do. When God had to stop them speaking, he made birds sing, like this chirp! Chirp....Lions to roar like this graagh! Graagh! And hyenas to howl like this huuu! HUUUU!
And you blame God? Listen to what naughty hyena who had gone two days without any mean did. He had been wandering up and down the hills when he suddenly stopped, nose in the air, one foot raised.

Do I smell, eh..... smell food? He slowly raised his head to the skies as if to say, "Please God, let me find some food, even one rotting bone will do" Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wide as the smell became stronger. "Here at last", he said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

"God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a "Mukwa" I'll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old... Man.

Still I do think some people tend to exaggerate, now who was it saying the other day 'ati' God is the giver of everything and that we should be grateful. O.K.

Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii, and I see one over there.

Ok. Here we go, where shall I start, this lovely neck: No, I know, I will start with the 'mukwa' hen I'll get on to the soft stuff, the tail, the rump, 'Mahu'....."

After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' a tree to stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. H looked up again to the heaved, tried to speak but no words came. Hyenas have never been able to speak ever since...

Questions:

- a) Categorise this narrative and give a reason for your classification. (2mks)
- b) Identify and explain **two** characteristics of oral narratives evident in this story. (4mks)
- c) Describe **two** character traits of the hyena as depicted in the narrative. (4mks)
- d) Identify **one** economic aspect of the community described in this narrative and give a reason for your answer. (2mks)
- e) What moral lesson do we learn from this narrative? (2mks)
- f) Give a proverb with the same moral lesson as this narrative. (2mks)

g) If you asked to go and collect this story in the field, state **two** problems you are likely to encounter and how to solve each. (4mks)

4. GRAMMAR (15MKS)

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

i) Is there life after death or not? This is a question which man has been asking himself for a very long time.

(Rewrite beginning: The question of..... Do not use the work question twice).

ii) I don't think you should go out this afternoon.

(Rewrite beginning: I'd rather.....)

iii) After a new principal was appointed, results began to improve.

(Rewrite beginning: Subsequent.....)

b) Each of the following sentences is incorrect. Correct each in two different ways. (4mks)

i) The judge ordered us to return back the following morning.

ii) She asked us what we were discussing about.

c) Fill in the blank spaces using the correct form of the word in brackets. (4mks)

i) The criminals _____ behavior in court appalled the judge (scandal)

ii) He walked _____ on the wet floor. (caution)

iii) The _____ (close) of the factory dealt a huge blow to the workers.

iv) Justin was suspended from his job because his _____ (sober) was questionable.

d) Replace the underlined word with the correct phrasal verb formed from the word in brackets (4mks)

i) The class teacher promised to solve the problem. (sort)

The bereaved families accepted their loss and moved on (get)

ii) My mother asked me why I was so angry. (work)

The two friends are reconciling as we talk (make)

SUNSHINE SECONDARY SCHOOL
ENGLISH
Paper 3
(Creative Composition and Essays
Base on Set Texts)
JULY – 2019

1. Imaginative composition (Compulsory)

Either

a) Write a story to illustrate the saying;
'where there is a will there is a way'

Or

b) Write a composition that has the following: a bride, a swarm of bees and a hospital.

2. The Novel, Blossoms of the Savannah (Compulsory)

Gender bias is tantamount to violation of human rights. Write an essay in support of the assertion drawing illustrations from blossoms of the savannah By H.R Ole Kube

3. Optional Texts

a) Short story: Memories we lost and other stories compiled by Chris Wanjala

Explain the truth of the saying, "He who desires all loses all." Draw your illustrations from Leo Tolstoy's 'How much land does man need?'

b) The Novel

The Pearl by John Steinbeck

'Our lives are controlled by destiny'

Using illustrations from 'The Pearl', write an essay to support this statement

c) Drama

Inheritance by David Mulwa

A person's weaknesses can lead to their downfall. Justify the statement using the character Lacuna Kasoo in "inheritance."

SACHO HIGH SCHOOL

ENGLISH

Paper 1

Paper 1 (Functional Skills)

JULY – 2019

1. **Functional skills (20 MKS)** (20mks)

Your classmate who is your best friend plans to visit your home during the December holidays.

(a) Write to her a letter inviting her to your home (10mks)

(b) Give her a simple direction to your home from a nearby market/town (10mks)

2. **Cloze test (10 MKS)**

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

Speakers often try to appeal to their audiences by speaking casually or by using “street language.”(1), however, can be shocking to an audience not expecting (2)..... Use good judgment. While shocking language might (3)your audiences attention, it can also quickly turn (4)..... most people.

Obscene language is (5)language that offends by going(6)common standards of (7) Since (8)is what is considered, speakers must avoid any (9).....that their words might be (10)as indecent.

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

(a) **Write a homophone for each of the following words** (6mks)

(i) key..... (ii) aisle

(iii) aunt..... (iv) tale.....

(v) queue..... (vi) whale.....

(b) Imagine you are the chair person, students council and have been asked to deliver a speech before the teachers, parents, Board of Governors, Principal and students on an Education day. What are the factors to consider as you prepare your speech? (5mks)

(c) **Read the oral poem below and then answer the questions that follow** (10mks)

YOU HAVE ONLY ONE MOUTH

You have got only one mouth

But two ears

So you talk once

And listen twice

Do you observe a lot, but you talk very little?

You have got only one mouth but two hands

Therefore for working and one for eating food.

(i) Identify **three** aspects of oral performance that make this oral poem easy to remember (3mks)

(ii) Identify and illustrate the sound pattern used in line seven (7) of the oral poem (1mk)

(iii) Which words would you stress in the first line of the oral poem, and why? (2mks)

(iv) How would you say line (5) five of the oral poem? (2mks)

(v) In what **two** ways would this oral poem be made interesting to listen to? (2mks)

(d) **In the following groups of words, one of the underlined sounds is different from the rest. Identify the different sound.** (4mks)

(i) sure hear poor lure

(ii) Hat apple bat farm

(iii) Hope not boat rope

(iv) Firm further fury purse

(e) **Underline the silent letters in the following words** (5mks)

(i) subtle (ii) Yacht (iii) Rendezvous

(iv) debut (v) gnaw

SACHO HIGH SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

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

(20 marks)

The recent claim by scientists at Egerton University that the water table in the South Rift is dropping is alarming. The researchers have noted with great concern that several boreholes in the region have dried up and water volume in several rivers has rapidly reduced as a result of clearing of trees in the Mau forest. This significantly affects Lake Nakuru as its shoreline has noticeably been receding over time. We are being told this at a time when the Ministry of Natural Resources has already laid down plans to clear gazetted forests saying it to settle landless people. We cannot allow this to happen. In the past, we have watched influential people plunder Karura, Aberdares and Mt. Kenya forests. Marmaret forest in Laikipia is no more after several farmers were allocated the public land. We cannot afford to interfere with the water catchment areas of the great rivers of this country because they are our lifeline. Not so long ago, this country suffered crippling power rationing regime for more than six months, seriously hampering economic growth. Industries ground to a halt, laying off a number of employees; complicating an already worse unemployment crisis. This should have woken us up from the deep slumber that “all is well.”

Ours is a tale of unfettered impunity. Throughout the country, we read of owners of large flower farms who have diverted the river course into their farms to irrigate their crops, denying those living downstream a source of water. Others are busy clearing wetlands, seriously interfering with nature’s ecological balance. We hear of industries shamelessly emptying their waste into rivers. Apart from that, influential transporters ferry truckloads of charcoal and the precious sandalwood under the noses of the police. More often than not, apart from empty rhetoric, we never get to hear that those responsible have been punished.

When the government kicked off the drive to reclaim the Mau forest, there was a flurry of activities from all and sundry. All came together in a massive tree planting exercise. However, the politicization of the compensation claims put forward by large estate owners with the Mau Complex, brought things to a halt. The enthusiasm has since died and no one knows when the matter will be brought to a conclusion.

We depend too much on our rivers to allow any selfish individual to interfere with their watershed. Needless to say, our complacent attitude towards environmental issues has made environmental problems uncontrollable. It is the high time we came together and took care of our environment.

The government through National Environment Management Authority (NEMA), NGO’s and environmental lobby groups should step up efforts to sensitise people of all walks of life on the need to conserve our natural heritage for the future generations. This should be coupled with replanting of trees on all deforested government land and intensified practice in agro-forestry. The ban on cultivation along river banks and indiscriminate felling of trees for charcoal burning must be enforced.

Apart from that, steps should be put in place towards revocation of all irregular allocation of government forests to individuals. Government officers suspected of abetting land grabbing must face the full force of the law. Industries that dispose off toxic or untreated waste into the environment should also be dealt with firmly.

It’s time we took a step towards safeguarding our environment. There is need to develop a sense of collective responsibility. Considering the fact that the United States rejected the Kyoto Protocol of 1997, we should be even more vigilant and jealously safeguard what nature has provided. It’s our environment, our country, our heritage. We need it to pass it on to our descendants.

- (a) What evidence is given in paragraph 1 to show that the water table in the South Rift is falling?(2 mks)
- (b) What excuse is the government giving for its plans to clear gazetted forests? (1mk)
- (c) Using information in the second paragraph, summarize how impunity, has led to environmental degradation. (4 mk)
- (d) How does power rationing affect economic growth? (2 mks)
- (e) What halted the reclaiming of the Mau Complex? (2 mks)

- (f) Why is the shoreline of Lake Nakuru receding? (1mk)
- (g) What should the government do to address the environmental problems? Write your answer in note Form (4mks)
- (h) Explain the following words as used in the passage. (4 mks)
- (i) Rapidly _____
- (ii) Plunder _____
- (iii) Intensified _____
- (iv) Safeguard _____

2. Read the extract below and then answer the questions that follow: 25 marks

Nora: It's a shame to say that. I do really save all I can.

Helmer: (laughing) That's very true, - all you can. But you can't save anything!

Nora: (smiling quietly and happily) You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

Helmer: You are an odd little soul. Very like your father. You always find some new way of wheedling money out of me, and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

Nora: Ah, I wish I had inherited many of papa's qualities.

Helmer: And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

Nora: do I?

HELMER: You do, really. Look straight at me.

Nora :((looks at him) well?

Helmer: (wagging his finger at her) Hasn't Miss Sweet Tooth been breaking rules in town today?

Nora: No; what makes you think that?

Helmer: Hasn't she paid a visit to the confectioner's?

Nora: No, I assure you, Torvald-

Helmer: Not been nibbling sweets?

Nora: No, certainly not.

Helmer: Not even take a bite at a macaroon or two?

Nora: (going to the table on the right) I shouldn't think of going against your wishes.

Helmer: No, I am sure of that: besides, you gave me your word- (Going up to her) Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.

Nora: Did you remember to invite Doctor Rank?

Helmer: No. But there is no need; as a matter of course, he will come to dinner with us. However, I will ask him when he comes this morning. I have ordered some good wine. Nora, you can't think how I am looking forward to this evening.

Nora: So am I! And how the children will enjoy themselves, Torvald!

Helmer: It is splendid to feel that one has a perfectly a safe appointment, and a big enough income. It is Delightful to think of, isn't it?

Nora: It's wonderful!

Get more notes and past papers at

- a. Place this extract in its immediate context.(4 marks)
 - b. Explain the dramatic irony in this extract (3marks)
- c. Helmer says here" it is splendid to feel that one has a perfectly safe appointment". What is he referring to? 1 marks
- c. What issues on money and gender emerge in this extract? (4 marks)
- e. Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract.(4 marks)
- f. What do we learn about the character of Nora in this extract.(4 marks)
- g. Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald(2 marks)
- h. Explain the meaning of the following expressions as used in the extract? (3 marks)
- i. Wheedling money out of me
 - ii. Confectioner's
 - iii. you gave me your word

3. POETRY

I AM TIRED OF TALKING IN METAPHORS

I will talk plainly
Because I am moved to abandon riddles
I will tell you of how
We held our heads in our hands
Because the owl hooted all night
And the dogs howled as if mourning
We awaited the bad news
We received it:
Our mother blinded in one eye
Crippled in the right leg
Because she did not vote
For her husband's candidate

I will remind you
Of when the peeled plantains
Stood upright in the cooking pot:
We slaughtered a cock,
Anticipating an important visitor
We got her:
Our daughter – pieces of flesh in a sack
Our present from her husband.

No! I will not use metaphors
I will just talk to you:
I do not fight to take your place
Or to constantly wave my fist in your face
I refuse to argue about
Your “manly pact”
With my father
You're buying me for a bag of potatoes
And pepper
All I want
Is for you to stop denying me
My presence needs no metaphors

I am here
Just as you are
I am not a machine
To dismantle whenever you whim
I demand my human dignity

Questions

- (a) Who is the persona in this poem? (2 mks)
(b) What is the message of this poem? (4 mks)
(c) Explain the speaker's attitude towards the subject matter. (2mks)
(d) Give one character trait of the speaker. (2 mks)
- (e) Discuss two elements of tradition highlighted in the poem. (4 mks)
(f) Identify two poetic features of style used in the poem. (4 mks)
(g) I am not a machine. (Rewrite adding a question tag.) (1mk)

4. GRAMMAR

- (a) Rewrite the following sentences according to the instructions given after each. (3 mks)
(i) The young man was very hungry. He swallowed the food without chewing it. (Begin: So.....)
(ii) The oil company has established petrol station here. (Rewrite beginning: A petrol station)
(iii) The principal advised the students to consider the consequences of their behavior. (Rewrite in direct speech.
(b) Fill the blanks with suitable prepositions. (3 mks)
(i) Mwendé is indebted _____ him for the help he gave me.

- (ii) The thief who snatched my bag walked _____ a limp.
 (iii) Harambee stars won because the spectators cheered them _____
- (c) Replace the underlined phrasal verb with word of the same meaning. (3 mks)
 (i) The student kept breaking in on our conversation.
 (ii) We stood up for what they believed.
 (iii) We must pull together to make sure our team wins
- (d) Explain the meanings of the following sentences.
 (i) Only Mutungi spoke to him.
 (ii) Mutungi spoke to him only.
 (iii) Mutungi only spoke to him
- (e) Rewrite the following sentence replacing the underlined words with a gender word. (3 mks)
 (i) Our maid stole money from my mother's purse.
 (ii) The firemen took a long time to arrive at the scene of the accident.
 (iv) Mankind thrives on cooperation.

SACHO HIGH SCHOOL
ENGLISH
Paper 3
 (Creative Composition and Essays
 Base on Set Texts)
JULY – 2019

1. **Imaginative composition (Compulsory)** (20 marks)
 (a) Write a composition ending with the words;
 “..... it was then that I realized I had ruined my life by associating with the wrong friends.”
 OR
 (b) Write a composition agreeing or disagreeing with the statement, ‘A good name is better than riches.’
2. (Compulsory) BLOSSOMS OF SAVVANAH
 “The strong bond between Resian and Taiyo contributes significantly to their triumph.” Write an essay in support of the statement. (20 marks)
3. OPTIONAL sets
Answer anyone of the following three questions.
- (A) The Novel**
John Steinbeck: The Pearl (20 marks)
 Greed for worldly possessions can lead to incontrollable madness. Using Kino, draw illustrations from *John Steinbeck's The Pearl*.
 Or
- B The Short stories**
 Memories We Lost and other stories (Compiled by Chris Wanjala) (20MARKS)
 ‘In the short story, How Much Land Does Man Need, the author shows human greed’. Write an essay to support the above statement.

KABARAK HIGH SCHOOL

ENGLISH

Paper 1

Paper 1 (Functional Skills)

JULY – 2019

QUESTION 1

1. FUNCTIONAL WRITING

(20 marks)

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

(a) Write the reminder that the Principal might have written to you.

(12 marks)

(b) Prepare a diary for the three days.

(8 marks)

2. CLOZE TEST

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

High self-esteem is like having money, something we think everyone else but (1)..... Yet having low self-esteem is perhaps the most common flaw of (2)..... humanity. The majority of people in society think, "The only way to have high self-esteem is to be (3)..... with it." This is not true. You can develop high self-esteem (4)..... like learning to read or dance. Secondly, people do not (5)..... the importance of having high self-esteem. I cannot even (6)..... to stress the importance of having high self-esteem, it is the (7)..... to having mental, physical and spiritual strength. The (8)..... stage of developing strength is learning to love yourself and your life. You (9)..... to learn to be grateful of what God has given you. You should let go of all those angry (10)..... inside. Holding anger inside yourself will not help you. It will only hurt you. The past is the past, you can only change the present.

3. ORAL SKILLS

(30 marks)

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

Thunder and Lightning (Nigeria)

A long time ago, both Thunder and Lightning lived on this earth, among the people. Thunder was a mother sheep and Lightning was her son, a ram. Neither animal was very popular with the people, for when somebody offended Lightning, he would fly into a furious rage and begin burning whatever he came across. This often included huts and corn bins, and even large trees. Sometimes he damaged crops on the farms with his fire and occasionally he killed people who got in his way. As soon as Thunder knew he was behaving this way, she would raise her voice and shout at him as she could, and that was very loud in deed. Naturally, the neighbours were very upset, first at the damage caused by Lightning and then by the unbearable noise from his mother that always followed his outbursts. The villagers complained to the King on many occasions, until at last he sent the two of them to live at the very edge of the village, and said that they must not come and mix with the people any more.

However, this did no good, since Lightning could still see people as they walked about the village streets and so found it only too easy to continue picking quarrels with them. At last the King sent for them again. "I have given you many chances to live a better life," he said, but I can see that it is useless. From now on, you must go away from our village and live in the wild bush. We do not want to see your faces here again."

Thunder and Lightning had to obey the King and agree to abide by his ruling; so they left the village, angry at its inhabitants. But still there was plenty of trouble in store for the villagers, since Lightning was so angry at being banished that he now set fire to the whole bush and since it was the dry season, this was extremely unfortunate. The flames spread to the little farms of the people and sometimes to their houses as well, so that they were in despair again.

They often heard the mother ram's mighty voice calling her son to order but since it was always after the dark, it made very little difference in his actions. The king called all his counselors together and asked them to advise him, and after much debate, they hit a plan. Why not banish Thunder and Lightning completely away from the earth, where the people hoped they would not be able to do any more damage. Things did not work out quite as well as they had hoped, however for Lightning still loses his temper from time to time and cannot resist sending fire down to the earth when he is angry. Then you can hear his mother rebuking him in her loud trembling voice.

Questions

- i) As a narrator, what would you do to capture the audience’s attention before telling this story? (3mks)
- ii) Mention **two** ways in which you would know that your audience is attentive while narrating this story. (2mks)
- iii) Explain how you would perform the following sentence in a live performance of the story. (4mks)
“.....From now on, you must go away from our village and live in the wild bush, we do not want to see your faces here again.”
- b).For each of the following letters, provide a word in which the letter is silent. (5mks)
 - i) N.....
 - ii) G.....
 - iii) H.....
 - iv) O.....
 - v) W.....
- c) You are the secretary of a company and someone calls requesting to speak to the manager, the manager is not in the office. What would you remember to say and do on behalf of the manager? (5mks)
- d) Recently you were invited to attend a job interview. After the interview, you were informed that you were not successful. Give any five reasons that could have led to your failure. (6mks)
- e) State any **five** rules to be observed when observing personal space. (5mks)

KABARAK HIGH SCHOOL

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

JULY - 2019

COMPREHENSION

(20 marks)

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

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

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

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

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

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

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

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

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

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

Questions

- Q1. (a) According to the passage, what is the difference between gender and sex?(2 marks
 (b) What is gender imposition? (1 mark
 (c) How are gender roles passed on? (1 mark
 (d) Add a question tag to the following:
 Any girl can climb a tree as smartly as any boy.....(1 mark
 (e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles. (1 mark
 (f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women. (6 marks

Rough copy

Fair copy

(g) In not more than three sentences, paraphrase the author’s argument. (3 marks)

Should children be denied the right to inherit their parents’ property on the grounds of sex?

(i) What is the meaning of the following: “What is good for the goose is good for the gander.”(1 mark

(j) Explain the meaning of the following as they are used in the passage. (3 marks)

(i)Segregate

(ii)Absurditie

(iii)Blanket excus

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

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

Rank: Oho! Then that was the great secret.

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

Rank: **Make your mind easy; I won’t let him escape.** (*Goes into the HELMER’S room*)

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

Maid: Yes; he came up the back stairs.

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

Maid: Yes, but **it was no good.**

Nora: He won’t go away?

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

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

Maid: Yes, ma'am, I quite understand. (*Exit.*)
Nora: This **dreadful** thing is going to happen! It will happen in spite of me! No, no, no, it can't happen-it shan't happen

Questions.

- a) Place this excerpt in its immediate context. (4marks)
- b) What does "it" refer to and what does it reveal about the character of Nora? (3 marks)
- c) Identify and explain one type of irony in this excerpt. (2 marks)
- d) Who is being referred to as he and why has he come? (3 marks)
- e) Torvald mustn't know about it. Add a question tag (1 mark)
- f) Describe one theme raised in this extract. (2 marks)
- g) What dreadful thing does Nora fear might happen? Explain your answer. (4 marks)
- h) Describe the character of the maid (2 marks)
- i) Explain the meaning of the following expressions as used in the excerpt. (4 marks)
 - i. Make your mind easy
 - ii) I won't let him escape.
 - iii) It was no good
 - iv) Dreadful

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

I refused to take your brotherly hand

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

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

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

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

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

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

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

Henry Barlow
Adapted from Poems from East Africa by Cook & Rubadiri,
H.E.B, 1971, 18-19

Questions

- a) Briefly explain the message in the above poem. (3mks)
- b) Identify the **two** types of hands referred to in the poem and explain what they represent. (2mks)
- c) What reasons does the poet give in stanza one for referring to take the "Brotherly hand?" Give your answer in note form. (3mks)
- d) Why does the persona wonder whether the brother has gone 'blind'? (2mks)

- e) The 'brother' seems to have changed from a previous lifestyle. Write out **two** lines to prove this. (2mks)
- f) Identify and explain any **two** poetic devices used in the poem. (4mks)
- g) What is the persona's attitude towards the brother? (2mks)
- h) Explain the following as used in the poem. (2mks)

(i) Fingernails are clogged with dirt

(ii) Parched mouths

GRAMMAR

(15mks)

4. A) Rewrite the following sentences according to instructions given after each (3mks)

- i. Ali required two more good passes to win the prize. (Begin If Ali got.....)
- ii. She was a very beautiful girl and everyone admired her. (Rewrite using "so")
- iii. They were wondering if you would join them for the party. (Rewrite using..whether..)

B) Join the following pairs of sentences using the words in brackets and making changes only where necessary. (3mks)

- i. This is the house. Otieno built it. (that)
- ii. My friend is coming to stay with me. I have been writing him for two years. (to whom)
- iii. We enjoyed the picnic. The rain was heavy. (inspite of)

C) Fill in the blank spaces of these sentences with most suitable words. (3mks)

- i. The children were pleasedthe new words.
- ii. We heard it all the radio
- iii. We have not seen himMonday.

D) Rewrite the following sentences using one word to replace underlined words. (3mks)

- i. These workers jobs may be put at risk if you purchase this machine.
- ii. All people having no fixed place of residence were arrested
- iii. The man who describes matches on radio explained why the goal was disallowed

E)Fill the blank spaces with correct phrasal verbs (3mks)

- i. Chirchiri..... all his energy in the third lap and came last in the race.
- ii. The lorrydriver tried to.....the policeman by offering him bribe.
- iii. How is your experiment.....? Asked the teacher.

KABARAK HIGH SCHOOL
ENGLISH
Paper 3
(Creative Composition and Essays Base on Set Texts)
JULY – 2019

1. Compulsory: Imaginative composition (20marks)

Either

Write a composition beginning with the following: It all started as a rumour but no one in the family took it seriously until... (20 marks)

Or

(b) Argue out the belief that “If devolution has to succeed the youth have to be empowered fully.” (20 marks)

2. The Compulsory set text (20 marks)

H.R. Ole Kulet: Blossoms of the Savannah

“The strong bond between Resian and Taiyo contributes significantly to their triumph.” Write an essay in support of this statement.

3. The optional set texts

Answer any one of the following three questions:

Either

a) The Short Story

Chris Wanjala: *Memories We lost and Other Stories*

Discuss the devastating effects that conflicts have on the innocent children and women in Mariutu Kamara’s *The President*.

Or

b) Drama

David Mulwa: *Inheritance*

Misuse of power is a common phenomenon in most African countries. Basing your arguments on *Inheritance by David Mulwa* write an essay to support this statement.

Or

c) The Novel

John Steinbeck: *The Pearl*

a) The Novel *The Pearl* by John Steinbeck

“Greed leads to evil.” Write a composition to show the truth of this statement using illustrations from John Steinbeck’s **The Pearl**. (20 Marks)

KABARAK HIGH SCHOOL

ENGLISH Paper 2

Marking Scheme

JULY – 2019

1. Compulsory: Imaginative composition

(20marks)

Either

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

(20 marks)

Or

(b) Argue out the belief that “If devolution has to succeed the youth have to be empowered fully.”

(20 marks)

4. The Compulsory set text

(20 marks)

H.R. Ole Kulet: Blossoms of the Savanna

“The strong bond between Resian and Taiyo contributes significantly to their triumph.” Write an essay in support of this statement

5. The optional set texts

Answer any one of the following three questions:

Either

d) The Short Story

Chris Wanjala: *Memories We lost and Other Stories*

Discuss the devastating effects that conflicts have on the innocent children and women in Mariutu Kamara’s ‘*The President*’.

Or

e) Drama

David Mulwa: *Inheritance*

Misuse of power is a common phenomenon in most African countries. Basing your arguments on *Inheritance by David Mulwa* write an essay to support this statement.

Or

f) **The Novel**

John Steinbeck: *The Pearl*

b) **The Novel *The Pearl* by John Steinbeck**

“Greed leads to evil.” Write a composition to show the truth of this statement using illustrations from John Steinbeck’s **The Pearl**. (20 Marks)

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