

ENGLISH PAPER 2 KCSE TRIALS_(set 1)

[For marking schemes.call/Whatsapp-0746711892](https://www.marking-schemes.com/Whatsapp-0746711892)



'an investment of knowledge pays'

For marking schemes,prefer calling Mdm Mariam:0746711892

Other available resources are;

 well summarised primary and secondary notes

 FI-F4 termly exams

 primary exams

 KCSE past papers

 KCPE past papers

 Mocks

 lesson plans

 schemes of work

Note:Exam questions are always free of charge

Marking scheme are not free

Certificate of Secondary Education (K.C.S.E.)

101/2 - ENGLISH - Paper 2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
2021/2022

KCSE PREDICTION 1 2021/2022

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- Write your name and admission no. in the space provided.
- Sign and write the date of exam in the space provided.
- Answer all the questions in this paper.
- All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes Whatsapp/call-0746711892

1. COMPREHENSION (20MKS)

Read the passage below and answer the questions that follow.

The plan by the national government to import doctors and other health specialists from Cuba to plug a “shortage” of workers has been warmly welcomed by county government through the council of governors.

In the deal, the national government will pay the medics’ salaries while the counties foot the transport, accommodation and security bill.

As per the 2010 constitution, which ushered in devolution, health was to be managed as a shared responsibility between the two levels of government in a vertical and horizontal manner.

But the transition authority, in this hurry, devolved health and seconded healthcare workers to counties without proper legal framework to address the challenges of this complicated cadre.

Devolution was meant to increase inclusivity and have resources enjoyed at the local level without political favors as it had been. Previously, many areas had been neglected, with little access to healthcare professionals, let alone specialists.

At the height of devolution debate, the drafters of the constitution agreed to have healthcare shared so that marginalized parts of the country would get the necessary attention through efforts such as equalization funds.

As rightly captured in the Bomas Draft, a health service commission (HSC) was to be informed to ensure issues of personnel are dealt with at the national level. This was in a bid to have adequate resource sharing, proper retention of scarce resources (specialists) and promotion of training to achieve the recommended population-to-health worker ratio.

The commission was, however, somehow excluded from the Constitution by the committee of experts in a process that lacked wide participation.

As it were, the devolution of healthcare was done hurriedly and the chicken has come home to roost. It is clear that something has gone very wrong with the management of this important national resource. Health sector strikes which should rightly be frowned upon, have become common place. The media are awash with reports of tribalism, nepotism and “countysm” in recruitment. Lack of equipment, medication and common supplies is also rampant. The national government stepped in with medical equipment leasing (MES) scheme, which saw high-tech tools and machines supplied to much-unprepared institutions, putting to question the whole structure of what exactly is devolution of health.

One must still support the tension of devolution but question its implementation. Unable to attract, train and retain specialists, the counties are salivating at the prospect of receiving “free” Cuban doctors. This is a clear admission that the devolved units are quite incapable of managing this vital resource.

Accepting human resource sourced and managed for them is to lend credence to the belief that this is a role that at best coordinated by the national government.

For marking schemes Whatsapp/call-0746711892

Daily nation, June 6 2018

Questions

- a) Referring to the first paragraph, why is the term "shortage" put in quotation. 2mks

.....

.....

.....

.....

.....

- b) What shared responsibilities are highlighted in the hiring process? 2mks

.....

.....

.....

.....

.....

- c) For the drafters of 2010 constitution, what was envisaged under a new constitution order pertaining to healthcare? 2mk

.....

.....

.....

.....

.....

- d) According to the Bomas draft, what was the work of the health service commission? 2mks

.....

.....

.....

.....

.....

- e) What evidence is given to show that health sector is in crisis. 3mks

.....

.....

.....

.....

.....

- f) In note form, show according to the passage, how devolved units are un-prepared to handle health. 4mks

.....

.....

For marking schemes Whatsapp/call-0746711892

g) Identify a case of idiomatic expression in the passage.

2mks

h) Give the meaning of the following words and phrases.

3mks

i) Ushered-.....

ii) Marginalized parts-.....

iii) Incapable.....

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

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 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 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 economise.

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 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?

(a) State **four** actions that take place just before this excerpt.

(4marks)

.....

(b) What pet names do Helmer call Nora in the excerpt?

(3marks)

.....

(a) "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. (3marks)

.....

(b) Helmer calls Nora a little spendthrift. Why is this the case?

(2marks)

.....

(c) Explain **two** character traits of Nora as brought out in the excerpt.

(4marks)

.....

(d) Rewrite by replacing the underlined word with a group of words.
Don't disturb me.

(3marks) i.

..... 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.

.....

(e) Discuss **one** theme evident in the excerpt.

(3marks)

.....

.....

.....

.....

(f) What happens immediately after this excerpt?

(3marks)

.....

.....

.....

.....

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

There was a great famine in the land where Obunde and his wife, Oswera, lived with their nine children. The only creatures who had some food were the ogres and before they would part with their food, they demanded a lot of things.

One day, Oswera went to one Ogre's home and asked him for some food, for by then her children were almost dying of hunger.

'I have no more food except sweet potatoes, the ogre told her.

'I shall be happy to have the potatoes. We have nothing, not a grain of food at my house and the children are starving. Please let me have some and I shall repay you after the harvest.

'No, if you want food you must exchange with something right now. Will you give me one of your children in exchange for my potatoes? Oswera hesitated, her children were dear to her, but then they would die without food. 'Yes, I shall let you have one of them for his meal, if only you could let us have some potatoes,' Oswera answered. Then she took a big basket full of potatoes and told the ogre the exact time he could go to her home to collect one of her children for a meal.

Oswera thought hard and she decided she would not give a single one of her children to the ogre for a meal. She therefore cut young banana stalks and cooked them nicely.

When the ogre came, she gave them to him and the beast greedily went away satisfied. Soon the potatoes were finished and she had to go to the ogre again.

Oswera and Obunde, her husband kept on cooking banana stalks for the ogre each time he came for one of their children, until one day, she had no more banana stalks to cook for the animal.

"You have now eaten all my children, yet we still need the potatoes. What shall we give you now?" Oswera asked in despair.

"Then I shall come for you and your husband," the ogre replied angrily as he helped Oswera to load her basket of potatoes on her head.

"Yes come tomorrow at the usual time in the afternoon and get me. I shall have cooked myself for you," Oswera said calmly.

The following day the ogre went promptly as Oswera had told him and he found the home almost deserted. He looked everywhere but a part from Obunde there was no trace of anybody.

Then he looked at the usual place and found a huge bowl of a big meal Oswera had cooked for him. The ogre did not realize they had prepared a dog instead of Oswera. When he had eaten the ogre told Obunde he would come for him the following day. Obunde got very worried and that night he could not sleep. The following day he started crying:

"Ah Oswera my wife, how did you cook yourself and how shall I cook myself for the ogre?" He sat down in the dust of his compound and wept. Oswera became very annoyed with her husband.

You, you stupid, foolish man! Why sit and cry there all day long? How do you think I cooked myself? Take

For marking schemes Whatsapp/call-0746711892

one of the dogs and quickly prepare it for the ogre!'

Very quickly Obunde got up, caught, killed and prepared a dog for the ogre. Then he joined his wife and children in a huge hollow part of a tree in his compound where they had hidden.

That day the ogre knew he was going to have his last meal of juicy human flesh. Being a generous and unselfish ogre, he brought many of his fellow ogres. They were going to have a feast.

Suddenly as they were eating, they heard a man singing very happily. No they could not believe it! It was Obunde singing! And he was boasting of how he had cheated the ogre.

The greedy ogre ate banana stalks

Not my family;

The greedy ogre ate a

Not Obunde

dog

Magoro!

The greedy ogre ate banana stalks

Not my family;

Now come and get

His children

Obunde,

and wife.

Obunde sang the words and the ogres got very angry. The first ogre rushed into the hollow of the tree, but Oswera

had heated a long piece of iron until it was white. She pushed the iron into the ogre's mouth. The beast fell down dead. The next one rushed into the hollow and Oswera killed him in the same way. In this way she killed all the ogres and saved her husband and all their children.

My story ends there.

Questions

(a) Classify the above narrative.

(2marks)

.....

.....

(b) Whom do you consider to be the champion in this story? Why?

(2marks)

.....

.....

(c) Where do you think the pace setting of the story? Give a reason.

(2marks)

.....

.....

(d) Compare Obunde and the ogre as they are presented in this story.

(2marks)

.....

.....

.....

.....

(e) Illustrate **two** features of the story that makes it an oral narrative.

(4marks)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Use the most suitable form of the word in bracket to fill in the blank space.

i. I believe in his (innocent)

ii. Her _____ cost her life. (deceive) iii. Such an _____

had never been seen. (Occur)

(b) Rewrite according to instructions given without changing the meaning.

(3marks) i.

Neither Ann nor the girls are studying French.

Begin: Neither the girls....

.....

..... ii. Two buses and a train go to the Eiffel Tower. *Correct the error*

.....

..... iii. The sun shines brightly.

End: shines

(c) Combine the following sentences using the words in brackets.

(3marks)

i. She is intelligent. She is beautiful. (...both..and...)

.....

..... ii. Jerry is not rich. Jerry is not famous. (neither...nor)

.....

.....

iii. He is intelligent. He is very funny. (...not only...but also...)

.....

.....

(d) Fill in the most suitable preposition.

(3marks)

i. Solomon was famous his wisdom.

ii. She guessed the answer. iii. He derived the meaning the context of the sentence.

(e) Choose a more suitable pronoun to fill the blank space.

(3marks)

i. The ones responsible are Charles and (she, her)

ii. did you give it to? (who, whom) iii. It's who arrived first. (me, I)

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

TURN NEXT FOR PREDICTION 2**KCSE PREDICTION 2 2021/2022**

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

**Kenya Certificate of Secondary Education (KCSE)
FORM FOUR**

ENGLISH

Paper 2

2 ½ hours

For marking schemes Whatsapp/call-0746711892

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

Indiscipline pervades our life so completely today that it is difficult to imagine what a decent disciplined society looks like. We see, hear and read about indiscipline in homes, in schools, in the public service, in the private sector, on the roads...It's alarming.

The malaise takes so many different forms –sometimes brutally crude, at other times subtle-that a comprehensive definition of it would be very difficult. For our present purpose let us say that indiscipline is a failure or refusal to submit one's desires and actions to restraints of orderly social conduct in recognition of the rights and desires of others. The goal of discipline is self- interest; its action, the abandonment of self-restrain in pursuit of the goal.

Although indiscipline is by definition distinct from lawlessness, the line between the two is often **tenuous** indeed. For example, an indiscipline driver breaks a traffic regulation by overtaking on the sidewalk; then commits the criminal act of manslaughter by knocking

For marking schemes Whatsapp/call-0746711892

down and killing pedestrian.

The danger of indiscipline escalating into lawlessness is particularly acute when large numbers of people are involved in it: i.e. in situations of mass indiscipline.

There is no provision in our laws which say a man who comes first to a public counter should be served before the man who comes later. But our sense of natural justice and our intelligence tell us that it should be so because it is only fair and experience has shown that any other way is liable to create disorder and delay.

Discipline does not invite supervision by an external force but is imposed by the individual from within. Indeed discipline is either self-discipline or it is nothing at all. But although society thus appears to leave individuals to their own discretion in the matter of social discipline, this freedom is strictly controlled by sanctions of varying severity. It may be no more than a disapproving look; a mild **verbal reprimand**, or it may be extremely grave like for instance, social ostracism.

I think that society realizes that given adequate social education, the average citizen will come to appreciate that it is in his or her interest to uphold discipline. As soon as a sufficient number of citizens understand this, they will supervise their behavior and that of their immediate neighbors. The resulting condition may be called a climate of discipline.

Even in such climate there will always be sporadic incidents of indiscipline because there will always be people who on account of their immaturity, mental incompetence, sheer **devilry** or even innocent exuberance are unable or unwilling to impose the internal brake of self-discipline on their desires and actions. But in disciplined societies they will remain an eccentric minority.

- (a) Why does the author describe indiscipline as alarming? (2 marks)

.....

.....

.....

- (b) What makes it difficult to define indiscipline precisely? (3 marks)

.....

.....

.....

.....

- (c) According to the passage how can we reduce indiscipline? (3 marks)

.....

.....

.....

- (d) Why do you think the example of indiscipline driver is given? (4 marks)

.....

- (e) Make notes on how an individual as well as the society help to instill self- discipline. (4 marks)

.....

- (f) Although indiscipline is by definition distinct from lawlessness, the line between the two is often tenuous indeed. (Replace the underlined word with a synonym) (1mark)

.....

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

- (i) Verbal reprimand

.....

- (ii) Devilry

.....

- (iii) Tenuous

.....

.....

2. Henrik Ibsen, A Doll's House

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

KROGSTAD: Are you sure of that?

MRS. LINDE: Quite sure, but-

KROGSTAD: (*with searching look at her*) Is that what it all means?-that you want to save your friend at any cost? Tell me frankly. Is that it?

MRS. LINDE: Nils, a woman who has sold herself for another's sake doesn't do it a second time.

KROGSTAD: I will ask for my letter back.

MRS. LINDE: No, no.

KROGSTAD: Yes, of course I will. I will wait here until Helmer comes; I will tell him he must give me my letter back-that it only concerns my dismissal-that he is not to read it-

MRS. LINDE: No, Nils, you must not recall your letter.

KROGSTAD: But, tell me, wasn't it meant for the very purpose that you asked me to meet you here?

MRS. LINDE: In my first fright, it was. But twenty-four hours have elapsed since then, and in that time I have witnessed incredible things in this house.

Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them, which is impossible with all this concealment and falsehood going on.

KROGSTAD: Very well, if you will take responsibility. But there is one thing I can do in any case, and shall do it at once.

MRS. LINDE:(*listening*) You must be quick and go! The dance is over; we are not safe a moment longer.

KROGSTAD: I will wait for you below.

MRS. LINDE: Yes, do. You must see me back to my door-

KROGSTAD: I have never had such an amazing piece of good fortune in my life!

(a) Explain what happens before this excerpt

(4 marks)

.....

.....

.....

.....

.....

.....

- (b) Why does Krogstad say he would ask for his letter back? (3 marks)

.....

.....

.....

.....

.....

- (c) "Nils, a woman who has once sold herself for another's sake doesn't do it a second time."

Briefly explain what makes Mrs. Linde say this. (3 marks)

.....

.....

.....

.....

- (d) From the dialogue, what do we learn about Mrs. Linde's character? (4 marks)

.....

.....

.....

.....

- (e) "But there is one thing I can do in any case and I shall do it at once."

What is it that Krogstad does and how does it affect the rest of the play. (4 marks)

.....

.....

.....

.....

- (f) "I have never had such an amazing piece of good fortune in my life!"

(Rewrite beginning: Never.....)

(1 mark)

-
-
- (g) What is the 'good fortune' Krogstad refers to? (2 marks)

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

- (i) At any cost.....
- (ii) Recall.....
- (iii) Elapsed.....
- (iv) Incredible things.....

3. *Read the following narrative and then answer the questions after it.*

Along time ago, there lived a cock and his family as well as a kite and his family. The former was hardworking while the latter was lazy. It happened that the place was hit by famine. People from far used to travel along way to go to kibiro to barter food for salt. It also happened that both families ran short of salt.

Cock's wife informed her husband that they had ran short of the salt and asked him to take some finger millet to Kibiro. He agreed, went to Kibiro and obtained salt and set upon the return journey.

The other family got wind of this. Mrs. Kite also asked her husband to go to Kibiro and try to get salt since the lazy family did not have anything to take. Kite set off to Kibiro. On the way he met cock resting on his way home with the salt beside him. He was standing on one leg having hidden one of his legs in the wing as cock do many times when resting. Kite asked cock how he had managed to get the salt where upon cock told kite that the salt miners had cut off one of his legs in exchange for salt. Kite accepted the lie and proceeded to Kibiro ready to do the same. Cock continued with his journey and got home safely.

On arrival at Kibiro, kite offered his legs for a bundle of salt which the miners readily accepted. His leg was consequently amputated rendering him immobile, even unable to carry salt home. Poor kite flew back home, where he was received by his family in much grief, especially when he narrated to them the ordeal he went through. Later, kite's family was to receive the traumatizing news that cock had actually ill-advised the kite, leading to loss of his leg.

Henceforward great enmity ensued between the two families with kite's family swearing to retaliate by hunting cock's family down and eat them. This goes on to date.

- (a) Classify this narrative and give a reason for your answer. (2 marks)

.....

- (b) Describe the character of Cock and Mrs. Kite. (4 marks)

.....

- c) Identify three features of oral narratives employed in the narrative. (6 marks)

.....

- (d) What two things do you learn from this narrative about the social life of the people in the community it is drawn from? (2 marks)

.....

- (e) Identify the use of humour in the story and state its effect (3 marks)

.....

- (f) The other family got wind of this. (Add a question tag) (1 mark)

.....

- (g) Using illustration describe the lesson you learn from the events in the narrative?(2 marks)

For marking schemes Whatsapp/call-0746711892

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

(i) The coach was not allowed to select the team. That's why they lost.

(Begin: If the coach.....)

.....

.....

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

.....

.....

(iii) "How well do you know this city?" asked the policeman. (Rewrite in reported speech)

.....

.....

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

.....

.....

(b) *Use the correct form of the word in brackets to fill in the blank spaces. (3 marks)*

(i) If I had money, I..... (buy) a computer.

(ii) Mary has already prepared and..... (drink) a glass of water.

(iii) If the hotel (be) that expensive, we would have stayed for only one night.

(c) *Fill in the blank spaces with the correct prepositions. (3 marks)*

(i) The prefect is answerable.....the behavior of the class.

(ii) I have placed the coffee table.....the shade of that tree.

(iii) My brothers and I will share this piece of land.....ourselves.

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

(2 marks)

(i) He and..... (I/me) were great friends.

(ii) Ships..... (sail/sails) in the sea.

(e) *Complete the following sentences with the correct form of the words in brackets.*

(3 marks)

(i) He.....believes in hard work. (true)

(ii) Abudi was liked by all her colleagues because of her.....(humble)

(iii) The police said it was a strange..... . (occur)

KCSE PREDICTION 3 2021/2022

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
----------	---------------	-----------------

For marking schemes Whatsapp/call-0746711892

1	20	
2	25	
3	20	
4	15	
Total score	80	

Question 1: Reading Comprehension

Read the following passage and then attempt the questions that follow

As the biometric registration for the National Integrated Identity Management System prominently referred to as HudumaNamba is being rolled out, there is, justifiably, growing whimpers of scepticism among Kenyans. There has been a lot of speculation, rightfully so, because in this day and age of data piracy, people need assurances that the data collected under the HudumaNamba will not be used for nefarious activities.

These doubts have created room for the spread of misinformation and extensively contributed to the registration apathy witnessed since its commencement. It is therefore incumbent to clearly explain to Kenyans what, precisely, HudumaNamba is and what it is not.

According to the UN's Sustainable Development Goal (SDG 16.9), everyone should obtain legal identity by 2030. The World Bank estimates that today, one in six people are unable to prove their identity because there is a dearth of information about their background. In this era of globalisation, integrated information is critical to identification. With that in mind, a snippet of information from the Swedish replica of HudumaNamba gives hope for what the government must do to boost public confidence about the overriding unique value proposition of NIIMS.

A Swedish friend was carrying around an electronic card with a personal number and I got inquisitive. He first mentioned to me that the personal number is called *Personnummer* in Swedish. He expounded that some of the details contained in the chip include family members, spouses, employment status, employer's name, health insurance number, residential area and his exact location of his home.

With such information, the Swedish government, being a welfare state, is able to plan and provide social services easily. Unemployed adults can be mapped out for their monthly stipend; governments can know where more schools, hospitals, colleges and industries are needed; number of vulnerable people in need of social support and it can track down suspected criminals thus enhancing security.

Furthermore, the security of the data is strong. The first few *Personnummer* digits are accessed by anyone (they are merely the person's birthdate) while the remaining digits are only accessible by a specific legally mandated government department.

For marking schemes Whatsapp/call-0746711892

Clearly, NIIMS is quite similar, from face value and intention, to the Swedish one. What is now needed is strategic dissemination of information to reach out to a majority of Kenyans to enhance public knowledge about HudumaNamba and its attendant benefits.

For efficient public service delivery, integration of data is imperative in planning, resource allocation and reducing unnecessary red tape. For instance, it is easy for the government to know the number of employed and unemployed people in order to develop a strategy for placement and absorbing them.

Again, centralised data provides a neatly weaved base of facts and figures that can be easily harnessed to provide information about the public sector, its performances and project/services prioritization. This will further inform rational budgetary allocation and logical channeling of resources to productive but needful public sectors.

Another advantage of HudumaNamba is that it will cure the skewed issuance of Identity Cards, especially during the electioneering periods where devious politicians can sometimes disenfranchise voters by withholding of IDs. This is made possible because any Kenyan above the age of six years is entitled to HudumaNamba. When they get to 18, the ball will be on their court to either register as a voter or not thus enhancing their civic rights. The HudumaNamba comes in handy in sealing the loophole of intentional voter disenfranchisement.

Kenya has been on the receiving end of organised terror attacks. This has posed an existential threat to our peace and security. But with HudumaNamba, pieces of information about individuals can be put together. Hence, it will be quite easy to compare the biometric data given vis-a-vis suspects of organised crimes.

Ultimately, the reservations Kenyans have should be fully addressed owing to the history of our country that has been characterised by unlawful profiling. HudumaNamba will streamline service delivery and reduce the number of documents one needs to access government services.

(Daily Nation, 30th April, 2019)

Question

a) Why has there been growing whimpers and skepticism among Kenyans on registration of HudumaNamba.?

(2mks)

.....

.....

.....

b) What in the opinion of the writer can stop HudumaNamba registration apathy?

2mks.

.....

.....

.....

c) In note form, outline the benefits of the Swedish *personnummer*.

4mks

.....

.....

.....

.....

.....

.....

d) What step should the government take to enhance knowledge about the HudumaNamba and its benefits? 2mks

.....

.....

e) How according to the writer is the HudumaNamba going to solve voter disenfranchisement? 2mks

.....

.....

.....

f) What is the attitude of the writer towards HudumaNamba registration? 2mks

.....

.....

g) HudumaNamba will streamline service delivery. Add a question tag. 1mk

.....

.....

h) Comment on the tone the passage ends in. 2mks

.....

.....

.....

i) Explain the meaning of the following words and phrases as used in the passage. 3mks

i.registration apathy

ii.nefarious..... iii.

stipend.....

Question 2:

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

Mrs. Linde: No, indeed; I only feel my life unspeakably empty. No one to live for anymore. (Gets up restlessly) That is why I could not stand the life in my little **backwater** any longer. I hope it may be easier here to find something which will busy me and occupy my thoughts. If only I could have the good luck to get some regular work – office work of some kind –

- Nora: But Christine, that is so frightfully tiring, and you look tired out now. You had far better go away to some watering-place.
- Mrs. Linde: (walking to the window) I have no father to give me money for a journey, Nora.
- Nora: (rising) Oh, don't be angry with me!
- Mrs. Linde: It is you that must not be angry with me, dear. The worst of a position like mine is that it makes one so bitter. No one to work for, and yet obliged to be always on the lookout for chances. One must live, and so one becomes selfish. When you told me of the happy turn your fortunes have taken – you will hardly believe it – I was delighted not so much on your account as on my own.
- Nora: How do you mean? – Oh, I understand. You mean that perhaps Torvald could get you something to do.
- Mrs. Linde: Yes, that was what I was thinking of.
- Nora: He must, Christine. Just leave it to me; I will broach the subject very cleverly – will think of something that will please him very much. It will make me so happy to be of some use to you.
- Mrs. Linde: How kind you are, Nora, to be so anxious to help me! It is doubly kind of you, for you know so little of the burdens and troubles of life.
- Nora: I --? I know so little of them?
- Mrs. Linde: (smiling) My dear! small household cares and that sort of thing! You are a child, Nora.
- Nora: (tosses her head and crosses the stage) You ought not to be so superior.
- Mrs. Linde: No?
- Nora: You are just like the others. They all think that I am incapable of anything serious.
- Mrs. Linde: Come, come –
- Nora: That I have gone through nothing in this world of cares.
- Mrs. Linde: But my dear Nora, you have just told me all your troubles.
- Nora: Pooh! – those were **trifles**. (lowering her voice) I have not told you the important thing.

Questions

1. Mrs. Linde says, "I only feel my life unspeakably empty," Briefly explain what happens to her before this excerpt regarding this statement. 4mks
.....
.....
.....
.....
.....
2. Identify and explain any major theme brought out in this excerpt. 2mks
.....
.....
3. Identity and illustrate any character trait brought out in this excerpt regarding. 4mks a. Nora

.....
 b. Helmer

4. Identify and illustrate any two forms of style in the extract.
 4mks

.....

5. Nora says that she has not told Mrs. Linde 'the important thing'. Briefly explain what this is.
 3mks

.....

6. From this excerpt, Nora promises to get Mrs. Linde a job. From elsewhere in the text, how does this decision affect Nora? 3mks

.....

7. You are just like the others. (Add a question tag) 1mk

.....

8. "I have no father to give me money for a journey, Nora."
 What is ironical about this statement? 2mks

.....

9. Explain the meaning of the following words as used in the extract. 2mks a. backwaters

..... b. trifles

.....

Question 3:

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

Once upon a time Hare and Hyena were very good friends. They visited each other every day and herded their cows together. There came a time when the cows started dying one after the other. The two friends wanted to find out why the cows were dying. Hare said, 'Let us go and kill our mothers and take out their livers. We shall then cook and taste these livers. The bitter liver will show whose mother was making the cows die. At once Hyena went and killed his mother. He took out the liver and cooked it. Hare went and hid his mother in the garden in bushy banana plants. He then went and killed an antelope, took out its liver and cooked it. The two friends met to eat their livers. "My liver is very bitter", said the Hyena. "Mine is very sweet," said Hare, "So it was your mother who was making the cows die." Hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. Hare did the same. After a short time, there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing on an equal basis what was available. When it was Hyena's turn, he went and found only honeycombs without any honey. When Hyena brought these, Hare refused this because he had secretly gone to his mother who had given him some bananas. This went on for many days, and Hyena grew thinner and thinner. Then he started wondering "How does my friend remain fat and he doesn't eat anything. I will find out." One day he followed Hare. Hare went to his mother as usual. 'Mother, mother, I have come' and the mother dropped some bananas which Hare ate quickly. He then looked for some honeycombs and took them to the friend. "This is all I could find my friend." The Hyena kept quiet. The next day he went to the banana plant and called. His voice however was very deep and no bananas were dropped for him. There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare's friend went to her and told her his problem. "Go and put your tongue on the path of black ants," He was told, "Let them bite your tongue until it hurts. That's how your voice will be soft." Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately. Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn. He went to his usual place. "Mother" he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother. When Hare got back to Hyena's house, he said nothing. At night, Hare took all cows including Hyena's and went away to live in another part of the country. That ended the Hare and Hyena's friendship. And that is the end of my story to you.

1. Classify the above narrative. (2 marks)

2. Identify **three** features in this story that are characteristics of oral narratives. (3 marks)

3. Briefly explain the character traits of the following. (4 marks) a. Hare

b. Hyena

.....

4. What moral lesson do you learn from this story? (2 marks)

5. Identify **two** socioeconomic activities from the community in which the narrative is taken from. (2 marks)

6. You have been selected for a field work research to collect the above item. a. Briefly explain **two** ways in which you will collect the information on the item. (2 marks)

b. Identify **two** problems and their solutions that you might encounter during the field work. (2 mks)

7. Then he started wondering "How does my friend remain fat and he doesn't eat anything. I will find out." (*Rewrite into indirect speech.*) (1 mark)

8. Describe the irony in the fifth paragraph. (2marks)

Question 4: Grammar

(a) *Rewrite the following sentences according to the instructions given.*

(3mks)

(i) If Ochieng had asked, I would have been able to assist. (Begin: Had.....)

.....

.....

(ii) If I were the minister for National Security, I would ensure tighter security checks at the borders.

(Begin: Were I...)

.....

.....

(iii) The games teacher found out how fast Onesmus was when he started the race. (Begin: It was not...)

.....

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

2mks

- (i) Their bodies had suffered as a result of malnutrition. (Contort)
- (ii) The manager made several on the original invoice. (delete)

(c) **Use the correct form of adverb from the words in brackets to complete the sentence.**
2mks

- (i) The excitement went _____, their neighbours filed a complaint. (board)
- (ii) The remark that came from _____ angered the adjudicators. (stage)

(d) **Complete these sentences using the correct order of the words in the brackets.**
2mks

- (i) He gave his wife an expensive ring in a box.
 (metal, square, jewelry, small)
- (ii) The Kenyan (military, combined, powerful) forces soon
 overwhelmed the Somali terrorists.

(e) **Fill the blanks with the correct preposition.**
4mks

- (i) All his colleagues condoled..... him..... his bereavement.
- (ii) Could we meet church exactly nine tonight.

(f) **Explain the difference in meaning in the following pairs of sentences.** **2mks**

- (i) I am sorry for disturbing you.
- (ii) I am sorry to disturb you.

KCSE PREDICTION 4 2021/2022

Name: ADM No:.....

Date: INDEX NO.....Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

**Kenya Certificate of Secondary Education (KCSE)
FORM FOUR**

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

My sister Susan and I are poles apart in terms of physique. She's very slim while I am just the opposite. Mum has an explanation. Right from when she started weaning us, Susan was the reluctant feeder, who had to be coaxed to eat while I had a voracious appetite. But mum also believed that a hungry child will eat, so never force food down an unwilling child's throat.

Because of her aversion to forced feeding, mum never practiced the weird, but widely practiced *martial* style of feeding that was the norm as we grew up, known as *eshikakulo*. It entailed blocking the baby's nose and forcing the porridge down the throat in between gulps of air. The baby yelled and snorted, often spluttering the stuff out. Sometimes the baby choked on the porridge that was administered with a rounded palm. That, mum says, was partly why she never practiced the messy *eshikakulo* – a rare decision in the village at that time.

A child's refusal to eat is a common phenomenon that traumatizes many parents, especially first-timers. The problem is that most parents' perception of a satisfied child is quite different from the child's reality. While most parents – and baby minders – believe in stuffing the baby until it can hardly breathe, the baby's feeding capacity is quite small, which means giving them just what they can accommodate is the way to go.

According to Kari's Keen Knowledge 2009 website entry, if you succeed in getting your baby to take even an ounce before she clamps her gums together and turns her head, consider yourself successful. Overall, the baby knows what she needs. If she's skipping meals, but has not changed normal behavior – she might not just be going through a growth spurt at the moment and will not need quite as much food.

Keep calm and do not worry too much, because “....her body will tell her when she is hungry or if she needs more. When trying to make her eat, be sure to burp her regularly and frequently.”

However, you need to make sure that the baby's refusal to eat is not caused by illness, says Keen. “If you notice she is losing weight, her soft spot is sinking in, her lips are dry, she's extremely lethargic, the skin under her eye is drooping away from the eye-see medical help, your baby may be dehydrated. Otherwise, a baby who is eating ‘a little something’ should not be forced to eat at every one of those predetermined mealtimes.

A Google article titled. “Feeding the fussy child, recognizes how mealtimes can become veritable battlefields “as anxious and frustrated parents try to persuade their child to eat”. Ironically, the problem is rooted in the vicious cycle in that the more you force the child to eat, the more he or she resists. “Forcing your child to eat will only worsen the situation because it reinforces their dislike for food.” And yet mealtimes should be pleasant affairs. The secret to minimizing mealtime's battles, we are told, is giving the child the wholesome(balanced) food she or he likes best for two to three months and omitting all the foods she dislikes. “This will help her make her less suspicious and tense about food,” says the Google entry.

Although parents' anxiety over their babies refusal to feed starts pretty early – in infancy – it becomes pronounced at the toddler stage when they begin to assert their will and to engage their parents in power games. You find yourself caught up in the kind of drama that American parenting

authority, Dr. James Dobson relates in his parents' Answer Book. Dobson narrates the story of a three-year-old who defied his parents' insistence on feeding him green peas. Not even an hour of haranguing, cajoling and sweating made an impact. "Finally through sheer intimidation, the dad managed to get some bites of peas in place..... The next morning, the mother found a little pile of mushy peas at the foot of the bed! Score one for Junior; none for Dad," Dobson jokes. His advice: "The way to deal with a poor eater is to set good food before him. If he claims not to be hungry, wrap the plate, put it in the refrigerator, and send him cheerfully on his way. He will be back in a few hours. God has put a funny feeling in his stomach that says, Gimme food!" repeat the procedure without substituting with snacks or such-like junk – until food-all food-begins to look and smell wonderful. From that time onward, the battle over the dinner table should be history.

- (a) Give this passage an appropriate title. (1mk)
- (b) Why didn't the narrator's mother force down food an unwilling child? (2mks)
- (c) Explain the danger of using *eshikakulo*. (2mks)
- (d) According to the passage, why does a child's refusal to eat traumatise many parents?(2mks)
- (e) What would make the child not to require as much food according to the passage? (2mks)
- (f) Make notes on the symptoms of dehydration. (4mks)
- (g) What is the implication of forcing your child to eat? (1mk)

(h) Explain the feature of style used in the first paragraph.

(2mks)

(i) Why does parents' anxiety of the baby's refusal to eat food become pronounced at toddler age?
(2mks)

(j) Explain the meaning of the following words and phrases as used in the passage. (3mks)

2. (EXCERPT)

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 is 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.

(4mks)

2. What does "it" refer to and what does it reveal about the character of Nora? (3mks)

3. Identify and explain one type of irony in this excerpt. (2mks)

4. Who is being referred to as he and why has he come? (3mks)

5. Torvald mustn't know about it. Add a question tag. (1mk)

6. Describe one theme raised in this extract. (2mks)

7. What dreadful things does Nora fear might happen? Explain your answer. (4mks)

8. Describe the character of the maid. (2mks)

9. Explain the meaning of the following expressions as used in the excerpt. (i) Make your mind easy. (4mks)

(ii) I won't let him escape

(iii) It was no good

(iv) Dreadful.

Q3. Read the narrative below and answer the questions that follow. (20 marks)

Long, long time ago animals and birds spoke just like men do. When God had to stop them speaking, he made birds sin, like this chrip! Chrip..... Lions to roar like this graagh! Graagh! And hyenas to howl like this huuu! Huuu! And do you blame God? Listen to what naughty hyena who had gone two days without any meat did. He had been wondering 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 wider as the smell became stronger. "Here at last", He said as he came in sight of a calf that seemed dead, flies buzzing over its excrement. "God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a "Mukwa" I'll take my time. Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old..... man. Still I do think some people tend to exaggerate, now who was it saying the other day 'ati' God is the giver of everything and that we should be grateful. O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii', and I see one over there. OK. Here we go, where shall I start, this lovely neck? No, I know, I will start with the 'mukwa' then I'll get on to the soft stuff, the tail, the rump, 'Mahu'....." After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' a tree of stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap' it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye. The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since.....

(a) Categorize this narrative and give a reason for your classification. (2 marks)

(b) Identify and explain two characteristics of oral narratives evident in this story. (4 marks)

(c) Describe **two** character traits of the hyena as depicted in the narrative. (4 marks)

- (d) Identify **one** economic aspect of the community described in this narrative and give a reason for your answer. (2 marks)
- (e) What moral lesson do we learn from this narrative? (2 marks)
- (f) Give a proverb with the same moral lesson as this narrative. (1 mark)
- (g) If you are asked to go and collect this story in the field, state:
- (h) Three things you would do before the actual field trip. (3 marks) (i) Two problems you are likely to encounter. (2 marks)

3. Grammar

(a) Fill in the blank spaces with the correct form of the word in brackets.

- (i) The lady is renowned for her _____ in dressing. (elegant)
- (ii) The young politician suddenly shot to _____ after her philanthropic efforts. (prominent)

(b) Replace the underlined words with the correct phrasal verb formed from the word in brackets

1. The class teacher caught us making noise. (burst)
2. Marion will recover from the measles after all (pull)

(c) Fill in each blank space with the correct form of word in bracket

- (i) It's rare for tourists to visit North Eastern province. (Begin Seldom....)
- (ii) We can save time by getting to class before the bell goes. (Begin: Time.....)
- (iii) After a new principal was appointed, results began to improve. (Rewrite beginning: Subsequent...)

(d) Supply a question tag to each of the following.

For marking schemes Whatsapp/call-0746711892

(i) You will see the doctor, _____

(ii) They had bought the house, _____

(e) Replace the underlined words with a single word.

1. He bought books, pens, envelopes and writing pad.

(f) Punctuate the following sentence.

(1mk)

i. Cherotich why do you always quarrel Paul he asked.

(g) Explain the meaning of the following sentences.

(2mks)

(i) Lydia found the empty room.

(ii) Lydia found the room empty.

(h) Fill in the blank spaces with the correct form of the given word.

i. The patient says he feels _____ this morning. (good)

ii. Who is the _____ writer in the world. (famous) For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes inbox/WhatsApp/text Mr. Chepkwony

0724351706 For marking schemes inbox/WhatsApp/text Mr.

Chepkwony 0724351706 KCSE PREDICTION 5 2021/2022

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

Name: ADM No:.....

Date: INDEX NO.....Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

For marking schemes Whatsapp/call-0746711892

ENGLISH**Paper 2****2 ½ hours****Instructions to Students**

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

QUESTION 1: UNSEEN TEXT COMPREHENSION.

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

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The scientific evidence showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankelehe, Germany, public understanding has not translated into even the simplest of

For marking schemes Whatsapp/call-0746711892

public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or - shudder – stop driving cars.

Why such a **disconnect** between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more carbon dioxide pollution in a year than all the country's motorists combined. That must be a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too vast a problem for individuals to solve alone, and some big businesses have an incentive not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hardline government 'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon -emission trading scheme: some

12,000 companies, responsible for more than half of the EU's emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the **incentive** for firms to cut their use of fossil fuels. The system seemed to work for about a year – but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much carbon dioxide we emit. But as surely as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

For marking schemes Whatsapp/call-0746711892

Questions

- a) According to the passage, what are the effects of global warming?(4 marks)
- b) What, according to the passage, is the main cause of global warming?.....(2 marks)
- c) How does Britain encourage people to use renewable electricity?(2 marks)
- d) Make notes on why climatic pollution is a difficult problem to solve(3 mks)
- e) That must be a strong argument for targeting industries,_____ (Add a question tag) 1 mk)
- f) Paraphrase the following sentence: If we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.....(1 mark)
- g) What message does the writer communicate in this passage?(2 marks)
- h) Explain the meaning of the following words and expression as used in the passage.....(4 marks)
 - (i) fob off
 - (ii) incentive
 - (iii) calamity
 - (iv) Disconnect

QUESTION TWO: SEEN TEXT COMPREHENSION (25 MARKS)

Read the extract below and answer the questions that follow.

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!

1. Place this extract in its immediate context.....(4 marks)
2. Identify one use of metaphorical language and explain its significance.....(3marks)
3. Helmer says here "It is splendid to feel that one has a perfectly safe appointment". What is

For marking schemes Whatsapp/call-0746711892

he referring to?... (1 mark)

4. What issues on money and gender emerge in this extract?..... (4 marks)
5. What dietary habit is Helmer discouraging Nora from? Illustrate your answer.....(2 mks).
6. What do we learn about the character of Helmer from this extract?(4 marks)
7. "Did you remember to invite Doctor Rank?" (Re-write in reported speech) (1 mark)_
8. Based on what happens later in the play, how does the prevailing mood in this excerpt change and why?(3 marks
9. Explain the meaning of the following expressions as used in the extract?(3 marks)
 1. Wheedling money out of me
 2. Confectioner's
 3. You gave me your word

QUESTION THREE: LITERARY APPRECIATION. (20MKS)

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

The owner of yam peels his yam in the house:
 A neighbour knocks at the door
 The owner of yam throws his yam in the bedroom:
 The neighbour says, "I just heard
 A sound, 'kerekere', that is why I came,"
 The owner of the yam replies,
 "That was nothing, I was sharpening two knives."
 The neighbour says again, "I still heard
 Something like 'bi' sound behind the door."
 The owner of the yam says,
 "I merely tried my door with a mallet."
 The neighbour says again,
 "What about this huge fire burning on your hearth?"
 The fellow replies,
 "I am merely warming water for my bath."
 The neighbour persists,
 "Why is your skin all white, when this is not the Harmattan
 season?" The fellow is ready with his reply,
 I was rolling on the floor when I heard the death of Agadapidi."
 Then the neighbour says, "Peace be with you."
 The owner of the yam starts to shut,
 "There cannot be peace
 Unless the owner of food is allowed to eat his own food!"

Questions.

For marking schemes Whatsapp/call-0746711892

- (a) Briefly explain what the poem is about.....(2 marks)
- (b) What does the neighbor hope to achieve by being so persistent?(3 marks)
- (c) Using illustrations, describe any **two** character traits of the owner of the yam.....(4 marks)
- (d) Identify the ideophones words in the poem.....(2 marks)
- (a) How do we know that the neighbour is observant?(3 marks)
- (b) Describe the tone of the owner of the yam.....(1 mark)
- (g) The neighbour says, "peace be with you." Why is this statement ironic?.....(3 marks)
- (c) What lesson can we learn from this poem?.....(2 marks)

QUESTION 4: GRAMMAR (15 MARKS)

A: Complete the following sentences by choosing the appropriate expressions to fill the gaps. (3mks)

- (1) She chose her career _____ her father. (independent of, independent to, independent from, independent off)
- (2) We decided to stay longer in Mombasa since we had _____ a little _____ money left. (little, a little).
- (3) The time keeper had _____ the bell before time.

B: Rewrite the sentences below according to the instructions given after each without changing the meaning. (3mks)

- (1) My father would not allow us to attend night parties under any circumstances.
(Begin: Under no)
- (2) The visitor spoke for one hour. I did not understand anything he said. (Join into one sentence using **however**)
- (3) The meeting was called off because there was no quorum. (Replace the underlined phrasal verb using a single word with the same meaning)

C: Fill in the gaps in the following sentences using the correct prepositions(3mks)

- (1) The rat ran _____ the hole when it saw the cat.
- (2) The students travelled _____ bus to Mombasa.
- (3) My mother is fond _____ singing Christian hymns.

D: Combine each of the following pairs of sentences into one sentence using the instructions in the brackets (3 mks).

- (1) Naliaka joined our school this term. Nalika is very good at grammar. (Use a relative clause)
- (2) The elephant is a very big animal. The elephant is also very strong. (Use not only.....)
- (3) The generator had been left on the whole night. The generator broke down in the morning.
(Use having.....)

E. Answer the following questions on gender sensitivity as instructed. (2mks)

- (1) The steward who served us in the plane is my cousin. (Replace the underlined word with a gender sensitive term).
- (2) My uncle has recently bought a goose. (Replace the underlined word with a gender opposite one)
- F: Give two possible meanings of the following sentence (1 mk).**
Flying planes can be dangerous.

KCSE PREDICTION 6 2021/2022

Name: ADM No:.....

Date: INDEX NO.....Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

COMPREHENSION

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

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

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

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the

For marking schemes Whatsapp/call-0746711892

young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way he/she understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

Questions

- (a) What does the writer faults in the students thinking according to the first paragraph? (2 marks)
 (b) Explain the **three** strategies that are key to success. (6marks)

- (c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten..
 (1 mark)

Begin: if

- (d) The key to achieving academic success cannot be directly **correlated** to one specific area..(1mark) Add a question tag.
 (e) Discuss the tone of the passage. (3 marks)
 (f) How, according to the passage, does practice help memorise what has been learned? (3marks)
 (g) Explain the meaning of the following words and phrases are used in the passage. (4marks)
 Detrimental
 Correlated
 Exceptional

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

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste them. What is it?

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

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

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

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

Krogstad: I didn't suppose so at all. It would not be the least like our dear Torvald Helmer to show so much courage-

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

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

Nora: More than you could ever teach me.

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

Nora: What is it you want of me?

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

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

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

accusation made on my part.

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

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

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

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

Nora: No, not just at present.

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

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

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

Questions

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

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

An Old Woman and her Deformed Son

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

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

By and by, the old woman went to look for a suitable girl to marry her son. She approached a pretty girl and asked her whether she would be interested in marrying her son and the girl, promised to think about it. Without disclosing her son's physical defects to the girl, the old woman set about

wooing her intensively. She brought all sorts of gifts to her mother, helped the girl to collect firewood and even helped her with the work in the shamba. Reluctantly the girl gave in and there upon requested the old woman to make the necessary arrangements so that she would meet the future husband. The old woman cunningly suggested that the girl should accompany her to her house where she would be able to meet the boy.

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

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

Mkhasi nakikhali misilu, maji kakuombelesay musecha kacha **Khuema, abele**
khuchuma nacha sina?

Menyile, mukhang'oma, kurumba kuli khumukongo

(Let me busy myself in my house. Aren't women foolish? Mother fooled her. "Your husband has gone to work." How could I have gone to work? I just live in my little drum because I have a hunchback.) The girl heard the boy's singing but it was so faint that she would neither comprehend the meaning of the song nor even make out as to which direction the sound came from. However, out of curiosity she stopped from time to time and listened. This went on for several days until she started to guess the meaning of the words in the song. On getting the message home, she was quite disturbed. Her suspicion was strengthened by the fact that each morning they left for the shamba without sweeping or washing utensils but on their return they found everything tidy about the house. One day she deceived the old woman by telling her that she was going to attend to the call of nature while in fact her intention was to discover the house and stood listening keenly at the door. She got really upset with the boy's derogatory song. She pondered with herself, " So this is my husband to be? A hunch back confined to a drum? No wonder the old woman deceived me the way she did. What girl in proper senses could marry a man like that? Anyway what can I do now? I must put an end to this continued bluff....."

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

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

For marking schemes Whatsapp/call-0746711892

quick glance peeping through a side hole.

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

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

Questions

- (a) Place this narrative in its correct genre .. (1mk)
- (b) How is the old woman to blame for the tragedy that befell her?
(1mk)
- (c) Identify **two** socio – economic activities in the community. Support your answer with the evidence from the story.
(4mks)
- (d) What is the role of the song in the narrative? (2mks)
- (e) With illustrations, describe the character of: (4mks)
 - (i) The girl
 - (ii) The old woman
- (f) Explain **two** features typical of oral narratives present in this story. (4mks)
- (g) Identify and illustrate any **two** moral lessons we learn from this narrative (4mks)

5. GRAMMAR (15 MARKS)

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

- a.) He submitted his poem for publication after being encouraged by his friends. (Begin: Encouraged...)
- b.) Mother asked Mutiso if he would make breakfast the following day. (Change to direct speech)
- c.) But for the pilot's quick action, the plane would have crashed. (Begin: Had it ...)
- d.) My brother and me have been taking violin lessons for two months. (Rewrite the sentence correctly.)

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

For marking schemes Whatsapp/call-0746711892

- a.) He _____ visits his grandparents. (often)
- b.) Our roads are being renovated to increase their _____. (wide)
- c.) The party rebels were _____ subjected to bombarding from the party leaders.
(relent)
- d.) Men are not expected to show signs of _____. (coward)

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

- a.) The thief confessed after a thorough beating by the irate mob.
- b.) The grandmother liked her grandchildren .
- c.) The meeting was cancelled at the eleventh hour.

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

- a.) The new student was so confused that he was lost _____ words.
- b.) My father deals _____ second-hand clothes.
- c.) John is very good _____ English.

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

- a.) I went for shopping yesterday.

KCSE PREDICTION 7 2021/2022

Name: ADM No:.....

For marking schemes Whatsapp/call-0746711892

Date: INDEX NO.....Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

**Kenya Certificate of Secondary Education (KCSE)
FORM FOUR**

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

1. COMPREHENSION (20MKS)

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

A sycophant is someone who **flatters** a higher authority in a rather insincere and fake manner and

For marking schemes Whatsapp/call-0746711892

uses them to get his own work done. In this work spirited piece you will learn how to identify and deal with a sycophant at work.

They are the so-called brown-nosers, who will try every possible way to get their job done without any concern or **courtesy** as to who is affected in the process or without bothering about the consequences of their actions. There are many kinds of employees that you may come across at the workplace, and sycophants are one of them. They will insincerely flatter a person of higher authority, nag them to no end, bully juniors, and do whatever they can, for personal gain. This attitude can be **venomous** and can pollute the work environment. You need to deal with sycophants in a diplomatic way, whether they are your juniors or your co-workers. The paragraphs below enlist the characteristics of a sycophant so that you can identify one if you come across him/her at the workplace, and also provides some tips on how to deal with brown-nosers at work.

This is one of the classic traits of a sycophant. He talks very sweetly, to the point of spreading diabetes (literally). Of course, they are least interested in knowing or caring about you. All they want is authority since they don't have any. They probably presume that by displaying this attitude, you are left with a feeling of obligation. This extra sweet behavior gives them an edge that they are better than everyone else, and that their demands must be fulfilled first.

We all love to talk, of course, and it is rather important to be communicate and let your voice be heard at the workplace so that you are not considered a wallflower. But this kind of talking comprises sensible, intellectual stuff. If you've come across as a person who unnecessarily blabbers just to grab attention, it is a sure indication of a sycophant. They may be loud enough for the entire department to hear them. The objective of all this is to make their presence felt, to indicate that they are one of the outgoing, cool personalities who deserves attention. Perhaps this never occurs to them that they might as well concentrate on their work to gain brownie points. All they do is talk—no, blabber. Incessantly.

Another classic trait of these butt-kissers is gossip. Oh they so love to gossip and spread rumors. You would immediately identify a sycophant if you find out that unnecessary rumors have been spreading at work. They are possessed with the dirty habit of digging out the most personal information, twisting facts, and spreading them across like wildfire. There is no limit to how low they will sink, these people will do anything to work their way to their benefit.

Oh no, they are not loyal. Not in the least. But yes, they will put on a loyal face when they want their job to be done. If you are useful to them in any way, you'll find them shielding you at every point, jumping in for you, protecting you. Once their job is done, it's goodbye. Worse still, if they find out that you are not useful to them, they will dump you like a hot potato. If you are their boss/employer, be sure that they will continue licking your boots until you are in-charge. If not, it's an arrivederci.

If you encounter someone who is irritatingly abusive, you have a goddamn maniac sycophant in your hands. This especially occurs in the mid-level management department of the corporate scenario, where managers actually have near-to-zero capabilities to run the organization. Yet, they will try to control the department, abuse juniors, and create a poisonous environment to establish their authority. Their pompous attitude towards subordinates and buttering up the seniors is nerve-wracking.

These ass-kissers are known for sabotaging their colleagues. That is to say, they will create circumstances wherein the office cannot function without them, and thus, they establish their

For marking schemes Whatsapp/call-0746711892

position of control. They may not convey important messages, destroy important papers/documents, or do whatever it takes to wreak havoc on their colleagues to get themselves in a better position.

Whether you are a co-worker or an employer, try to create situations that evoke reactions in them. Let's say, for instance, at an office meeting, suggest some lame ideas and check for their reaction. A sincere/timid employee may agree to what you say, for fear of rejecting the boss/co-worker's opinion. A self-assured employee will put forth his honest views. As for the sycophant, he will agree with whatever you say. What's more, he will appreciate you to no end. When you begin to identify this, speak up. Specify that you need honest opinions, not flattery. Make it clear that you despise the 'Yes Sir' attitude.

Tread very cautiously with the employees whom you suspect to be sycophants. Don't fall victim to their gossip or flattery. These douche bags will do anything to take advantage of you. Be very careful while talking to them. If they annoy you, do not flare up, because it is not going to solve anything. Keep calm, take deep breaths, and quietly go about your work.

Conduct periodic assessment and review tests to examine your employees. Your employees reactions and answers will give you a good idea as to what the sycophant among them is up to. Next, give him certain projects or tasks that require him to genuinely use his skills without any flattery or help from others. Eventually, he will begin to understand that his agenda is not going to work.

As an employer, you have an edge over your employees. Lay down firm ground rules regarding employee behavior, appearance, speech, communication, etc. Mention that flattering seniors or exhibiting any kind of selfish attitude will be dealt with sternly and might lead to loss of reputation.

Sometimes, it is necessary to be upfront. If you find someone buttering up to you for their benefit, be forthright and direct. Communicate clearly that you will not tolerate this kind of behavior.

Suppose that you have joined as a new manager and you have no idea if the employee is obsequious, investigate. Sometimes, it may so happen that the employee is not a sycophant, but is merely trying to impress you to feel better about himself. Speak to your seniors and your peers and ascertain if the employee is a sycophant. If he irritates you excessively or flatters you in a honeyed voice, complain to your seniors or deal with the employee in a diplomatic manner.

While trying to avoid sycophants, it is important that you don't get embroiled in the situation such that you do not begin to think the same way. Such an attitude is cheap and disgusting, not just for you, but also the organization. Keep calm and plan a strategy to get such people realize that their attitude is intolerable.

- (a) Who, according to the passage, is a sycophant? (2marks)
- (b) What are the characteristics of a sycophant? (5marks)
- (c) Make notes on how to deal with sycophants at work. (6marks)
- (d) Why is it important that you investigate the employee for a sycophantic behavior when you joined a new manager? (2marks)

(e) Which words used by the writer shows that he despises sycophants? (2marks)

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

- i. Flatters
- ii. Courtesy
- iii. Venomous

2. EXCERPT (25MKS)

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

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

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

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

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

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

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

Helmer: That is like a woman! But seriously, Nora, you know what I think about that. No debt, no borrowing. There can be no freedom or beauty about a home life that depends on borrowing and debt. We two have kept bravely on the straight road so far, and we will go on the same way for the short time longer that there need be any struggle.

Nora: (moving towards the stove) as you please, Torvalds.

Helmer: (Following her) Come, come, my little **skylark** must not droop her wings. What is this! Is my little squirrel out of temper? (Taking out his purse) Nora, what do you think I have got here?

Nora: (turning round quickly) Money!

Helmer: There you are. (Gives her some money) Do you think I don't know that a lot is wanted for housekeeping at Christmas – time?

Nora: (counting) Ten shillings – a pound – two pounds!

Thank you, thank you, Torvald; that will keep me going for a long time.

Helmer: Indeed it must.

Nora: Yes, yes, it will. But come here and let me show you what I have bought. And all so cheap! Look, here is a new suit for Ivar, and a sword; and a

horse and a trumpet for Bob; and a doll and dolly's bedstead for Emmy, - they are very plain, but anyway she will soon break them into pieces. And here are dress lengths and handkerchiefs for the maids; old Anne ought really to have something better.

Helmer: And what is in this parcel?

Nora: (Crying out) No, No! You mustn't see that until this evening.

Helmer: Very well. But now tell me, you **extravagant** little person; what would you like for yourself?

Nora: For myself? Oh, I am sure I don't want anything.

Helmer: Yes, but you must. Tell me something reasonable that you would particularly like to have.

Nora: No, I really can't think of anything - unless, Torvald.

Helmer: Well?

Nora: (playing with his coat buttons, and without raising her eyes to his) If you really want to give me something, you might-you might-

Helmer: Well, out with it!

Questions

1. Briefly explain what happens immediately before the above extract (3mks)

2. Why does Nora suggest that they borrow some money (2mks)

3. Helmer say; "that is like a woman!" what does this tell of his attitude towards women?

(3mks)

4. In **note** form identify instances that show affection between Helmer and Nora (4mks)

5. From the excerpt explain how the title A Doll's House is presented (2mks)

6. From the extract what can we say about Nora's character (4mks)

7. Identify and explain any **two** themes evident in the above extract (4mks)

8. Old Anne ought really to have something better. (Supply a question tag) (1mk)

9. Explain the meaning of the following terms as used in the passage (2mks)

i. Skylark ii. Extravagant

.....

3. ORAL LITERATURE (20MKS)

CHILD OF ANZITSI

Child of Anzitsi

What have you done to me?

Sese of Anzitsi

What have you done to me?

What shall become to

me? For me is only

sorrow On what shall I

For marking schemes Whatsapp/call-0746711892

lean?
 Child of Anzitsi
 What have you done to me?
 Sese of Anzitsi
 What have you done to
 me? I have no peace My
 people!
 Otemba only said yesterday
 The jealous house
 We shall meet there
 The jealous house
 Enquire from Maseno
 Find out from Anzitsi at Maseno
 My child whom I got with
 pain I am asking you Anzitsi
 What have you done to me?
 I have no peace, my people
 The jealous house
 We shall meet there.

Find out from the chief's centre, Muhaya
 Find out from Oluhano, the chief
 The child I had through a lot of
 pain I am asking you Anzitsi
 What have you done to me?
 I have no peace
 My people
 I have no peace
 The jealous house
 We shall meet
 there.

Questions

1. Who do you think is the singer of this song? Give reasons for your answer (2mks)
2. What is the song about? (2mks)
3. Identify any three features of songs found in the above song (6mks)
4. Give two functions that the above song serve (2mks)
5. List down any three features that are lost when the above song is written down? (3mks)
6. According to the song what is the cause of the child's death (2mks)
7. Describe the tone of the song (2mks)
8. Explain the meaning of the this line as used in song (1mk)

The jealous house -

4. GRAMMAR (15MKS)

a. Fill in the blanks in each of the following sentences with the most appropriate word. (3mks)

- i. The nurse refused to the results of the medical examination.
- ii. They left the room because they did not want to wake the baby.
- iii. We

For marking schemes Whatsapp/call-0746711892

did not know to blame for our problems.

b. Complete each of the following sentences using the correct phrasal verb formed from the words given in brackets. (3mks)

- i. That crime is very serious; he will never It (get) ii. The two fighting boys each other like wild cats (went) iii. She encouraged them to..... after their quarrel (make)

c. Complete the following sentences by adding the correct question tags. (3mks)

- i. You are going to stay with us tonight. ii. The workers have threatened to on strike.
iii. They don't wake up at six o'clock.

d. Fill in the blank spaces in each of the following sentences with the most appropriate preposition

- i. He took his clothes and dived into the pool.
ii. She will preside the function.
iii. Mutiso arrived at the airport just time to catch the plane.

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

- i. Can you change this powder form (in, into) ii. My reason for going is I am needed there (because, that) iii. "..... now seven o'clock," she said. (its,

KCSE PREDICTION 8 2021/2022

Name: ADM No:.....

Date: INDEX NO.....Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

**Kenya Certificate of Secondary Education (KCSE)
FORM FOUR**

ENGLISH

Paper 2

2 ½ hours

For marking schemes Whatsapp/call-0746711892

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

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

Government housing policy should deliberately promote affordable housing to avoid mushrooming of slums and create decent accommodation for lower and medium income households.

Housing still remains unaffordable for the majority of Kenyans because of an insensitive housing policy and declining incomes.

The government's lip-service regarding affordable housing means that a majority of Kenyans especially those residing in Nairobi continue to wallow in housing poverty having only slums as their accommodation.

As a matter of facts, very few estates in Nairobi can escape the UN definition of a slum. This is because they lack the essential facilities that are deemed to provide decent accommodation.

It is not uncommon to find a household made up of six adults staying in a one-roomed house. This invades personal space, reduces creativity and makes life just mere survival. Residents are normally pre-occupied with survival instead of building the nation.

Several factors combine to create this housing crunch. These include salaries and wages that

For marking schemes Whatsapp/call-0746711892

have not kept pace with housing costs.

Many employers do not factor the cost of housing in their compensation packages. Pushed by tough economic times and the profit maximization motive, many employers are happy to give a consolidated pay. It is up to the employees to allocate their income to get decent accommodation.

Also most jobs are low paying. Statistics shows that a majority of Kenyans earn less than 10,000 per month.

This small sum is meant to meet accommodation needs, beside other equally important family obligation. With poor wages, most people cannot afford decent accommodation.

Since housing for lower and middle-income groups does not offer good returns, investment in this sector is diminishing by the day. The return here is way below what developers get in up market housing.

With the economy now registering 4.3 percent growth there are high hopes that there will be a huge demand for housing.

According to international practice, housing is considered “affordable” if it costs no more than 30 per cent of the monthly household income for rent and utilities. If your household Income is Ksh 10,000 per month, you should pay more than Ksh 3000 monthly for your rent and utilities.

That is why affordable housing is an indispensable proposition in Kenya today. Affordable housing is a concept that can serve Kenya well and offer a solution to the social –economic development of lower and middle – income households.

Affordable housing should serve young families, a stable place to get back to after a hard day building the nation.

It. Is a cost-effective living situation for persons with special needs.

Affordable housing developments normally meet local building standards and designs requirements.

Professional on-site resident management includes stringent tenant selection and quick responses to maintenance requirements.

In other developed economies. Private developers, mostly non-profit co-operative societies, develop affordable housing using a combination of rental income, private funding and government subsidies.

Over the past decade, it has become increasingly clear that partnerships among local government, non-profit housing developers, community leaders and private financial institutions can create attractive and affordable housing that not only serve residents, but is an asset to the broader community,

The benefits that accrue from affordable housing are immense. It provides housing for the local workforce, especially lower wage earners, besides revitalizing distressed,

Affordable housing is also used to direct economic benefits to the local community, e.g. increased jobs, reduced traffic and better air quality.

It is upon the government to come up with policies which promote partnerships with the private sector to ensure affordable housing for all Kenyans

QUESTIONS

- a) Why should the government housing policy promote affordable housing? (2mks)
- b) Show why the housing has remained out of reach to many Kenyans. (2mks)
- c) Residents are normally pre-occupied with survival instead of building the nation.
(Begin; Instead..... (1mk)
- d) What are the repercussions of congestion? (3mks)
- e) With poor wages most people cannot afford decent accommodation.(add a question tag).
(1mk f) When is housing considered affordable? (1mk)
- g) Give the antonyms of the following words.(2mks)
 - i) Promote

ii) Asset

- h) State three expectations that could be achieved from affordable housing?(3mks)
- i) Give the meaning of the following words and phrases as used in the passage. (5mks)
 - i)mushrooming-

ii) Lip-service-

iii) wallow-

iv) Considerated pay-

v) indispensable-

QUESTION 2 A DOLL'S HOUSE

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

For marking schemes Whatsapp/call-0746711892

thought you must be saved-and that was how I came to devise a way out of difficulty-

Mrs. Linde: And did your husband never get to know from your father that the money had come

from him?

Nora: No, never. Papa died just at that time. I had meant to let him into the secret and beg him never to reveal it. But he was so ill then –alas, there was never was any need to tell him. Mrs. Linde : Good heavens, no! How could you think so? A man who has such strong opinion about

these things! And besides how painful and humiliating it would be for Torvald, with his manly independence, to know that he owed me anything! It would upset our mutual relations altogether; our beautiful happy home would no longer be what it is now.

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

Nora: (meditatively and with a half-smile) Yes –someday perhaps, after many years, when I am no longer as nice-looking as I am now. Don't laugh at me! I mean, of course, when Torvald is no longer as devoted to me as he is now; when my dancing and dressing –up and reciting have paled on him; then it may be a good thing to have something in reserve –(breaking off)What nonsense! That time will never come. Now what do you think of my greatest secret, Christine? Do you still think I am of no use? I can tell you , too, that this affair has caused me a lot of

worry. It has been by no means easy for me to meet my engagements punctually. I may tell you that there is something that is called in business, quarterly interest and another thing called payment in installments and it is always so dreadfully difficult to manage them. I have not been able to put aside much from housekeeping money for Torvald must have a good table. I could not let my children be shabbily dressed; I have felt obliged to use up all he gave me for them, the sweet little darlings.

Questions

1. Briefly describe what happens before the events in this extract. (3mks)
2. State and explain any two aspects of style used in this extract. (4mks)
3. How is Mrs. Linde depicted in this extract?(4mks)
4. What is the attitude of Mrs. Linde towards Nora? Explain (3mks)
5. Explain how the "imprudence" of Nora later complicates the events of the play.(2mks)
6. Who is a shadow character in a play? In this extract identify one shadow character. What is his\her significance in the play/ (3mks)
7. Add a question tag:

A wife cannot borrow money without her husband's consent (1mk)

8. Explain the meaning of the following words. (4mks)

i) Indulgent

ii) Thoughtless

iii) Caprices

iv)

Devoted

Question 3 ; POETRY

READ THE FOLLOWING POEM AND THEN ANSWER THE QUESTIONS THAT FOLLLOW (20MKS)

The light of the whole being,
 The illuminator of my very self,
 In your presence darkness exists no longer,
 You make me feel bright and shining all
 over,
 Oh! My moon.

My moon is still not yet fully full,
 My moon is three-quarter full,
 Still becoming what it will be,
 But the brightness of my moon surpasses all other moons,
 Oh! My moon.

My moon is uncomparable,
 My moon has possession of the natural beauty,

For marking schemes Whatsapp/call-0746711892

The sight of my moon makes hearts stop a beat or melts
 hearts' The smile of my moon makes the whole of my being
 hot and boiling,
 Oh! My moon.

My moon when will you become a full moon?
 I have waited long enough and my patience is fading away,
 I may end up devouring my moon before it is fully ripe,
 My moon my moon without you then I am not;
 Oh! My moon

From when I wake I think only of you my moon,
 At noon you are still dwelling in my mind,
 In the evening I die just to see you,
 And in the dark night I am restless and sleep never comes,
 Oh! My moon.
 By NYagilo. C

POETRY (20MKS)

QUESTIONS

- a) I) classify the poem. (2mks)
 II) What does the term moon refer to. (1mk)
- b) What do you think the persona means when he says that his moon three quarters full?
 (1mk)
- c) Give the character traits of the persona. (4mks)
- d) Identify any other words the poet uses to refer to the moon?(2mks)
- e) State how the moon affects the persona's mind at different times. (4mks)
- f) Which aspects of style has the poet employed? (4mks)

g) Give the meaning of the following words as used in the poem. (2mks)

- I) Devouring
- II) Surpasses

4. GRAMMAR

Answer all questions in this section. (6mks)

(A) Rewrite the following sentences according to the instructions given after each. Do not change the meaning any more than is necessary.

1. The lady has screamed. This could cause a cobra attack. (Rewrite beginning with If.....)
2. The child hoped that he would take after his father when he grew up. (Replace the phrasal verb with one word.)
3. The tide was strong and fierce, frightening most people. (Use a participle phrase).
4. Eagles flew on. John run after them. (combine the two sentences placing the comma in its rightful position)
5. My mother worked so hard! (rewrite using inversion)
6. My uncle..... the job reluctantly. (ectadep) (Rearrange the letters to make a word to fill in the blank space.)

(B) Use correct form of the word given in brackets. (2¹/₂mks)

- I. Few (know, knows) about the state of Kenya teachers. II. Is it possible that anyone (is, are) so silly to worry.
- III. Someone (make, makes) a .noise downstairs.
- IV. Neither of the two cats (like, likes) Mr. Otiende.
- V. It seemed (like, as if) night came quickly.

(C) Correct the errors in the following sentences. (4mks) 1. My mother took Mary and I to see our cousin.

2. Us believe that everyone should explore nature.
3. The story had a strange effect on the listeners.
4. The poem was more funnier than the one we read last week.

(D) Use the words given to complete the sentences below. (1)

Effective, effectiveness, ineffective.

i) The fever remained because the medicine was

ii) She learned her lessons well because her method of studying was iii)

The of the play was proved by audience's enthusiastic approach. (E)

Replace the underlined words with one word. (1mk) i) Her handwriting was extremely careful.

- ii) The yellow star made her very visible.

KCSE PREDICTION 9 2021/2022

(Comprehension, Literary Appreciation and Grammar)

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

Ask any youngster what living with their parents is like and they will most likely tell you it is pure hell. They hate being told what to do, or taking orders or having to explain where they are going or coming from, especially girls. Young people hate asking for permission to go anywhere, and even worse being told that they must be back by a certain time. They hate having to ask for permission to use something or do something at home and consider these requirements an infringement on their freedom. So while parents believe they are inculcating good behavior in their children, the youngsters see it as dictatorship.

Another thorny issue is religion. I dearly remember what happened when I decided to attend a church different from my mother's. She told me in no uncertain terms that if I wanted to continue going to my new church, I would have to move out because she would not allow it. I found my parents' restrictions rather **stifling** and could not wait for the day I would move out of home. I fantasized about going on outings that were forbidden at home, returning home late, going wherever I wanted whenever I wanted, returning from work and just lazing on the couch, leaving my bed unmade or my clothes lying around with no one to tell me that my room was a mess.

When it came to resources, mum would scold us if we left the door of the jiko open while heating our bath water or left the food to cook for an unnecessarily long time on the kerosene stove. She would breathe fire about our wastefulness, while reminding us of the high cost of living. She would conclude by telling us that she would not allow it in her house. My dad would be equally furious if he found the lights on in a room that was not being used. On several occasions he threatened not to pay the electricity bill and leave us in darkness for a while so that we could learn to save resources. Sometimes my siblings would laugh and wonder what our parents were making such a fuss about. At other times we would be angry and grumble that they were **stingy** and did not want to see us happy; how we longed to get away from them.

But when the time to leave home finally came, I was apprehensive and wondered what life without my parents would be like. One moment I would be happy to be free, with no one to order me around, the next moment I would be having doubts. When you are young, you think you have the freedom to do as you please. But after doing something "forbidden" once or twice, you begin having second thoughts. You realize, since you never used to go on outings for instance, you won't

miss much by staying indoors most of the time instead of coming back late.

You now have to pay your bills and realize that you have to cut costs, you remove your bath water from the stove before it boils and do not allow milk to boil for a second longer than necessary, and of course you switch off the lights in any room that's not being used. Suddenly, you realize that you are living by the very rules you **resented** in your parents' home. You are learning to use resources wisely now that you have to take care of yourself. When you start a family, you impose the same restrictions on your children. If there is one thing you cannot run away from, it is responsibility. What I have learnt is that when your parents are tough with you, they are only teaching you to be responsible. As the saying goes "only the wearer of the shoe knows where the shoe pinches." I now understand why my parents gave me a tongue lashing whenever I misused resources.

- a) Make notes on why youngsters say living with parents is pure hell. (3 marks)

.....

.....

.....

.....

.....

.....

- b) What would youngsters prefer rather than give in to their parents' dictatorship? (2marks)

.....

.....

.....

.....

.....

- c) According to the passage, parents are economical. Validate this statement. (2marks)

.....

.....

.....

.....

.....

- d) In your opinion, are parents out to punish children by setting rules and regulations in the homes? (2mks)

.....

.....

.....

.....

.....

- e) Explain the writer's attitude towards leaving home when the time came. (3marks)

.....

.....

.....

- f) Comment on the irony in the passage.
 (2marks)

.....

- g) Explain the meaning of the following saying as used in the passage.
 "Only the wearer of the shoe knows where the shoe pinches"
 (2marks)

.....

- h) Mother would breathe fire about our wastefulness while reminding us of the high cost of living.
 (Rewrite beginning: Not only)

(1mark)

.....

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

i. Stifling

.....

ii. Stingy

.....

iii. Resented

.....

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

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

Helmer: Miserable creature – what have you done?

Nora: Let me go. You shall not suffer for my sake. You shall not **take it upon yourself**.

Helmer: No tragic airs, please. (*Locks the hall door.*) Here you shall stay and give me an explanation. Do you understand what you have done? Answer me! Do you understand what you have done?

Nora: (*Looks steadily at him and says with a growing look of coldness in her face*) Yes, now I am beginning to understand thoroughly.

For marking schemes Whatsapp/call-0746711892

Helmer: (*walking about the room*) What a horrible awakening! All these eight years- she who was my joy and pride- a hypocrite, a liar – worse, worse – a criminal! The unutterable ugliness of it all! – For shame! For shame! (*NORA is silent and looks steadily at him. He stops in front of her.*) I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All **your father's want of principle** – be silent! - all your father's want of principle has come out in you. No religion, no morality, no sense of duty -. How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

Nora: Yes, that's just it.

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

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

a) Explain what has happened immediately before this excerpt. (4marks)

.....

.....

.....

.....

.....

.....

b) What does Nora mean by saying, "You shall not suffer for my sake."? Explain. (3 marks)

.....

.....

.....

.....

.....

c) How is Helmer's attitude towards Nora in this extract different from earlier in the book? Explain. (3 marks)

.....

.....

.....

.....

.....

.....

d) What thematic concern is addressed in this excerpt? (2 marks)

.....

.....

-
-
- e) "I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me any orders he pleases - I dare not refuse." Who is Helmer talking about and why does he make such comments about the person?

(2 marks)

-
-
-
-
-
-
- f) Discuss any style evident in the excerpt. (2 marks)

-
-
-
-
- g) Identify and illustrate the prevalent mood in the excerpt. (2marks)

-
-
-
-
- h) "Here you shall stay and give me an explanation." Rewrite beginning: You.... (1 mark)

-
-
-
-
-
- i) "When I am out of the way, you will be free." Give two meanings of Nora's words from the rest of the play. (2 marks)

-
-
-
-
-
-
- j) Explain the meaning of the following expressions as used in the extract. (4marks) i. Take it upon yourself

..... ii. No tragic airs

..... iii. Your father's want of principle

.....

iv.

Unscrupulous man

3. Oral Narrative**(20marks)*****Read the following narrative and then answer the questions that follow.***

There was a great famine in the land where Obunde and his wife, Oswera, lived with their nine children. The only creatures who had some food were the ogres and before they would part with their food they demanded a lot of things.

One day, Oswera went to one ogre's home and asked him for some food, for by then her children were almost dying of hunger.

"I have no more food except sweet potatoes," the ogre told her.

"I shall be happy to have the potatoes. We have nothing, not a grain of food at my house and the children are starving. Please let me have some and I shall repay you after the harvest."

"No, if you want food you must exchange with something right now. Will you give me one of your children in exchange for my potatoes?" Oswera hesitated, her children were dear to her, but then they would die without food.

"Yes, I shall let you have one of them, if only you could let us have some potatoes," Oswera answered. Then she took a big basket full of potatoes and told the ogre the exact time he could go to her home to collect one of her children for a meal.

Oswera thought hard and decided she would not give a single one of her children to the ogre for a meal. She therefore cut young banana stalks and cooked them nicely.

When the ogre came, she gave them to him and the beast went away satisfied. Soon the potatoes were finished and she had to go back to the ogre again.

Oswera and Obunde kept cooking banana stalks for the ogre every time he came for one of their children, until one day she had no more banana stalks to cook for the animal.

"You have now eaten all my children, yet we still need the potatoes. What shall we give you now?" Oswera asked in despair.

"Then I shall come for you and your husband," the ogre replied angrily as he helped Oswera to load her basket of potatoes on to her head.

"Yes come tomorrow at the usual time in the afternoon and get me. I shall have cooked myself for you," Oswera said calmly.

The following day the ogre went promptly as Oswera had told him and he found the home almost deserted.

He looked everywhere but apart from Obunde, there was no trace of anybody.

Then he looked at the usual place and found a huge bowl of a big meal Oswera had cooked for him.

For marking schemes Whatsapp/call-0746711892

The Ogre did not realize they had prepared a dog instead of Oswera. When he had eaten the Ogre told Obunde he would come for him the following day. Obunde got very worried and that night he could not sleep. The following day he started crying:

“Ah Oswera my wife, how did you cook yourself and how shall I cook myself for the ogre?” He sat down in the dust of his compound and wept. Oswera became very annoyed with her husband.

“You, you stupid, foolish man! Why sit and cry there all day long? How do you think I cooked myself? Take one of the dogs and quickly prepare it for the ogre!”

Very quickly Obunde got up, caught, killed and prepared a dog for the ogre. Then he joined his wife and children in a huge hollow part of a tree in his compound where they had hidden.

That day the ogre knew he was going to have his last meal of juicy human flesh. Being a generous and unselfish ogre, he brought many of his fellow ogres. They were going to have a feast.

Suddenly as they were eating, they had a man singing happily. No they could not believe it! It was Obunde singing! And he was boasting of how he had cheated the ogre.

The greedy ogre ate banana stalks

Not my family

The greedy ogre ate a dog

Not Obunde Magoro!

The greedy ogre ate banana stalks

Not my family;

Now come and get Obunde,

His children and wife.

Obunde sang the words and the ogres got very angry. The first ogre rushed into the hollow of the tree, but Oswera had heated a long piece of iron until it was white. She pushed the iron into the ogre's mouth. The beast fell down dead. The next one rushed into the hollow and Oswera killed him in all the same way. In this way she killed all the ogres and saved her husband and all their children.

My story ends there.

a) Whom do you consider to be the hero in this story and why?

(2 marks)

For marking schemes Whatsapp/call-0746711892

b) In your own words describe the setting of this story. (2 marks)

c) Compare Obunde and the ogre as they are presented in this story. (2marks)

d) What are the roles of the song in this story? (2 marks)

e) Describe the character of Oswera, the wife, as seen in this story. (2marks)

f) Other than the song, identify and illustrate **two** other features of oral narratives in the story. (4marks)

g) i) Explain the moral teaching of this story. (2marks)

ii) Use an appropriate proverb to summarize this lesson. (1 marks)

h) List down **one** characteristic of the above genre. (1mark)

i) If you were to collect information on the story above, what method of data collection would

you use?
(2marks)

.....

4. Grammar (15 marks)

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

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

.....

ii. Judy's mother told her that there was more food for the guests in the kitchen. (Rewrite in direct speech)

.....

iii. Jeff was bored of my nagging. He moved out of the house. (Rewrite using a participle)

.....

iv. We can save time by getting to class before the bell goes. (Begin: Time...)

.....

b) *Rewrite the following sentences correctly.* (3marks)

i. If I was the president, I would have jailed corrupt people.

.....

..... ii. The raging fire destroyed a lot of properties.

.....

..... iii. "Repeat the statement again. I did not understand."

.....

c) *Replace the underlined word(s) with appropriate phrasal verb.* (2 marks)

i. I was excited when I accidentally met an old friend in town.

.....
 ii. The employer was
disappointed by the lazy workers.

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

- i. To (they/them) everything is acceptable.
- ii. It is (they/ them) who assisted the accident victims.
- iii. Joan, together with her friends, ... (drive/ drives) the car.

e) *Use the correct form of the word in brackets to complete the sentences. (2 marks)*

- i. The election officials complained that it was of the government not to pay them in time. (reason)
- ii. The driver was accused of poor of the vehicle. (maintain)

f) *Explain the two meanings in the following sentence. (1mark)*

Wambua loves swimming more than Kioko.

.....

KCSE PREDICTION 10 2021/2022

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

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

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

For marking schemes Whatsapp/call-0746711892

Ants, however, show great intelligence as excavators. The ordinary plan of excavation is for ants to carry out earth and throw it outside the nest. There is nothing particular to note about it; all the ants engaged at the task behave in the same way. But one day I noticed a deviation. Some ants had made a nest on the side of a bank. The ejected earth ran down from it in a shoot, like a landslide on the face of a hill. The shoot was very steep and crumbling, and as each ant carried out its load it slipped on the loose material and tumbled down to the bottom of the slope. The ants, however, refused to be defeated. After some days of slipping and falling they managed to devise an ingenious plan for surmounting the serious difficulty. They assigned to one particular ant the duty of consolidating and hardening the ground. This ant set about collecting pebbles which it found near the base of the shoot. These pebbles it carried up the shoot and then spread them out in the form of a platform at the very top; just outside the mouth of the nest.

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

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

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

Questions

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

Parapet

Q2. Read the excerpt below and answer the questions that follow:

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

For marking schemes Whatsapp/call-0746711892

- 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 every day! Do you realize what a **horribly** painful position that would be?
- Mrs. Linde:** Then it really isn't he?
- Nora:** No, certainly not. It would never have entered into my head for a moment. Besides, he had no money to lend then; he came into his money afterwards.
- Mrs. Linde:** Well, I think that was lucky for you, my dear Nora.
- Nora:** No, it would never have come into my head to ask Doctor Rank. Although I am quite sure that if I had asked him-
- Mrs. Linde:** But of course you won't.
- Nora:** Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-
- Mrs. Linde:** Behind your husband's back?
- Nora:** I must make an end of it with the other one, and that will be behind his back too. I must make an end of it with him.

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

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

Mrs. Linde: One's husband, yes.

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

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

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

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

Nora: Do I look as if I were?

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

Questions

1. What happens immediately after this excerpt? (3marks)
2. Discuss any two issues brought out in this excerpt (4 marks)
3. How is Mrs. Linde depicted in this extract? (4 marks)
4. MRS LINDE: Don't prevaricate, Nora. Do you suppose I don't guess who lent you the two hundred and fifty pounds? Identify and explain stylistic device used in the above speech. (4mks)
5. Because you do as your husband wishes. Add a question tag. (1 mark)
6. Why does Nora refer to the bond as "the nasty dirty paper!"? (2 marks)
7. From the play, Helmer is hardworking. How does this character trait complicate the drama (3 marks)
8. Give the meaning of the following (4 marks)
 - i) A man of
 - means ii)

Prevaricate iii)

Horribly iv)

Concealing

Read the poem below and then answer the questions.

(20mks)

BACK HOME

And one day I went back home:
Back home to the old homestead
With a ring of old huts
Surrounding a wide compound:

Swept clean for children to play
And yell and laugh and cry.
I walked briskly, thinking of home
Smoke rising from the huts
Filtered through the thatched roofs:

Dripping wet after a shower of rain;
Moist ground in the
compound, Grandpa sitting
on his stool and sipping
from his gourd; Birds singing
in the mango tree:

And then finally I reached home:
The air heavy with silence
Huts, down in dry heaps of dilapidation
Shoots of scorched elephant grass:
Growing piously in the compound:

A carpet of mango leaves
Falling on the mound of earth
Under which was buried but the tip
Yes, only the tip of grandpa's walking staff
Could be seen peeping from under the earth:

Pointing down to where the owner lay;
The lasting indication
Of his inability to talk again
Except by echoes of silence
Telling me I went back too late:

Jwani Mwaikusa

Questions

For marking schemes Whatsapp/call-0746711892

- (a) Describe the setting in this poem. (2 marks)
- (b) Who is the persona in the poem? (2 marks)
- (c) Where is grandpa? Give reasons for your answer. (2 marks)
- (d) What is the effect of the alliteration in line 17? (2 marks)
- (e) Giving **two** examples, show the effect of contrast as used by the poet. (4 marks)
- (f) Identify and illustrate the **two** different moods prevailing in this poem. (4 marks)
- (g) Explain the meaning of the following lines as used in the poem. (4 marks)
- (i) 'A carpet of mango leaves
Falling on the mound of earth"
- (ii) 'Of his inability to talk again Except by echoes of silence"

4. Grammar

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

- (i) Should he see you, he would be surprised. (Begin: Were ...)
- (ii) He awoke. He found the house on fire. (Join into a single sentence without using **and**)
- (iii) I don't know how you tolerated him for so long. (Use '**put**' instead of '**tolerated**')

(b) Fill in the blank spaces with appropriate prepositions. (3 marks)

- (i) Harambee Stars was no match the Egyptian team.
- (ii) The spectators were up their feet after John scored.
- (iii) I ran my former classmate in town yesterday.

(c) Supply one word which means the same as the underlined phrases in the following sentences.

- (i) The meeting was postponed after failing to realise the minimum required number of members.
- (ii) The telephone rang without stopping.
- (iii) The lawyer treated all those who required his services with respect.

(d) Complete each of the following sentences with an appropriate phrasal verb. (3 marks)

- (i) Lucia was surprised when her guests late for the party.
- (ii) Abdul noticed how cold it was when he the plane.
- (iii) All the ideas were good, but Otieno the best plan of all.

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

- (i) All but my father arrived (has/have).
- (ii) Both cats chasing birds (enjoy/enjoys).
- (iii) The Minister as well as the Permanent Secretary and the Speaker of the House present (was/were).

KCSE PREDICTION 11 2021/2022

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

1. READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW

We live in a world that is finite in many ways. The size of the world, and natural resources like water and minerals are also finite. We, therefore, face the challenge of ensuring that we manage the natural resources in a sustainable way. This will not only ensure humanity continues to inhabit the planet, but that other living things, like animals, insects and plants will also not become extinct.

One critical natural resources that we should manage efficiently and effectively is water. Researchers have revealed that although there is enough land, water and human capacity to produce sufficient food for a growing population for the next 50 years, there is already a global water crisis. But one could wonder how on the one hand, there is enough water and, on the other hand there is a crisis.

The global crisis exists in the context of the numerous local crises. Whereas in some parts of the world the amount of water available is much more than the demand, there are many parts of the world the amount of water is a crisis. However, the crisis is not due to shortage but mismanagement of the water resources. We need to develop and implement urgent strategies to reverse this trend. A major area to address in water resources management is water scarcity.

Experts define water scarcity from the perspective of individual water users rather than the amount of water available in an area. Individuals are water insecure when they lack secure access to safe and affordable water to consistently satisfy their needs for drinking, washing, food production and livelihoods. An area is considered to be water insecure when a large number of people are water insecure. In many cases this leads to food insecurity, diseases and conflict.

The United Nations have designated 22nd March as the World Water day. On this day, we are all advised to take time to focus our attention on the critical water issues of our time and the future. This day has been observed since 1993. However, access to safe and adequate clean water for all has remained a major challenge. The Government of Kenya had set a target of ensuring that all citizens have access to safe and clean drinking water by the year 2000, but this unfortunately was not realized. Many people continue to experience physical and economic water scarcity.

According to experts, physical water scarcity occurs when water resources are insufficient to meet demands, including minimum environmental flow requirement. Arid and semi-arid areas of the country, like parts of Eastern and Northern Kenya are most often associated with physical water scarcity. However, another trend is emerging of an artificially created physical water scarcity, even where water is apparently abundant. This is due to the over allocation and overdevelopment of water resources.

The effects of physical water scarcity include severe environmental degradation, such as river desiccation and pollution; declining ground water demand; water allocation disputes; and failure to meet needs of some groups. The solution to physical water scarcity lies in good management of water resources and the related factors.

Economic water scarcity is the other type of scarcity that affects many Kenyans. This occurs when investments needed to keep up with growing water demands are constrained by financial, human or

For marking schemes Whatsapp/call-0746711892

institutional capacity.

The international Water Management Institute has identified the following as causes of economic water scarcity- favouring one group over another, and not listening to the voices of women and disadvantaged groups.

The Institute, further, gives the symptoms of economic water scarcity to include inadequate infrastructural development, so that people have trouble getting enough water for agriculture and domestic purposes; high vulnerability to seasonal water fluctuations, including floods and long-and short –term drought; and inequitable distribution of water though infrastructure exists.

The late Professor Wangari Maathai not only raised the awareness of the whole world on the importance of taking care of our water resources, but resources, but also started the Green Belt Movement, which spearheaded planting of millions of trees in Kenya and practicing sustainable agriculture. Her efforts were recognized by many international organizations and she received many awards, including the Nobel Peace Prize. We have a responsibility, as Kenyans, to emulate the example of Professor Wangari Maathai in order to reverse the global water crisis

Questions

1. From the paragraph, identify two forms of global water crisis. (2mks)
2. What is the main intervention required to help reduce the global water crisis? (2mks)
3. Identify irony in the second paragraph. (2ks)
4. What are the two forms of water scarcity discussed in the passage? (2mks)
5. What is the importance of the World Water Day? (3mks)
6. In about 35 words summarize Professor Wangari Mathai's contribution to issues of water management. (4mks)
7. The global crisis exists in the context of the numerous local crises (Add a question tag) (1mk)
8. Explain the meaning of the following words as used in the passage. (3mks)
 - I. Desiccation.....
 - II. Emulate..... III.
 - Constrained.....

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

Nora: No; yesterday it was very noticeable. I must tell you that he suffers from a very dangerous Disease.

He has consumption of the spine, poor creature. His father was a horrible man who committed all Sorts of excesses; and that is why his son was sickly from childhood, do you understand?

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

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

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

For marking schemes Whatsapp/call-0746711892

Nora: Everyday regularly. He is Torvalds's most intimate friend, and a great friend of mine too.

He is just like one of the family.

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

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

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

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

Mrs. Linde: Listen to me, Nora. You are still like a child in many ways and have a little more experience.

Let me tell you this – you ought to make an end of it with Doctor Rank.

Nora: What ought I to make an end of?

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

Nora: An admirer who doesn't exist, unfortunately!

But what then?

Mrs. Linde: Is Doctor Rank a man of means

Nora: Yes, he is.

Mrs. Linde: And has no one to provide for?

Nora: No, no one; but -

Mrs. Linde: And comes here every day?

Nora: Yes, I told you so.

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?

For marking schemes Whatsapp/call-0746711892

Questions

1. Explain briefly what happens immediately before this excerpt. (3mks)
2. Identify the humour in Nora's answer on how she came to know "anything about such things." (2mks)
3. Why does Mrs. Linde ask so many questions about Dr. Rank's character? (2mks)
4. Identify and explain dramatic irony in this excerpt. (3mks)
5. What does this passage reveal about the character of Dr. Rank? (4mks)
6. 'I don't understand you all.' (Rewrite in reported speech) (1mk)
7. Identify and illustrate two theme two themes evident in this excerpt. (4mks)
8. Explain briefly what happens after this extract. (3mk)
9. Explain the meaning of the following words and phrases as used in this excerpt. (3mks)
 - i. Excesses ii. Make an end of it..... iii. A man of means.....

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

Let the enemy come, ah

They came with guns,

From the West,

Look, look, look.

There they arrive,

They attacked us in our land

They attacked us at Kivachenge,

In our land of Chavambe,

We fought and we were arrested, ah

There our war started, ah

It was Ngutoka son of Watila,

Kituyi, son of Namuyonga, ah

With youthful zest and energy,

They fought them, ah,

They defended our people,

They fought

Like Wabomba son Kalenda,

The brother of Nasurutia, ah

Our people's secrets are ours

Revealing people's secret vexes the heart

Ah, vexes the heart

Clansmen,

For marking schemes Whatsapp/call-0746711892

There was a traitor from Wanga, ah,

Murunga was his name

There was a traitor from Wanga, ah.

Mumia, son Shikundu

Oh, fame is a curse

Wangamati son of Wawire,

Circumcised in 1840's, ah

He Bukholo.

We fought, ah

With their machine guns from the West,

We fought them

Ah, we fought them.

Questions

a) What type of song is this?(2mks)

.....

.....

.....

.....

b) What is the singer's attitude towards:

i. The heroes (3mks)

.....

.....

.....

.....

ii. The enemy (3mks)

.....

.....

.....

.....

c) Identify and illustrate two features common to oral poems in this song(4mks)

.....

.....

.....

.....

d) State and illustrate two elements of culture of the singer's people (4mks)

.....

.....

.....

.....

.....

.....
 e) Explain one thing that this community abhors. (2mks)

.....

.....
 f) Write synonym for each of the following words (2mks)

I. Zest

II. Revealing

4. Grammar

a) Rewrite the following sentences according to the instructions. (5mks)

I. When the speaker saw the enthusiasm of the student audience, she promised to come again.
 (Begin:
 Seeing.....)

.....
 II. The boy's height shocked all the other students. (Rewrite beginning: All the other students.....)

.....
 III. The farmers only decided to plant maize after the rains started. (Begin: Not until.....)

.....
 IV. The students have cleaned the classrooms. (Begin: The classrooms)

.....
 V. This is a beautiful work of art. (Begin: What.....)

b) Use the correct form of the verb in the brackets to fill in the blanks. (3mks)

I. Among those present the government and cabinet secretary for educator. (be)

II. My sister with when I came home late. (quarrel)

III. The anthem is on important state occasions. (sing)

c) Choose the correct word to fill in the blanks in each of the following sentences. (2mks)

i. Take care not to the money for your school fees. (lose loose)

ii. I did not find milk in the jug. (some/any)

d) Complete the following sentences by filling in the blanks with the correct prepositions. (3mks)

- i. Our school bus is parked the gate.
- ii. Mary kicked the ball the neighbour's compound.
- iii. The girl threw a shawl her shoulders.

e) Replace the underlined words with the appropriate phrasal verbs. (2mks)

- i. Grace removed her shoes

..... ii. The doctor
remarked that the little girl resembled her father.

KCSE PREDICTION 12 2021/2022

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

Question 1

Read the passage below and answer the questions that follow:

A growing number of people are being afflicted with a condition christened "Cyberchondria" – the techies' term for patients who use the internet for self-diagnosis, and then present "misinformation" to their doctor. Many of those who result to internet for solutions to their health problems say they want information on a medically diagnosed disease or illness, or to find alternative treatments.

Others seek support from fellow sufferers. There are those who turn to online diagnosis because of the state of government health services in the country. Our health service is itself not entirely healthy, and it barely survives with shoe-string budgets, low staffing levels and long queues of patients praying for help.

Internet statistics show that sites offering information on issues related to skin disorders, HIV and Aids, diabetes, cancer and sexually transmitted infections register more hits than other health information searches on the internet.

Self-diagnosis using medical websites is tricky, especially because these websites cover specific medical conditions. For example, if you type the symptom 'stomach pain into the search engine of a general health and medical website, it may offer gastritis, appendicitis, irritable bowel syndrome or gastroenteritis for further information.

It would be a mistake to consider these suggestions as possible diagnoses, because your stomach pain could be caused by a build-up of gas following the baked beans and eggs you had for lunch! The same goes for physical pains, such as pain in the lower back, or neurological

For marking schemes Whatsapp/call-0746711892

symptoms. You can't rely on a website for selfdiagnosis because it is going to spit out the most common reason for your symptoms, which may not be accurate.

It is better to present your aching stomach or back to your physician or health care professional for a more informed diagnosis. Otherwise, you may be wasting time, prayers, money and emotional energy taking care of a disease that you don't actually have. Whereas internet information can be valuable, the online health consumer should be wary because medical misinformation or ' cyberquackery' is rife on the internet. It is important to know how to recognize a reputable site.

You also can't use the Internet as the gospel truth to determine health problems because not all diseases and disorders are going to be catalogued on websites.

Even a seemingly thorough site like WebMD.com is going to miss something, and you don't want to rely on incomplete information.

Furthermore, you have no way of guaranteeing that the health information found on the Internet is accurate,

I'm a public health technician, with bias in monitoring and evaluation, but I can start a website that says just about anything notwithstanding. I don't have to have a medical degree to give faulty advice.

Online diagnosis may breed panic and apprehension. Many people look up their symptoms on the internet and discover that they could have any number of terminal or serious illnesses when they really have nothing to worry about at all.

Why put those types of thought in your head? Generally speaking, doctors advise that one should ask a few questions about the information collected from an internet site before deciding whether to trust it.

You need to find out who is responsible for the content, and whether the website is owned or sponsored by reputable organization. Every affiliation should be clearly shown on the website. Look for credentials and qualifications of the professionals presenting the information. Be especially cautious if they are anonymous. Can you contact the owners of the website via email, telephone and regular mail? Be vigilant, if the owners don't offer any means of communication.

(Adapted from the Daily Nation March 2008)

Questions

1. (a) According to the passage, **what** is cyberchondria? (1mk)
- (b) Why do patients resort to internet for solution to their health problems?(2mks)
- (c) **What** picture does the writer paint about government health services? (2mks)
- (d) **Describe** how one can access a medical solution from the internet. (2mks)
- (e) **What** caution does the writer give in paragraph six? (2mks) (f) **Why** does the writer prefer health care professionals to the website? (2mks)
- (g) You also can't use the internet as the gospel truth to determine health problems. (Paraphrase the above statement) (1mk)
- (h) **What** is the attitude of the writer towards looking for medical solutions from the Internet, illustrate. (2mks)
- (i) Online diagnosis may breed panic and apprehension

(Rewrite the sentence in the passive)

(1mk)

- (j) Make notes on the precautions to be taken if one wishes to get credible diagnosis from the internet. (3mks)

Explain the meaning of the following expressions as used in the passage:

Shoe string budget

Hits

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

Nora: I didn't find it dull.

Helmer: (*smiling*) But there was precious little result, Nora.

Nora:

Oh, you shouldn't **tease** me about that again. How could I help the cat's going in and tearing everything to pieces?

Helmer: Of course you couldn't, poor little girl. You had the best of intentions to please us all, and that's the main thing. But it is a good thing that our hard times are over.

Nora: Yes, it is really wonderful.

Helmer: This time I needn't sit here and be **dull** all alone, and you needn't ruin your dear eyes and your pretty little hands-

Nora: (*clapping her hands*) No, Tovald, I needn't any longer, need I! It's wonderfully lovely to hear you say so! (*Taking his arm*) Now I will tell you how I have been thinking we ought to arrange things, Torvald. As soon as Christmas is over-(*A bell rings in the hall.*) There's the bell. (She tidies the room a little.) There's someone at the door. What a **nuisance**!

Helmer: If it is a **caller**, remember I am not at home.

Maid: (*in the doorway*) A lady to see you, ma'am,--a stranger.

Nora: Ask her to come in.

Maid: (*to Helmer*) The doctor came at the same time, sir.

Helmer: Did he go straight into my room?

Maid: Yes, sir.

Questions

1. What does Nora refer to in her opening words in this extract? (2 marks)

2. What has happened that has made the couple happy? (2 marks)

For marking schemes Whatsapp/call-0746711892

3. Discuss two themes evident in this extract. (4 marks)
4. "There's someone at the door." Add a question tag (1 mark).
5. A lady has come to see Nora as reported by the maid. Who is this lady and how does her coming affect the Helmers from the rest of the play. Write your answer in note form. (6 marks)
6. Discuss one aspect of style in this extract. (2 marks)
7. Briefly explain what happens after this extract. (4 marks)
- 8 Explain the meaning of the following expressions as used in the excerpt. (4 marks)

i)

Tease.....

ii) Dull.....

iii)

Nuisance.....

iv) A caller.....

Q3. Read the oral Narrative below and answer the questions that follow. (20 marks)

THE WARRIOR WHO HAD EIGHT LOVERS

A long time ago there was a warrior whose bravery and handsome looks made the girls of the village fall in love with him. Eight girls, at least, were known to want to marry the young warrior, for they had composed many songs in his praise.

Now, this warrior was one time getting ready to go on alone raid in faraway country. Before he set off for the raid, he called the youngest of his eight lovers and told her to put fresh milk in a small guard. He also instructed her to keep checking on the colour of the milk every day. "Should the milk turn red," the warrior told the girl, "it would mean that I have been killed or I am seriously wounded."

The young girl was so touched by the departure of her lover that she composed the following song for him.

*My warrior whom I love
For whom I open the sweet curdled
Milk of my father's herd,
And to whom I give fat rams
Of my father to slaughter,
To whom I give my slender
Thighs to lie on,
With whom are you going on a raid next?*

It happened that many days after the departure of the warrior, the girl noticed that the milk was turning red. She wept bitterly, for she knew that her lover was either dead or dying in a faraway country. Without telling anyone, the girl set off to look for her dying lover.

For many days she traveled, and as she walked through plains and forests she sang the song she had composed for her warrior. She travelled on and as she travelled she checked the colour of the milk in the gourd. Each day that she saw the milk turn a little more red, she traveled faster. And each day she hoped that she would find her lover alive.

On the ninth day the girl sang louder and louder as she travelled. Each time she sang she would listen to hear if there was any reply. And as she listened at one time, she heard a faint voice. There was no mistake about it. It was her lover's voice. She ran and ran and after a while she found her lover. He was extremely weak and badly wounded. When the dying warrior saw her, he told her, "When I am finished, you take my attire and weapons home. When you get a son give them to him and with that the warrior seemed to be dying.

But the girl did not listen to him she quickly looked for water and washed his wounds. And after that she began to look for food for him. It did not take long before she saw a deer passing by. With her lover's spear she killed it, and wasted the meat for her lover. For many months the young women washed the wounds of her lover and fed him until he was well again.

Back at home everybody thought that the young woman and her lover were dead, and they insisted that their death rites be performed. However, the father of the warrior kept postponing the death rites. But at last the old man agreed to perform the rites because his youngest son was to be circumcised, and could not be circumcised before the rites were performed.

So preparations for the death rites for the lost warrior were made. But on the morning of the day that the rites were to be performed, and as people were gathering, one of the people in the gathering heard a war song coming from the other side of the valley. He asked other people to listen. The father of the warrior could not mistake his son's voice. He was almost crying as he gazed on the other side of the valley. The singing voice became clearer and before long the warrior and his lover emerged, driving a large herd of cattle. The bells that were tied around the necks of the oxen played to the tune of the war song.

There was great rejoicing as people ran to meet the lost warrior and his young lover. On their arrival back home a big bull was slaughtered and there was a great feast. People ate and drank. And the warrior and his lover were married. The two became man and wife and lived happily. And my story ends.

By A. Bukenya and M. Gachanja,

*From Oral Literature. A Junior Course
Longhorn Kenya. eQuestions*

1. With appropriate illustrations, classify the oral narrative above (2mks)
2. **Identify two** instances of repetition in the passage (2mks)
3. **Identify and illustrate** one character traits of:
(i) The warrior (2mks)

(ii) The youngest lover (2mks)

4. **Give two** functions of the song. (2mks)

5. **Identify** instances of irony in the passage (2mks)

6. Name and explain one economic activity of this community. (2mks)

i. **Which** devices have been used to start and end this story? **What** are their functions? (4mks)

ii. Using a proverb, **summarize** the moral lesson in the story. (2mks)

4. GRAMMAR

(a) Rewrite the following sentences as instructed. (5mks)

(i) The young man did not join a public university. He did not pass the exam. (Rewrite as one sentence beginning: If ...)

(ii) I waited until it was my turn to see the doctor. I was sitting on the couch. (Rewrite as one sentence beginning: Sitting

(iii) I never thought I would ever be a minister. (Begin: Not once.....)

iv) Come with me. (Add a question tag)

v) Most students benefit when they read in the morning. (Rewrite the sentence beginning with a gerund)

b) Replace the underlined words with suitable phrasal verbs. (3mks)

i) The girl had to raise her siblings after the mother passed on.

ii) Telcom Kenya sacked most of its workers.

iii) The government has abolished certain taxes.

c) Use the correct form of the word given in brackets to fill in the gap in each sentence.

(4mks)

(i) The police said it was a strange..... (occur)

(ii) The of his speech was appreciated by many.(clear)

(iii) The baby had..... in the cot for hours when the mother returned. (lie)

(iv) Your of words should be clear for people to understand you.
(pronounce)

d) Fill the blank spaces with correct prepositions.(3mks)

i) He also came home to congratulate me my graduation. ii) As a businessman, Ole Kaelo deals.....

agricultural products. iii) The thief was oblivious the

trap.

KCSE PREDICTION 13 2021/2022

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE) FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- Write your name and admission no. in the space provided.
- Sign and write the date of exam in the space provided.
- Answer all the questions in this paper.
- All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

1. Read the passage below and answer the questions that follow. 20 marks

A team of ninety experts has been dispatched this morning to audit the teaching and understanding of the new curriculum in public schools across the country. The Government officials, largely drawn from the Kenya Institute of Curriculum Development, (KICD) will conduct impromptu visits to schools in eighteen counties as they seek to enforce implementation of the Competence-Based Curriculum (CBC).

A detailed document on the monitoring exercise seen by The Standard reveals that during the

For marking schemes Whatsapp/call-0746711892

visits, the experts will sit in classrooms during lessons, hold feedback meetings with teachers and file daily reports on progress of the implementation of the CBC. For the next ten days, the experts – also known as curriculum developers – will demonstrate to the teachers how CBC lessons should be taught in the classroom. The exercise will end on May 3.

KICD Chief Executive Officer Jwan Julius said the process will provide the teachers with real, first-hand experiences on curriculum implementation. Dr. Jwan said the process will also identify opportunities to improve the curriculum designs and how to transfer lessons from field experiences to subsequent designs.

“What is envisioned in the curriculum designs and what is being taught in class should come out clearly.

Where there are gaps in lesson delivery, the experts will take the teachers through the process,” said Jwan. The Standard established that the curriculum developers had already completed three days orientation on a new monitoring methodology dubbed Do It Yourself.

The experts will now spend the next seven days in the field and later meet for debriefing where feedback will be shared to identify areas for correction and improvement. The development comes as the Kenya National Union of Teachers (Knut) threatened to rally teachers to revert to the old teaching methods under the 8-4-4 system. Knut Secretary General Wilson Sossion described the curriculum implementation process as illegal.

“We shall not teach the CBC way as they are pushing us to do until they address all the gaps.”

- i) Why have the experts been dispatched? 2mks

- ii) What is the main intention of the government officials? 2mks

- iii) In point form, summarize how the experts will carry out the exercise during the visits. 4mks

- iv) What according to the KICD Chief Executive Officer will the process achieve? 3mks

- v) Why is the Kenya National Union of Teachers opposed to the new program? 2mks

- vi) Paraphrase the following, "What is envisioned in class and what is being taught in class should come out clearly. Where there are gaps in lesson delivery, the experts will take teachers through the process."

2mk

.....

.....

- vii) In view of the KNUT Secretary's remarks, comment on the use of irony. 2mks

.....

.....

- viii) Give the meaning of the following words and expressions as used in the passage. 3mks

i) impromptu..... ii) first-hand experience

.....

iii) revert

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

25 marks HELMER:

Naturally you are thinking of your father.

NORA: Yes – yes, of course. Just recall to your mind what these malicious creatures wrote in the papers about papa, and how horribly they slandered him. I believe they would have procured his dismissal if the department had not sent you over to inquire into it, and if you had not been so kindly disposed and helpful to him.

HELMER: My little Nora, there is an important difference between your father and me. Your father's reputation as a public officer was not above suspicion. Mine is, and I hope it will continue to be so, as long as I hold my office.

NORA: You never can tell what mischief these men may contrive. We ought to be so well off, so snug and happy here in our peaceful home, and have no cares – you and I and the children, Torvald! That is what I beg you so earnestly – **HELMER:** And if it did?

HELMER: Of course! – if only this obstinate little person can get her way! Do you suppose I am going to make myself ridiculous before my whole staff, to let people think that I am a man to be swayed by all sorts of outside influence? I should very soon feel the consequences of it, I can tell you! And besides, there is one thing that makes it quite impossible for me to have Krogstad in the Bank as long as I am a manager.

NORA: Whatever is that?

HELMER: His moral failings I might have perhaps overlooked, if necessary –

NORA: yes, you could – couldn't you?

HELMER: And I hear he is a good worker, too. But I knew him when we were boys. It was one of those rash friendships that so often prove an incubus in afterlife. I may as well tell you plainly, we were once on very intimate terms with one another. But this tactless fellow lays no restraint on himself when other people are present. On the contrary, he thinks it gives him the right to adopt a familiar tone with me, and every minute it is "I say, Helmer, old fellow!" and that sort of thing. I assure you it is extremely painful for me. He would make my position in the Bank intolerable.

NORA: Torvald, I don't believe you mean that.

For marking schemes Whatsapp/call-0746711892

HELMER: Don't you? Why not?

NORA: Because it is such a narrow-minded way of looking at things.

HELMER: What are you saying? Narrow-minded? Do you think I am narrow-minded?

NORA: No just the opposite, dear – and it is exactly for that reason.

HELMER: It's the same thing. You say my point of view is narrow-minded, so I must be so too.

Narrowminded! Very well – I must put an end to this. (*Goes to the hall door and calls*) Helen!

a) Briefly explain Nora's fear as revealed in the extract. 3mks

.....

.....

b) According to the excerpt, why is Helmer reluctant to retain Krogstad as a worker in the Bank?

3mks

.....

.....

.....

c) Helmer is disingenuous in his dismissal of Nora's suggestion that Krogstad should be retained in his job. Explain this statement with clear illustrations from the excerpt. 3mks

.....

.....

d) Contrast the character of Krogstad as revealed in the excerpt.

2mks

.....

.....

e) Comment on Nora's character as brought out in in the excerpt.

2mks

.....

.....

f) Torvald refers to Nora as an 'obstinate little person.' What does this reveal about Torvald's attitude towards Nora as his wife? Cite one example from this excerpt and another one from elsewhere in the

play to illustrate your answer.

4mks

g) Describe the mood created at the end of the excerpt.

2mks

.....

.....

h) Torvald says, "His moral failings I might have perhaps overlooked, if necessary –." By whom

and how else in the play is Krogstad referred to in a disgraceful manner in the play?

2mks

.....

.....

i) '*...an incubus in afterlife.*' What does this phrase mean as used in the excerpt? 1mk

.....

.....

j) What happens immediately after this excerpt and how does it finally affect their marriage?

3mks

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

HOW CIRCUMCISION CAME TO BUKUSULAND

At Mwiala wa Mango, there was a great man-eating snake. The snake usually crawled out of his dwelling place among the hills and roamed about the countryside in search of human beings. The local people did not know what to do to get rid of this menace that claimed more and more victims as days went by. Then, in their greatest hour of need, a savior in the person of Mango came.

Mango of Mwiala had by his first marriage two sons whom he greatly loved. Early one morning the boys set out to graze their father's cattle at the riverside. While the cattle were pushing and fighting over the salt lick, the boys settled down to molding calf bulls. They had barely finished making their first two bulls when they heard a tremendous stampede from the salt lick. Cows, bulls, oxen and calves with raised tails came galloping out of the salt lick holes. The boys hastily picked up their *chindare* sticks and made for the nearest anthill in order to see the cause of this pandemonium. And there, below them, was the monster casually looking around. It stared at them hard and its many tongues shot out. With a cry and a leap, the boys ran for their lives but it was too late. Mango lost his loved ones to the murderous monster.

He sharpened and resharpened his *embalu* as tears of bitter sorrow rolled down his cheeks. "I must follow the way my beloved ones took to the ancestors." Day came and Mango started for the hills. The sun was in the centre of the sky when he came to the lonely and forbidding hills. He looked around the cave and newly overturned pebbles showed that the beast was out seeking human flesh. Armed only with *embalu* and a tree stump, he crawled into the cave. At the mouth of the cave, he put the tree stump and started his long unnerving watch.

In the meantime, news of what Mango was set on doing had spread through the neighbourhood. People from far and wide had come to his home and were anxiously waiting for him. The sun slowly crept towards the west. Its gentle rays fell upon his glittering *embalu* and he mumbled, 'It is the light of ghosts already.' Suddenly, he heard the sound of stones and pebbles knocking against each other. His hand muscles stood out like twisted cords as he tightened his grip on the *embalu*. He spat on his palm and adjusted his grip. Raising his *embalu* above his head, he spat upon his chest asking for his ancestors' protection. The cave became dark as the monster's head rested upon the tree stump. The raised hand came down swiftly and to the mark. A spout of blood told the rest of the story. At his feet lay the headless beast.

His *embalu* dripping with blood, he rushed to the nearest rock and gave a piercing cry into the gathering darkness. It was a cry of triumph and those who heard it jumped up for joy. He was carried shoulder high amid singing and dancing.

His heroism was acknowledged by the neighbouring *Barua* tribe, who offered him a beautiful

For marking schemes Whatsapp/call-0746711892

bride. But he had to be circumcised first before he could take his bride. This was the custom of the *Barua*. Thus, Mango became the father of circumcision in Bukusuland.

a) Classify the above narrative.

2mks

.....

.....

b) Describe the character of the following. 4mks i) Mango

.....

..... ii) The Barua

.....

c) How did Mango become the savior of the people?

2mks

.....

d) Identify the socio-economic activities of the community from which the narrative taken.

2mks

.....

.....

e) Comment on the following.

2mks i) The sun

slowly crept towards the west

..... ii) It is the light of ghosts

already

.....

f) Explain how suspense is created in this narrative.

2mks

.....

.....

g) Identify **FOUR** features that show this is an oral narrative.

4mks.

h) What do we learn from this narrative?

2mks

4. GRAMMAR

a) Use the correct phrasal verb formed from the word given in brackets to complete the sentences below

2mks

i) The students were told to.....with suggestions on how to improve the performance. (come)

ii) His friends during the race. (urge)

b) Rewrite the following sentences as instructed.

2mks

For marking schemes Whatsapp/call-0746711892

i) When they entered the field, it started raining. (Begin *Hardly...*)

.....

ii) She is too fearful to go out at night (Begin *So...that*)

.....

c) Use the words given in brackets correctly to complete the sentences below.
3mks

i) The choir sang the school anthem so (melody)

ii) The money was meant for our at school. (sustain)

iii) The project failed because of serious (manage)

d) Use the correct preposition to fill the blanks in the sentences below 3mks

i) His composition was amazing any standards

ii) The Principal conferred the teachers before making a decision.

iii) She fainted hearing the shocking news

e) Use a suitable phrasal quantifier to fill the blank spaces below. 3mks

i) There is of fish in the pond.

ii) He bought of toothpaste at the canteen.

iii) Students were told to buy printing papers

f) Rewrite the following sentences as instructed. 2mks

i) Jack removed his coat and rushed to the river. (Use a present participle)

.....

ii) Lynn knew the importance of the exercise. He had been a gymnast. (Use a participle to join into one sentence)

.....

.....

KCSE PREDICTION 14 2021/2022

Name: ADM No:.....

For marking schemes Whatsapp/call-0746711892

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

There were, and not so very long ago, some old fashioned and narrowly religious people who actually condemned novel reading as wrong. They argued that novels were made-up stories, and so reading them was reading lies! But I do not suppose there are any of these **queer** folk left now; so we need not bother about their opinions. But there are not a few who condemn novel reading on the ground that it is a waste of time which would be better used in reading serious books.

Of course there are novels and novels. There is such a demand for fiction nowadays that plenty of trashy novels are written and published, and read by the half-educated. A trashy novel is one that is badly written, badly constructed, and untrue to life. The reading of such poor stuff must certainly be condemned. It is more than a waste of time; for it has positively harmful effects upon the readers in **vitiating** their taste, and making them unable to appreciate really good work.

For marking schemes Whatsapp/call-0746711892

There is no need to waste one's time on reading the second best when there is so much of the best available. If you must read novels, choose out the best you can find; novels written by masters of the art of story-telling. Great novelists are, first, masters of style; they know how to write.

Secondly, they know how to construct a plot that will hold the interest to the end. Thirdly, they have a keen insight into human nature, and the creative power of making living and natural characters that seem like real people. Lastly, they have knowledge of life that enables them to make a fictitious story true to the life we know.

In fact a good novel is a picture of some part of human life; and the reading of high-class fiction enlarges our knowledge of human life and human nature. Novel reading, therefore, provided that really good novels are read, is part of one's education.

Novel reading should, however, be kept in its place. After all, it is only a form of amusement and recreation. To read nothing but novels is a great mistake. Time should be found for reading serious books as well. Too much novel reading can **incapacitate** one from reading anything more solid. It may become like drug-taking; the more you take the more you want, and the less you want wholesome food.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

Questions

(a) What did some old fashioned men condemn reading of novels? (2 marks)

.....

(b) State the characteristics of a trashy novel according to the passage. (3marks)

.....

(c) What does the writer mean by "Of course there are novels and novels."? (2marks)

.....

(d) Why, according to the passage, should one not read the worthless novel? (2marks)

.....

(e) Rephrase the third and the fourth paragraph of the novel. (5marks)

.....

For marking schemes Whatsapp/call-0746711892

-

- (f) There is no need to waste one's time on reading the second best when there is so much of the best available.

(1 mark)

Begin: is.....

.....

- (g) What is the writer's attitude towards trashy novel? (2marks)
-

- (h) Explain the meaning of the following words and phrases are used in the passage. (3marks)

i) Queer ii) Vitiating

..... iii) Incapacitate

.....

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

Krogstad. Excuse me, Mrs. Helmer.

Nora (*with a stifled cry, turns round and gets up on to her knees*). Ah! what do you want?

Krogstad. Excuse me, the outer door was ajar; I suppose someone forgot to shut it. **Nora** (*rising*). My husband is out, Mr. Krogstad.

Krogstad. I know that.

Nora. What do you want here, then?

Krogstad. A word with you.

Nora. With me?—(*To the children, gently.*) Go in to nurse. What? No, the strange man won't do mother any harm. When he has gone we will have another game. (*She takes the children into the room on the left, and shuts the door after them.*) You want to speak to me?

Krogstad. Yes, I do.

Nora. Today? It is not the first of the month yet.

Krogstad. No, it is Christmas Eve, and it will depend on yourself what sort of a Christmas you will spend.

Nora. What do you mean? Today it is absolutely impossible for me—

Krogstad. We won't talk about that until later on. This is something different. I presume you can give me a moment? **Nora.** Yes—yes, I can—although—

Krogstad. Good. I was in Olsen's Restaurant and saw your husband going down the street— **Nora.** Yes?

Krogstad. With a lady.

Nora. What then?

Krogstad. May I make so bold as to ask if it was a Mrs. Linde?

Nora. It was.

Krogstad. Just arrived in town?

For marking schemes Whatsapp/call-0746711892

Nora. Yes, today.

Krogstad. She is a great friend of yours, isn't she?

Nora. She is. But I don't see–

Krogstad. I knew her too, once upon a time.

Nora. I am aware of that.

Krogstad. Are you? So you know all about it; I thought as much. Then I can ask you, without beating about the bush– is Mrs. Linde to have an appointment in the Bank?

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 pleaded her cause, Mr. Krogstad, let me tell you that.

Krogstad. I was right in what I thought, then.

(a) Outline the key happenings just before this excerpt. (4marks)

.....

.....

.....

.....

(b) What are the reasons for Krogstad's visit? Refer to what happens after this excerpt. (3marks)

.....

.....

.....

.....

(c) "We won't talk about that until later on." What is this that is supposed to be discussed later? (2marks)

.....

.....

.....

(d) "I was right in what I thought, then." What do you think Krogstad thought? (2marks)

.....

.....

.....

(e) Describe **two** character traits of Krogstad as brought out in the excerpt. (4marks)

.....

.....

.....

.....

.....

(f) I am aware of that.

(1mark)

supply a question tag

.....

(g) How does Nora feel about Krogstad? (3marks)

.....

 (h) "I knew her too, once upon a time." When was this 'once upon a time'?

(3marks)

(i) Write a word with the same meaning as each of the following words as used in the excerpt. (3marks)

i. Ajar ii.

Pleaded

iii. Presume

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

One day on a farm, cat took out her walking stick and started to walk laboriously along the road, leaning heavily on her stick. Hen, who was pecking at the ground nearby, looked up and said, "Aunty Aunty, where are you going?"

The cat said, "I am off to the holy city to give my annual offering". Hen said, "May I come with you? I will accompany you on your long journey and at the same time perform my pilgrimage as well". Cat replied "If you must, there is no stopping you". So both of them started moving further on the road. Then they met Duck. Duck said, "Aunty, where are you going?" Cat replied, "Come if you must," Duck joined them.

A little ahead they met Mouse. Mouse asked, "Aunty where are you going?" Cat replied, "I am going to the holy city," Mouse asked, "May I come along with you?" Cat said, "If you want to dear." They walked along the road for sometime then cat said, "Oh my old bones, now they ache ohoo." The three stopped and offered to rest along with her. Cat said, "Hen may wait with me if she likes, the two of you go on ahead. We will catch up with you." The cat pounced on the Hen and ate her up.

After a few hours, Cat caught up with Duck and Mouse. When they enquired about Hen, Cat said, "Oh, she had forgotten her offering at home and has gone back for it," And they walked on.

The next day Cat began to groan again, and this time asked Duck to stay with her. Mouse went on ahead. When Cat caught up with Mouse she said Duck has forgotten her offering as well.

At this Mouse got suspicious for if Duck forgotten her offering as well she would have turned back with Hen. Meanwhile, Cat thought: "Now it is the turn of Mouse, what a delicacy! The taste will linger for a long time in my mouth."

Then she said to the Mouse, "Mouse let us stop for a rest." After a while she said, "It is long since I played catch and catch with anyone. Why don't I fulfill this desire for who knows how long I have to live?"

Mouse began to play; he ran here and there; soon he realized that Cat was out to get him so he quickly darted into a hole in the ground. Now cat know she could not get Mouse so she said, "Mouse, Mouse, come out. I want to tell you a story," Craftily Mouse replied, "You tell the story and I will listen to it in here."

So, you see whenever Mouse sees Cat, he runs quickly to hide for he knows that Cat is

after him. He has not forgotten the uncompleted journey to the holy city. **Questions**

(a) With reasons, classify the above narrative. (2marks)

.....

.....

.....

..... (b) What **three** features of oral narrative are evident in this story? (6marks)

.....

.....

.....

.....

.....

(c) Describe **two** character traits of Cat as revealed in the narrative. (4 marks)

.....

.....

.....

.....

(d) Discuss the message in the narrative. (3marks)

.....

.....

.....

(e) If you are asked to go and collect this story in the field, state:-

(i) **Three** things you would do before the actual field trip. (3 marks)

.....

.....

.....

.....

(ii) **Three** difficulties you are likely to encounter. (3marks)

.....

.....

.....

.....

4. GRAMMAR

For marking schemes Whatsapp/call-0746711892

(a) Use the most suitable form of the word in brackets to fill in the blank space.

(4marks)

(i) supervised the offloading of furniture, he left for Ole Supeyo's home.
(have)

(ii) The he warning is meant to act as a (deter) to the students.

(iii) It was to believe his argument. (logic)

(iv) We need to know your as soon as possible. (decide)

(b) Rewrite the sentence according to the instruction given without changing its meaning.

(3marks) (i) "I was waiting for the bus when he arrived."

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

(ii) She said that she could help me tomorrow.

Write as a direct speech.

.....

(iii) I think Freddy is not as funny as Amos.

End: ...Freddy

.....
.....

(c) Choose the more appropriate pronoun to fill in the blank space. (3marks)

(i) It will take long to find out about Elly and.....(she, her)

(ii) You can't play without Nancy or (them, they)

(iii) girls go to church every week. (us, we)

(d) Fill in the most suitable preposition. (3marks)

i) He was cautioned not to interfere the affairs of others.

ii) All of us sat down to jot the notes. iii) No one voted
.....me and that made me happy.

(e) Explain the difference in meaning between the sentences that follow. (2marks)

i) He swept the room clean.

.....

ii) He swept the clean room.

.....

KCSE TRIAL EXAM 15

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	

For marking schemes Whatsapp/call-0746711892

2	25	
3	20	
4	15	
Total score	80	

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

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

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

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

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

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

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

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

Questions

a) In one sentence, explain what this passage is talking about? (2mks)

.....

.....

.....

.....

b) What is the number one need of any human being? (1mk)

.....

.....
.....
c) What are cited as the causes for social rejection according to the passage (2mks)

.....
.....
.....
.....
.....
d) What is social rejection likely to lead to (2mks)

.....
.....
.....
.....
.....
e) What vicious cycle is referred to in this passage (2mks)

.....
.....
.....
.....
.....
f) How can a parent make children appreciate the lesson on social skills? (2mks)

.....
g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech. (1mk)

.....
.....
.....
.....
.....
h) Make notes on the five-step approach to teach children social skills (5mks)

.....

i) Explain the meanings of the following words and phrases as used in the passage

(3mks) i. Authority figure

.....

..... ii.

Shunned

.....

.....

iii. Jump on board

.....

.....

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

(25mks)

A Doll's House:

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

Nora: So it seems

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

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

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

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

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

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

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

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

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

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

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

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

Questions

a) What happens just before this excerpt? (2mks)

.....

.....

.....

.....

b) Identify and illustrate any two themes evident in the excerpt. (4mks)

.....

.....

.....

.....

.....

c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank

(5mks)

.....

.....

.....

.....

.....

.....

.....

d) Identify and illustrate any two character traits of; (4mks) i. Krogstad

.....

 ii.

Nora

.....

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

.....

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

.....

ii. Blackguard

.....

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

.....

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

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

For marking schemes Whatsapp/call-0746711892

herded their cows together.

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

The two friends met to eat their livers. "My liver is very bitter", said the Hyena. "Mine is very sweet," said

Hare, "So it was your mother who was making the cows die." Hyena kept quiet and went home feeling sad.

He moved from the old house to a smaller one because now he had no mother. Hare did the same

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

I will find out."

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

There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare's friend went to her and told her his problem. "Go and put your tongue on the path of black ants," He was told,

"Let them bite your tongue until it hurts. That's how your voice will be soft."

Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for him. Then he

told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's.

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

Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn.

He went to his usual place. "Mother" he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother.

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

Questions

a) With illustrations, classify the above narrative (2mks)

.....

.....

.....

.....

b) Identify three features of narratives (3mks)

.....

.....

.....

.....

c) Identify three features in this story that are characteristics of oral narratives (3mks)

.....

.....

.....

d) Briefly explain the character traits of the following (4mks) i. Hare

.....
 ii.

Hyena

.....

e) What moral lesson do you learn from this story? (2mks)

.....

f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)

.....

g) You have been selected for a fieldwork research to collect the above item.

i. Briefly explain two ways in which you would collect information on the item. (2mks)

.....

ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)

.....

h) Then he started wondering "How does my friend remain fat and he doesn't eat anything. I will

For marking schemes Whatsapp/call-0746711892

find out".

(Re-write into indirect speech)

(1mk)

.....

.....

.....

i) Describe the irony in the fifth paragraph

(2mks)

.....

.....

.....

.....

4. GRAMMAR (15MKS)

a) Rewrite the following sentences according to the instructions given

(3mks)

iv) He will not be given a driving license. He passes the road test (Rewrite as one using 'unless')

.....

.....

.....

v) The woman left the child with a neighbor and went to the market. (Begin: leaving....)

.....

.....

.....

vi) The boys went to play in the field (underline the adverbial)

.....

.....

.....

b) Supply the correct preposition to complete the sentences given.

(3mks)

i. Property worth millions of shillings went up flames. ii. The three boys shared the bread themselves. iii. We should strive to live our means.

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

(3mks)

i. The audience was offended by the(sense) of the speaker.

- ii. The(acquire) of a university degree is a great milestone to a student. iii. Everyone should obey the law of their position in the society.

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

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

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

"These are juicy mangoes," Ken said.

.....

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

(Supply a suitable question tag).

.....

KCSE TRIAL EXAM 16

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes Whatsapp/call-0746711892

1. COMPREHENSION

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

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out.

Charges were trumped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister.

Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no lastminute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... "God will provide" I had worked half a century to bring salvation to other people. It would probably be appropriate to say, "Physician heal thyself." Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation 'in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.' God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

(From: Joseph W. Abruquah, The Catechist, London – 1965)

Questions

- (iv) What was the narrator's occupation before he was taken ill? (1 mark)

.....

.....

.....

.....

- (v) Mention **four** factors responsible for the narrator's dismissal from his duty. (2 marks)

.....

.....

.....

.....

(vi) Justify the narrator's bitter attitude in the third paragraph. (3 marks)

.....

.....

.....

.....

.....

.....

(vii) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness..... "God will provide." (2 marks)

.....

.....

.....

.....

.....

.....

(viii) Basing your argument on one major failing of the narrator, why should you not be sympathetic with his situation (2 marks)

.....

.....

.....

.....

.....

.....

(ix) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer. (3 marks)

- (x) The narrator uses the word 'salvation' to elicit two implications. Explain these two implications. (2 marks)

- (xi) Quote a statement in the last paragraph that hints at the narrator's sense of remorse. (1 mark)

- (xii) My congregation was deeply sympathetic but started making representations for my transfer. (Rewrite this sentence beginning: Much as (1 mark)

j) Explain the meaning of the following words and clause in the passage (3 marks)

- (i) Mudslinging

- (ii) Obscurity

- (iii) Physician heal theyself

2. EXCERPT

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

(25)

marks) Krogstad: Are you aware that is a dangerous confession?

Nora: In what way? You shall have your money soon.

Krogstad: Let me ask you a question: Why did you not send the paper to your father? Nora: It was impossible: papa was so ill. If I had asked him for his signature, I should have had to tell him what the money was to be used for: and when he was so ill himself, I couldn't tell him that my husband's life was in danger – it was impossible.

Krogstad: It would have been better for you if you had given up your trip abroad.

Nora: No, that was impossible. That trip was to save my husband's life. I couldn't give that up. Krogstad: But did it never occur to you that you were committing a fraud on me?

Nora: I couldn't take that into account: I didn't trouble myself about you at all. I couldn't bear you, because you put so many heartless difficulties in my way, although you knew what a dangerous condition my husband was in.

Krogstad: Mrs. Helmer, you evidently do not realise clearly what it is that you have been guilty of. But I can assure you that my one false step, which lost me all my reputation, was nothing more or nothing worse than what you have done.

Nora: You? Do you ask me to believe that you were brave enough to run a risk to save your wife's life?

Krogstad: Foolish or not, it is the law by which you will be judged, if I produce this paper in court. Nora: I don't believe it. Is a daughter not to be allowed to spare her dying father anxiety and care? Is a wife not to be allowed to save her husband's life? I don't know much about law: but I am certain that there must be laws permitting such things as that. Have you no knowledge of such laws – you who are a lawyer? You must be very poor Mr Krogstad.

Krogstad: Maybe. But matters of business – such business as you and I have had together – do you think I don't understand that? Very well. Do as you please. But let me tell you this – if I lose my position a second time, you shall lose yours with me. (He bows and goes out through the hall) Nora (appears buried in thought for a short time, then tosses her head) Nonsense! Trying to frighten me like that! – I am not so silly as he thinks. (begins to busy herself putting the children's things in order) And yet? No it's impossible! I did it for love's sake.

Questions:

- a) Briefly describe the dangerous confession Nora admits to in the onset of the excerpt. (3 marks)

.....

.....

.....

.....

.....

.....

b) Explain why Nora did not send the paper to her father for signing. (3 marks)

.....

.....

.....

.....

.....

.....

c) Explain **two** themes evident in the excerpt above. (4 marks)

.....

.....

.....

.....

.....

.....

d) Contrast Krogstad's and Nora's views on the law (2 marks)

.....

.....

.....

.....

e) How is Krogstad portrayed in the excerpt (2 marks)

.....

.....

.....

.....

f) The law cares nothing about motives. (Add a question tag) (1 mark)

.....

.....

g) Krogstad informs Nora that "one false step, lost him all reputation." Briefly explain how. (2 marks)

.....

.....

.....

- h) ".....If I lose my position a second time, you shall lose yours with me." From elsewhere in the play, show the truth of this statement (2 marks)

- i) What is the general tone in this excerpt? Explain your answer. (3 marks)

- j) Explain the meaning of the following words as used in the excerpt. (2 marks)

- (i) defiantly

- (ii) false step

3. ORAL POETRY

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

Ha! That mother who takes her food alone
 Ha! That mother before she has eaten
 Ha! That mother she says, "lull the baby for
 me". Ha! That mother, when she has finished eating,
 Ha! That mother, she says, "give the child to me."

Questions

- a) What type of oral poem is this? (2 marks)

b) Explain briefly what the above oral poem is about

(4 marks)

c) Who is the speaker in the above oral poem?

(2 marks)

d) What is the speaker's attitude towards the mother?

(2 marks)

e) What evidence is there to show that this is an oral poem?

(6 marks)

f) State **two** functions of the above oral poem.

(2 marks)

g) Mention **one** feature that is characteristic of this sub-genre (2 marks)

.....

.....

.....

.....

4. GRAMMAR (15 marks)

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

i) "I get up at six o'clock every morning." Said my friend (Rewrite in indirect)

.....

.....

ii) It is possible to buy bread here. (Rewrite beginning: There is)

.....

.....

iii) My sister is older than me. (Rewrite using 'I')

.....

.....

iv) The guard refused a student admittance. (Rewrite the sentence in the passive form)

.....

.....

b) Complete each of the sentences with an appropriate question tag. (3 marks)

i) It's very cold, ...

ii) You are free, ... iii) They haven't come yet, ...

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

i) Peter sang yesterday (melody) ii)

The state will undertake the (maintain) of the road.

For marking schemes Whatsapp/call-0746711892

iii) Her argument was obviously (error)

d) Choose the correct alternative from the words given in brackets after each sentence.
(4 marks)

i) The boys left (their, there) books in the field.

ii) All matatus have hiked the (fair, fare)

e) Rewrite the underlined phrasal verbs with appropriate verbs in each sentence.
(2 marks)

i) Juma's performance did not measure upto the expected standards.

.....
.....

. ii) Mary walked out on her family

.....
.....

f) Rewrite the following sentence to remove gender bias. (1 mark)

The steward is in the restaurant

.....
.....

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706 KCSE TRIAL EXAM 17

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

For marking schemes Whatsapp/call-0746711892

ENGLISH**Paper 2****(Comprehension, literary appreciation and grammar.)****2 ½ Hours**

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH**Paper 2****2 ½ hours****Instructions to Students**

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

1. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, decides and then acts upon it with no lingering backward glances.

By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as a little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a

For marking schemes Whatsapp/call-0746711892

friend of mine who was doing fifteen or maybe twenty abortions a day: 'Look, do me a favour, Jay. Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.'

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren't of very good quality but I selected one that was of better quality than the others and began to show it at pro-life gatherings around the country. (I had my first contact with pro-life movement in 1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how The Silent Scream, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January 3, 1985. The reaction was instantaneous. Everybody was up in arms because The Silent Scream represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don't debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The Silent Scream depicted a twelve-week foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul-de-sac: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on-the-record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

(Source: The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD)

a) Based on your understanding of the entire passage, comment on the nature of the writer's

'old convictions'.

(2 marks)

- b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)
- c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage(2 marks)
- d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ' The Silent Scream'. (2 marks)
- e) " I was shaken to the very roots of my soul by what I saw". Rewrite this sentence beginning:
(What...)(1 mark)

- f) Make notes on the way abortion is carried out according to this passage(4 marks)
- g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)
- h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)
- i) Explain the meaning of the following words as used in the passage.(3 marks)
 - i)convictions
 - ii)escalate
 - iii)impetus

The Play, Henrik Ibsen, A Doll's House.

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

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

Nora : What ought I to make an end to?

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

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

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

Mrs. Linde: And comes here every day?

Nora : Yes, I told you so.

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

Nora : I don't understand you at all.

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

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

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

Nora : No, certainly not. It would never have entered into my head for a moment.

Besides, he had no money to lend then; he came into his money afterwards. Mrs. Linde:

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

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

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

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

Mrs. Linde: Behind your husband's back?

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

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

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

Mrs. Linde: One's husband, yes.

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

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

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

dirty paper.

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

Nora : Do I look as if I were?

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

- (a) Briefly explain what happens before the events in this extract. (4marks)
- (b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience? (3 marks)
- (c) From the dialogue, what do we learn about Nora's character? (4 marks)
- (d) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship? (2 marks)
- (e) Identify and explain the use of hyperbole in this excerpt. (2 marks)
- g) What does Mrs. Linde thinks Nora is concealing from her? Is Mrs. Lindes right? (3 marks)

- (f) Explain the meaning of the following words as used in the extract. (3 marks) i)A man of means ii)Prevaricate iii)nasty

- (h) Describe what happens immediately after the events presented in this extract (4 marks)

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

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

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost. I should be lost

My mother said I should be lost. I should be lost

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

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

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

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

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to get rain? (1 mark)
- (b) Which functions does this song serve in this narrative? (2mark)
- (c) Describe one character trait of the villagers in this narrative.(2 marks)
- (d) In point form, list how events follow each other in this story. (3 marks)
- (e) Identify and explain two features of oral narration employed in this narrative.
(4 marks)
- (f) Identify two elements of fantasy in this story. (2 marks)
- (g) Describe Wanjiru's tone in the song. (3marks)

(h) Which social/cultural practices of the Gikuyu are brought out in this narrative? (2 marks)

(i)What does this phrase mean? "My father said I should be lost." (1 mark)

4(a) Rewrite the following sentences according to the instructions. Do not alter the meaning.(3 marks)

(i) Muli could have passed the examination. Muli was regularly absent from school.
(Join into one sentence beginning: Were it not.....)

(iii)The nurses agreed to work after signing an agreement with the government. (Begin: Only...)

.....

(ii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).

.....

(b)Replace the phrasal verbs underlined in the sentences below with one word that means the same.

(3marks)

i)It is wrong to look down on students from other schools.

.....
 (ii) Teachers should not give into their students' unreasonable demands.

(iii) The delegates came up with ten rules to guide our response to globalization.

..... (c) Complete the following passage with the most appropriate forms of the words in brackets.

(3marks)

The Tsunami(cruel) destroyed lots of lives and property. For days, the survivors (agony) searched for their missing relatives.

The whole experience was (horrible) traumatizing.

(d) Fill in the blanks with the appropriate prepositions. (2 marks)

(i) He was charged forging property inheritance document.

(ii) Kamau deals.....groceries

(e) Fill the blank spaces with the correct article(2 marks)

i) The students said they wanted.....union.

ii) What is Ewe?

(f) Explain the meaning of the following sentences

(2marks) i. Lydia found the empty room. ii. Lydia found the room empty.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706 KCSE TRIAL EXAM 18

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

**Kenya Certificate of Secondary Education (KCSE)
FORM FOUR**

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

For marking schemes Whatsapp/call-0746711892

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankeles, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or – shudder – stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking,

"Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too **vast** a problem for individuals to solve alone, and some big businesses have an **incentive** not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government

'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU's emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of

fossil fuels. The system seemed to work for about a year – but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from *Times*, June 5, 2006)

- a) According to the passage, what are the effects of global warming? (4 marks)
- b) What, according to the passage, is the main cause of global warming?(2 marks)
- c) How does Britain encourage people to use renewable electricity? (3 marks)
- d) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, 'Why should I bother to cut down my driving?' (4 marks)
- e) What message does the writer communicate in this passage? (4 marks)
- f) Explain the meaning of the following words and expression as used in the passage.(4 marks)
 - iv) fob off
 - v) incentive
 - vi) calamity vii) vast

2. Read the extract below and 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.

For marking schemes Whatsapp/call-0746711892

Helmer: You are an odd little soul. Very like your father. You always find some new way of **wheeling 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 safe appointment**, and a big enough income. It is delightful to think of, isn't it?

Nora: It's wonderful!

- 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 mark)

- d) 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? (2marks)
- 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. Read the poem below and then answer the questions that follow. (20 marks) No coffin, no grave by Jared Angira

He was buried without a coffin
Without a grave

The scavengers performed the post-mortem
In the open mortuary
Without sterilized knives
In front of the night club

Stuttering rifles put up
The gun salute of the day
That was a state burial anyway
The car knelt
The red plate wept, wrapped itself in blood its
master's

The diary revealed to the sea
The rain anchored there at last
Isn't our flag red, black and white?
So he wrapped himself well

Who could signal yellow
When we had to leave politics to the experts
And brood on books
Brood on hunger
And schoolgirls
Grumble under the black pot
Sleep under torn mosquito net

For marking schemes Whatsapp/call-0746711892

And let lice lick our intestines
 The lord of the bar, money speaks madam
 Woman magnet, money speaks madam
 We only cover the stinking darkness of the cave of our
 mouths And ask our father who is in hell to judge him
 The quick and the good.

Well, his diary, submarine of the Third World
 War
 Showed he wished
 To be buried in a gold-laden coffin
 Like a VIP
 Under the jacaranda tree beside his palace
 A shelter for his grave
 And much beer for the funeral party

Anyway one noisy pupil suggested we bring
 Tractors and plough the land.

(From *Poems from East Africa*, D. Cook and D. Rubadiri (Eds.): East African Educational Publishers)

- a) Briefly explain what this poem is about. (3 marks)
- b) Explain the use of onomatopoeia in the poem. (2 marks)
- c) Identify and explain the tone of the poem. (4 marks)
- d) Comment on the central theme of the poem. (3 marks)
- e) Explain the meaning of the following lines:
 - i) who could signal yellow (2 marks)
 - ii) submarine of the Third World War
- f) How else can people bring change in society without assassinating politicians? (2mks)
- g) Explain the meaning of the following words as used in the poem
 - i) Anchored (1mk)
 - ii) Brood (1mk)

4. Grammar (15 Marks)

a) Complete the following sentences by choosing the appropriate expressions to fill the gaps. (3marks)

- i) Although Nduati is a great friend of mine, I him on a few important issues. (*differ to, differ with*)
- ii) As good citizens, we must all pay our taxes the policy. (*in accordance to, in accordance with*)
- iii) She chose her career(*independent of, independent to*) her father's influence.

b) Rewrite the sentences below according to the instructions given after each. (3marks)

- i) My father would not allow us to attend night parties under any circumstances.
 (Begin: *Under no circumstances*)

For marking schemes Whatsapp/call-0746711892

ii) Strangers should not be allowed into the compound without the security officer's permission.
(Begin: *On no account*.....)

lii) The plane had just taken off when one of the passengers began to scream.
(Begin: *Scarcely*.....)

c) Rewrite the following sentences avoiding repetition.

(2 marks)

i) Always be frank and open with your friends. When you are frank and open to your friends, you will win your friends' trust and confidence. ii) Help yourself to some oranges. These oranges are sweet but those oranges are sweeter.

d) Combine each of the following pairs of sentences by making one of them a relative clause.
(2 marks)

i) Kasoha joined our school this term. She is very good at grammar.

ii) The generator had been on the whole night. It broke down in the morning.

e) Add an appropriate question tag to each of the following statements. (3 marks) i) They aren't serious. ii) He bought a new house last month.

iii) Let us go.

e) Fill in the gaps using the present perfect form of the verbs in brackets. (2 marks)

i) I (visit) many places.

ii) My wife (join) me in most of these trips. For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 19

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

For marking schemes Whatsapp/call-0746711892

ENGLISH**Paper 2****2 ½ hours****Instructions to Students**

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706**For Examiners use only**

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

1. QUESTION 1: COMPREHENSION.**(20MKS)*****Read the passage below and answer the questions that follow.***

Substance Abuse has emerged in recent decades as a major concern both on and off the job. Although reasons vary, substance abuse can be a way that some people try to manage or reduce distress.

But it is important to be clear on what is generally meant by a drinking problem. In all cases related to alcohol abuse, a common factor is the unfavorable effect alcohol has on the health or well-being of the drinker and his or her associates. Common signs and symptoms that frequently indicate a drinking problem include being constantly absent from work, causing on-the-job accidents and expressing grievances most of the time.

Alcoholic employees can sometimes go undetected for years. Coworkers cover up for those unable to perform their jobs because of drunkenness. Even managers may be adept at concealing their alcohol abuse problems. Their secretaries or loyal associates may cover up for them.

Alcoholics can be clever at inventing "credible" excuses when detected: "I must have a drink or two when I'm entertaining customers, of course."

Drug abuse, or drug addiction, exists when the taking of drugs, whether prescribed or non-prescribed, legal or illegal, causes difficulties in any area of an individual's life. Years ago, the stereotype of the drug user was either of a glazed-eyed musician frantically beating his sticks on a tight skin or a person who dwelt in a slum. Mass publicity on drug abuse has long since caused that stereotype to fade from view.

Complicating the ongoing war on drugs are changes in public attitudes and drug-use patterns. It sometimes seems that no sooner is progress made in combating one illegal drug than a different kind of substance abuse comes into vogue. Ethyl alcohol was the social drug during prohibition

For marking schemes Whatsapp/call-0746711892

(1920 – 1933), marijuana became the social drug of the 1960s and 1970s, and some observers believe that crack cocaine and possibly ecstasy – another so-called upper – became the social drugs of the 1980s and 1990s. the drugs of choice and people's attitude toward them may change, but the problem of drug abuse appears to be continuing unabated. Pinpointing the specific symptoms of alcohol and drug abuse problems is not a simple task. A supervisor's main responsibility, therefore should not necessarily be uncovering evidence of dependency on alcohol and drugs but instead being observant for declining job performance. Yet there are certain behavioural patterns that some excessive users of alcohol and drugs display. These patterns can sometimes be spotted through simple observation. Increasingly though, employers are taking more aggressive steps to ferret out substance abuse among their workforces. A growing number of companies, especially large ones with many employees and those in business with potential to effect public health or safety, are adopting drug-testing programmes.

The signs of alcohol dependency, unfortunately, do not always become manifest until the middle of the late stages of the problem. No wonder some managers have mistaken an employee's euphoric appearance for the "look of love". The earlier treatment begins, naturally, the earlier treatment begins, naturally, the easier it will be. A person could experience some isolated incidents of such drinking problems without necessarily being a alcoholic. However, alcohol abuse usually results in declining job performance.

Because there are many symptoms of drug abuse, no one person would exhibit all of them and a supervisor should guard against assuming that the presence of one or more symptoms is conclusive of alcohol or drug abuse.

Questions

1. What is the main reason given for substance abuse? (2 mks)
2. From paragraph two, state three ways in which alcohol abuse can unfavourably affect the workmates of a drunker? (3mks)
3. According to the passage, what is drug abuse? (2mks)
4. What was the common misconception about who a drug user was? (2mks)
5. Rewrite the following sentences using "as soon as"

It sometimes seems that no sooner is progress made in combating one illegal drug than a different kind of

substance abuse comes into vogue. (1mk)

6. What can we infer about "prohibition"? (2mks)
7. In not more than 55 words, summarize the reasons that make it difficult to effectively deal with substance abuse. (4mks)
8. Why do you think the author of the passage cautions supervisors against hastily concluding that one is a drug abuser? (2mks)
9. Explain the meaning of the following words as used in the passage. (2mks) i) Credible
ii) Stereotype –

2. EXCERPT

Krogstad : Are you sure of that?

Mrs Linde : Quite sure, but –

Krogstad: (with a searching look at her) Is that what it all mean? That you want to save your friend at any cost? Tell me frankly. Is that it?

Mrs Linde: Nils, a woman who has once sold herself for another's sake doesn't do it a second time. Krogstad: I will ask for my letter back.

Mrs Linde: No, no.

Krogstad: Yes, of course I will. I will wait here until Helmer comes; I will tell him he must give me my letter back-that it only concerns my dismissal-that he is not to read it. Mrs Linde: No Nils, you must not recall your letter.

Krogstad: But, tell me wasn't it for that very purpose that you asked me to meet you here?

Mrs Linde: In my first moment of right, it was. But twenty-four hours have **elapsed** since then, and in that time I have witnessed **incredible** things in this house. Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them which is impossible with all this concealment and falsehood going on.

Krogstad: very well, if you take the responsibility. But there is one thing I can do in my case and I shall do it at once.

Mrs Linde: (listening) You must be quick and go! The dance is over, we are not safe a moment longer.

Krogstad: I will wait for you below

Mrs Linde: Yes, do. You must see me back to my door.

Krogstad: I have never had such an amazing piece of good fortune in my life!

Questions

1. Explain what happens before this excerpt. (2mks)
2. Why does Krogstad say he would ask for his letter back? Explain. (2mks)
3. Identify and explain the dominant theme in the excerpt. (2mks)
4. "Nils, a woman who has once sold herself for another sake doesn't do it a second time". Briefly explain what makes Mrs Linde say this? (3mks)
5. Explain the use of irony in this excerpt. (2mks)
6. Identify and illustrate two character traits of Mrs Linde in this excerpt. (4mks)
7. "I have never had such amazing piece of good fortune in my life!" Rewrite beginning never..... (1mk)
8. What makes Krogstad say that he has never had such good fortune in his life? (2mks)
9. "But there is one thing I can do in any case and I shall do it at once." What is that Krogstad does and how does it affect the rest of the play? (3mks)
10. Explain the meaning of the following words and phrases as used in the passage. (4mks)
 - i) At any cost –
 - ii) Recall –
 - iii) Elapsed –
 - iv) Incredible things –

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

Oh beautiful bride, don't cry,
Your marriage will be happy,
Console yourself, your husband will be good.

For marking schemes Whatsapp/call-0746711892

And like your mother and your aunt,
You will have many children in your life,
Two children, three children, four.....

Resign yourself do like all other,
A man is not a leopard,

A husband is not a thunderstruck,
Your mother was your father's
wife, It will not kill you to work.

It will not kill you to grind the grain
Nor will it kill you to wash the pots
Nobody dies from gathering firewood
Nor from washing clothes.

We did not do it for you,
We did not want to see you go,
We love you too much for that

Its your beauty that did it
Because you are so gorgeous
Ah, we see you laugh beneath your tears!

Goodbye, your husband is here
And already you don't seem
To need our consolations.

Questions

- a) With evidence, classify the oral poem. (2mks)
- b) Who do you think are the singers of the song? Illustrate. (2mks)
- c) How do the singers make the situation bearable for the lady? (2mks)
- d) What is the attitude of the society from which the song is derived towards women? (2mks)
- e) Illustrate and explain the use of the following stylistic devices in this oral poem. (4mks) (iv)
Repetition –
(v) Ellipses –
- f) State in note form the duties of a wife according to the song. (2mks)
- g) Explain any social aspect and one economic activity carried out in the commodity from which the oral poem is taken (4mks)
- h) Explain the irony in the 7th stanza. (2mks)

4. GRAMMAR

- i) Rewrite the following sentences according to the instructions given.
a) If he comes he will not be punished.

Begin: Unless.....

- b) The snail reached the ark only by perseverance

Begin: Only.....

- c) They had just walked out of the building when the bomb went off.

(Begin: No sooner

- d) John told the principal that he needed to go and see the nurse because he was feeling unwell.

(Rewrite as direct speech).....

- e) These books belong to the daughters of our teacher. (Begin: These are

- ii) **Replace the underlined words with phrasal verbs that begin with the words given in brackets. (3mks)**

- a) Parents should not yield to their children's unreasonable demands. (give)
 b) The officials cancelled the match because of the heavy rain (call)
 c) Disagreeing with his parents was his worst mistake. (fall)

- iii) **Explain the difference in meaning of the following pair of sentence.**

- a) I only heard the news in brief.
 b) I only heard the news briefly.

- iv) **Change the following sentences into passive.**

- a) Njoroge wrote the best composition.
 b) Sue bought the beautiful house on the hill.

- v) **Complete the following sentences using the appropriate form of the word given in brackets.**

- a) Sophie's mother of Sophie wearing very tight clothes to church (approve)
 b) His cost him his job (efficient)
 c) The of the traveler's was hindered by the poor roads

(mobile)

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706**KCSE TRIAL EXAM 20**

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706**For Examiners use only**

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

For marking schemes Whatsapp/call-0746711892

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

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

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

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

Questions

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

Begin: if.....

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

Add a question tag.

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

..... iii) Effectual

..... iv) Exceptional

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

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 pleaded 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 my 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. !! 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 everybody else, that once, many years ago, I was guilty of an indiscretion. **Nora.** I think I have heard something of the kind.

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

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

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

- (a) Krogstad asks **four** questions just before this excerpt. Which are they? (4marks)
- (b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3marks)
- (c) "I was right in what I thought, then." What do you think Krogstad thought? (2marks) (d) Describe **two** character traits of Nora as brought out in the excerpt. (4marks)
- (e) Rewrite the sentences according to the instructions given after each without changing their meanings. (2marks)
- i. If you speak slightly of my husband, I shall turn you out of the house. *Use: Unless...* ii. So it seems. *supply a question tag*
- (f) Highlight **two** themes evident in this excerpt. (4marks)
- (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? (3marks)
- (h) Write a word with the same meaning as each of the following words as used in the excerpt. (3marks)
- i. Necessity ii. Pleaded iii. Influence

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

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 quirel 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 ashmed." He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs an his ears; vultures were circling above him.

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

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "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 the axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching squirrels." The slaves of the headman said, "This is a crazy man, let us all strike him." The boy said to him, "This is my father, the one who sired me." The headman said, "I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit

For marking schemes Whatsapp/call-0746711892

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) With reasons, classify the above narrative.

(3marks) (b) What **three** features of oral narrative are evident in this story?

(6marks)

(c) Identify **one** economic activity of the community described in this narrative and give evidence of your answer.

(2 marks)

(d) Describe **one** character trait of each of the following as revealed in the narrative. (4 marks) (a) young man

(b) his father

(e) What is the function of this narrative?

(1mark)

(f) If you are asked to go and collect this story in the field, state:-

Three things you would do before the actual field trip.

(3 marks)

Three difficulties you are likely to encounter.

(3marks)

4. GRAMMAR

(a) Use the most suitable form of the word in brackets to fill in the blank space.

(3marks)

(i) My lawn (cut) once a week.

(ii) We (ask) by the teacher tomorrow.

(iii) The fire brigade (phone) by neighbours soon after fire had broken out.

(b) Rewrite the sentence according to the instruction given without changing its meaning.

(3marks) (i) The girl said, "I have done my homework."

Rewrite without using the speech marks("..")

.....
.....

(ii) She told him, "Don't drive so fast!"

Write in a reported speech

.....
.....

(iii) I think Muna is funnier than Amos.

End: ...Muna.

.....
.....

(c) Choose the more appropriate pronoun to fill in the blank space.

(3marks)

(i) I can't believe that they never found out about Emily and(he, him)

(ii) You can't do this work without Joel or! (them, they)

For marking schemes Whatsapp/call-0746711892

(iii) Kenyans have a dark skin. (us, we)

(d) Fill in the most suitable preposition. (3marks)

i) Jomo Kenyatta was exempted doing hard labour during his term in jail.

ii) I shouted at Joseph who was engrossed watching TV.

iii) They acquainted Phoebe French cuisine.

(e) Explain the difference in meaning between the sentences that follow.

(2marks) i) I bought three pens for thirty shillings.

.....

ii) I bought three pens at thirty shillings.

.....

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 21

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)

FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

(a) Write your name and admission no. in the space provided.

(b) Sign and write the date of exam in the space provided.

(c) Answer all the questions in this paper.

(d) All your answers must be written in the space provided.

For marking schemes Whatsapp/call-0746711892

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

1. COMPREHENSION – 20 MARKS

Read the passage below and answer the questions that follow

The act of giving and helping people in need is fast dying. Occasionally, we talk about a Good Samaritan having come **out of the blue** and helped us in our hour of need. It is not clear whether it is because people have become more egocentric or it is because of the diminishing culture of communal living.

If we found someone dying beside the road, we are unlikely to help because we first of all think of how helping them would make us late. We would walk away hoping that the next person will not be as busy as we are, and will therefore rescue the person. Whether it is modern life that has made us busier than before is really debatable.

Have you ever noticed that people are always running around, immersed in deep thought with drooping shoulders and with premature wrinkles etched on their foreheads? The common explanation for this is that we are so busy that we do not have time for ourselves, let alone others.

One writer said that people, who claim to be busy, are not really busy. Being busy he said, was a euphemism for an insatiable craving for money, power, status and overwhelming desire to have more and more material possessions. What this culture of being busy does is that it makes us lose some of the essential human values such as loving others, taking care of the sick and meeting other people's needs through generosity.

Let us take the example of hunger and starvation. The two kill many people, especially children and the elderly. It is easy to say that hunger and starvation are as a result of a fall in the supply of rain. We can say that this is all an issue of climate. This is true to an extent. When rains fail, people's crops fail and they lose their sole source of food. For those who depend on livestock, their livestock die or become too famished to fetch enough money in the market to enable them buy food. The spiraling cost of foodstuffs does not lessen the pain and suffering of those faced with starvation.

However, the culture of being good Samaritans need not die. If we stopped being too busy and set aside time for our children, we would have time to watch them grow and understand their value system. We can then inculcate the culture of generosity; starting highlighting small ways in which children can be generous. For example, a child can be encouraged to share food with another who does not have or who has come to school without. They can also be encouraged to donate clothes and shoes to a children's home. This gesture will go a long way in clothing another less fortunate child. Later in life, they can find bigger ways of **reaching out** to those in need. Through small ways, we would have taught generosity to our children, created the good Samaritans that we all wish for when in need and ensured the act of giving lives on generations.

For marking schemes Whatsapp/call-0746711892

QUESTIONS

iv. According to the author, why is the act of giving dying? (2marks)

.....

.....

v. What is the main consequence of being too busy? (2marks)

.....

.....

vi. Why does the writer believe that people die of hunger due to our selfishness? (2marks)

.....

.....

vii. In what two ways can generosity be inculcated among children? (2marks)

.....

.....

viii. The writer of passage is a parent; support this (2marks)

.....

.....

ix. What are the benefits of teaching children to share? (3marks)

.....

.....

x. In note form, state the characteristics of busy people (4marks)

.....

.....

.....

xi. Write an appropriate title for this passage

(1mark)

.....

xii. Explain the meaning of the following phrases as used in the passage
 the blue

(2marks) i) Out of

.....

..... ii) Reaching out

.....

.....

2. A DOLL'S HOUSE – 25 MARKS

Helmer: I have got authority from the retiring manager to undertake the necessary changes in the staff and in the re-arrangement of the work and I must make use of the Christmas week for that, so as to have everything in order for the New Year, Nora. Then that was why this poor Krogstad-

Helmer: Hm!

Nora: (*Leans against the back of his chair and strokes his hair*) If you hadn't been so busy I should have asked you a tremendously big favour, Torvald.

Helmer: What is that? Tell me.

Nora: There is no one who has such good taste as you. And I do so want to look nice at the fancy dress ball. Torvald.

Couldn't you take my hand and decide what I shall go as, and what sort of dress I shall wear?

Helmer: Aha! So my obstinate little woman is obliged to get someone to come to her rescue.

Nora: Yes, Torvald, I can't get along a bit without your help.

Helmer: Very well. I will think it over; we shall manage to hit upon something

Nora: That is nice of you (*goes to the Christmas tree; a short pause*) How pretty the red flowers look, but tell me, was it really something very bad that this Krogstad was guilty of?

Helmer: He forged someone's name. Have you any idea what that means?

Nora: Isn't it possible that he was driven by necessity?

Helmer: Yes; or, as in so many cases, by imprudence. I am not so heartless as to condemn a man altogether because of a single false step of that kind.

Nora: No, you wouldn't, would you, Torvald?

Helmer: Many a man has been able to retrieve his character, if he has openly confessed his fault and taken his punishment.

Nora: Punishment -?

Helmer: But Krogstad did nothing of the sort; he got himself out of it by a cunning trick, and that is why he was gone under altogether.

Nora: But do you think it would -?

Helmer: Just think how a guilty man like that has to lie and play the hypocrite with everyone; how he has to wear a mask in the presence of those near dear to him, even before his own wife and children. And about the children that is the most terrible part of it all, Nora.

Nora: How?

Helmer: Because such an atmosphere of lies infects and poisons the whole life of home. Each breath the children take in such a house is full of the germs of evil.

Nora: (*coming near him*) Are you sure of that?

Helmer: My dear I have often seen it in the course of my life as a lawyer. Almost everyone who has gone to the bad early in life has had a deceitful mother.

Nora: Why do you say mother?

QUESTIONS

a) Explain the events that lead to this excerpt.

(4marks)

.....

.....

.....

.....

.....

.....

.....

.....

.....

- b) In this excerpt, though Helmer and Nora are discussing about Krogstad, they are indirectly referring to Nora's predicament. Explain. (4marks)

.....

.....

.....

.....

.....

.....

.....

.....

- c) '..... so my obstinate little woman is obliged to get someone to her rescue? Explain the 'rescue' Nora needs at this point in time. (4marks)

.....

.....

.....

.....

.....

.....

.....

.....

- d) From your knowledge of the text, apart from the fact that Krogstad had forged a signature why else does Helmer detest him? (2marks)

.....

.....

.....

.....

.....

.....

.....

e) Describe any two styles used in this excerpt

(6marks)

.....

.....

.....

.....

.....

.....

f) Give one character trait of Nora from this excerpt.

(2marks)

.....

.....

.....

.....

g) Add a question tag: I can't get a long a bit without your help

(1mark)

.....

.....

h) The discussion with Helmer leaves Nora terrified. Explain why this is so going by what happens immediately

after this excerpt

(2marks)

.....

.....

.....

.....

.....

.....

3. Read the story below and then answer the questions that follows

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

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

Omwami kenyalile The chief has urinated

Khane omwami kenyalanga So the chief urinates

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

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

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

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

"Asa, asa, mbwa change Kutubi na Mulikho." ("Come, come, my dogs Kutubi and Mulikho.")

Each time the tree showed signs of falling, a dove on a nearby tree said, "Kurr Murongoro kwase yilisia." ("Kurr, my tree. Regain your former state.") The ogre in a fury chased away the dove, which returned almost immediately.

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

QUESTIONS

- a) State two characteristics of ogre stories evident in the above narrative. (2marks)

.....

.....

.....

.....

- b) Identify any three social activities mentioned in the passage. (3marks)

.....

.....

.....

.....

.....

.....

.....

-
- c) From the story, do you think the wife was cured of her illness? Explain your answer. (2marks)

.....

.....

.....

.....

- d) Identify and illustrate two character traits of the man? (4marks)

.....

.....

.....

.....

.....

.....

- e) With an illustration, identify one way in which the narrator has achieved the use of suspense in the above narrative. (2marks)

.....

.....

.....

.....

- f) State features of oral narrative evident in the above narrative (3marks)

.....

.....

.....

.....

- g) State any two functions of the song used in the narrative. (2marks)

.....

.....

.....

.....

- h) What moral lesson do you learn from the above narrative? (2marks)

.....

.....

.....

4. GRAMMAR – 15MARKS

- (a) Rewrite the following sentences following the instructions given without changing the meaning

For marking schemes Whatsapp/call-0746711892

(2marks) i) Joshua would not fail his exams under any circumstances. Begin: Under no

.....

..... ii) The students had hardly got out of class when the rain started. Begin: Hardly

.....

.....

(b) Fill in the blank spaces in the following sentences with appropriate prepositions (2marks) i) We prohibited

..... parking our bicycles at the gate.

ii) The carcass

weighed five hundred kilograms.

(c) Rewrite the following sentences supplying appropriate question tags away

(2marks) i) Let us go

..... ii) You can't be serious about going to the party this late

.....

(d) Complete the following sentences using the appropriate form of the words in brackets

(2marks) i) The

..... (clear) of the speech was appreciated by all

ii) The police said it was a strange

..... (occur)

(e) Rewrite the following sentences as directed

(2marks) i) The

teacher told us that studying is necessary before we achieve success. (Change into direct speech)

.....

..... ii) This is the boy. His father is a generous man.

(Join the two sentences using a relative pronoun)

.....

.....

(f) Join the following sentences into the passive voice

(2marks) i) The

farmer breeds such many animals

.....

..... ii) The police are seeking the criminals

.....

.....

(g) Arrange the adjectives given in brackets in the correct order in the space provided (1mk) We are proud to launch a drink. (refreshing sparkling new)

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes Whatsapp/call-0746711892

KCSE TRIAL EXAM 22

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

For marking schemes Whatsapp/call-0746711892

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 wrestling 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)

101/2

2

(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)

5. Initiated _____

6. Miserable _____

7. Degradation _____

8. 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.

101/2

3

(h) How would you sum up the author's argument in 1 or 2 sentences?

(2 marks)

2. Read the excerpt below from *doll's house* and answer the questions that follow.

Nora: Yes!

Helmer: When did my squirrel come home?

Nora: Just now. (Puts the bag of macaroons into her pocket and wipes her mouth.) come in here, Torvalds, 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, Torvalds, 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, Torvalds, 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 slate fell on my head and killed me, and —

Nora: (Putting her hands over his mouth) Ah! Don't say such horrible things.

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

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

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

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

Helmer: That is like a woman! But seriously, Nora, you know what I think about that. No debt, no borrowing. There can be no freedom or beauty about a home life that depends on borrowing and debt. We two have kept bravely on the straight road so far, and we will Go on the same way for the short time longer that there need be any struggle.

Helmer: That is like a woman! We two have kept bravery on the straight road so far, and we will go on the same way for the short time longer that there need be any struggle.

Questions.

- What had happened before this excerpt? 3mks
- 'That is like a woman!' What does this reveal about Helmer? 2mks
- Nora says that this is the first Christmas that they need not economize. Why is this so? 2mks
- Give and illustrate two-character traits of Nora brought out in the excerpts 4mks
- Why does Helmer refer to Nora as my little squirrel? 3mks
- From elsewhere in the play, explain why Nora had to hide the macaroons and wipe her mouth when

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

For marking schemes Whatsapp/call-0746711892

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)

101/2

6

(b) With two illustrations from the poem, describe the economic condition of the persona. (4 marks)

(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)

For marking schemes Whatsapp/call-0746711892

(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?

101/2

7

- (ii) 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. _____

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 23

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
----------	---------------	-----------------

For marking schemes Whatsapp/call-0746711892

1	20	
2	25	
3	20	
4	15	
Total score	80	

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOWS.

One of the oldest forms of recreation known to human kind, sports are the one arena in which many of the society's traditional strictures about masculinity are often loosened ,allowing boys to experience parts of themselves they reared experience elsewhere. At their best, sports provide boys with an opportunity for play in a free atmosphere so that they can be themselves and express a full range of emotions-from the exhilaration of a last minute goal to the acute disappointment of being defeated by the opposing team, from the joy of being the one to pull of unexpected play to the embarrassment of fumbling the ball in the last quarter of the game

Sports provide boys with the theater for the unfettered expressions of their feelings, a place where it is OK to be spirited, a motive and passionate. As twelve- year- old Max told me,"During school we have to be quiet, and raise our hands to talk. It is boring and sometimes I feel like there is nobody to talk to. I love doing sports after school because we can all be together. We to run fast, shout out things, scream, whatever. It lets me be me."

For many boys, sports can be a form of intimacy and a way to be honest. By temporarily freeing boys from the Boy Code — especially from the rules that say boys shouldn't express feelings, show, and affection or expose their yearning for connection -sports can become one of the most important activities through which our sons, as their genuine selves, can relate closely with girls and other boys.

But just as much as they can offer a break from the Boy Code, a chance for openness, expressions and intimacy, sports can also push back loneliness, shame and vicious competition. "It's rough out there" one high school football player recently told me. "Some guys play hard just the way they should. But other guys just seem like they are out to get you-you know, they try to demolish you". Thus sports can also be a place where boys show unbridled aggression, let out inappropriate feelings of anger and frustrations, and actually hurt other boys.

And then sports can thrust boys into a cult of competition, the goal of winning at any cost, a quest for narcissistic glory at the expense of others. They cause some boys- especially those who are not interested in sports or who are not skilled at playing them —to feel left out unworthy, a shamed. I firmly believe that the positive benefits to boys dim when sports cease to be play. D.W. Winnicott,

For marking schemes Whatsapp/call-0746711892

to distinguished English psychoanalyst observed that for children, play is at the heart of health integrated development. His words were especially pertinent to boys whose inner selves are too often suppressed.

"Playing shows that the child is capable of developing a personal way of life and eventually becoming a whole being... welcomed by the world at large."

Sheer competition among boys rears its ugly head and does little to bring boys closer to one another. But sports, when they are played, can be a tremendously good thing for boys. The late commissioner of baseball and Renaissance scholar Giovanni A. Batlett spoke of sports as, "that aspiration out of the self-for a moment in touch with a joy free of all constraints. It is a sensation not of winning, but of fully playing ". When sports are kept in proper perspective – when we see sports primarily as a chance for boys come together for joyful, spirited high energy play- they can help boys discover new competencies, buttress their feelings of self-worth and reunite them with their authentic voices, enabling them to express the deepest stirrings of emotions in their hearts, widening their cycles of connection.

QUESTIONS.

1. In your own words, write the point that the author makes in the first sentence of this passage.

(2mks)

.....

2. What is Max's attitude towards school?

(3mks)

.....

3. Re write the following sentences following the instructions given after each. Do not change the

meaning.

(2mks)

- (a) Some guys play hard just the way they should," said the student. (Rewrite in reported speech)

.....

- (b) During school we have to be quiet .(Add a question tag)

.....

4. When do sports cease to be play according to the author?
(2mks)

.....

5. What do you think the author means by Boy Code?

(2mks)

.....

6. In not more than sixty words, summarize the disadvantages of sports as portrayed in the passage (6mks)

Rough Copy

.....

.....

.....

.....

.....

.....

Fair Copy

.....

.....

.....

.....

.....

.....

7. Give the meaning of the following words as used in the passage

(a) Unfettered

(b) Pertinent.....

(c) Buttress.....

DOLL'S HOUSE

Read the following excerpt and answer the questions that follows .

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

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

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

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

For marking schemes Whatsapp/call-0746711892

Mrs. Linde: No, what is it?

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

Mrs. Linde: Your husband? What good luck!

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

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

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

Mrs. Linde: (smiling) Nora, Nora, haven't you learned sense yet? In our schooldays you were a great spendthrift. (Laughing) Yes, that is what Torvald says now. (Wags

Nora: her finger at her.) But 'Nora, Nora' is not so silly as you think. We have not been in a position for me to waste money. We have both had to work.

Mrs. Linde: You too?

Nora: Yes; odds and ends, needlework, crotchet-work, embroidery, and that kind of thing. (dropping her voice) And other things as well. You know Torvald left his office when we were married. There was not prospect of promotion there' and he had to try and earn more than before. But during the first year he worked early and late; but he couldn't stand it, and fell dreadfully ill, and the doctors said it was necessary for him to go south.

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

Questions

- Place the excerpt in its immediate context. 5mks
- Identify three styles that are used in the excerpt. State their effectiveness. 6mks
- But 'Norah, Nora' is not so silly as you think. What proves that Nora has not been as silly as she was thought to be by many. 4mks
- What theme is brought out in the excerpt? 3mks
- What character traits of Nora and Mrs Linde are brought out in the excerpt? 4mks
- So, you are quite alone. (Add a question tag). 1 mk
- What is the meaning of the following words as used in the excerpt? 2mks

QUESTION 3.

LITERARY APPRECIATION.

Read the poem below then answer the questions that follow.

RESPECT.

For marking schemes Whatsapp/call-0746711892

What you don't understand, sister.

Is that women are respected in Africa

Oh yes

We call a woman the light of the house

She is the one who fetches water

She is the one who cooks the food

She is the one who gives milk and brings wood

She is the one we come to

When we need satisfaction

We know where the light comes from

We are respected

Is that so, brother?

Is that why she is the last to drink from the gourd?

Is that why she is the last to eat from the bowl?

Is that why she is the last to sleep and first to rise?

Is that why she is the one for whom the only
satisfaction Is another mouth to feed?

And tell me, brother

If the woman is the light of the house

Where does darkness come from?

And tell me, brother

What Will happen if the light fades

Or simply refuses to shine?

Then, sister

It must be made to shine again

Or cast out

A light that does not shine is of no use to any one

I see

Good, I knew you would understand
 In Africa, my sister, women are respected
 By Jeanette Cross

Questions

1. Who is the persona in this poem? (3mks)

.....

.....

.....

2. What is the tone of this poem? Explain. (3mks)

.....

.....

.....

3. What is the attitude of the "brother" towards women? (4mks)

.....

.....

.....

.....

4. What does "sister" mean by 1 see"? (2mks)

.....

.....

.....

5. Discuss the message in this poem. (5mks)

.....

.....

.....

.....

.....

6. Explain the meaning of the following expressions as used in the poem. (3mks)

.....

.....

.....

a. is another mouth to feed

.....

b. ... we come to when we need satisfaction

.....

C. ...Women are respected

.....

GRAMMAR (15 MARKS)

1. a. He understood why people had been laughing after he realized the ugliness of his headgear.
(Rewrite using present participle)

.....

c. Malenge did not bother to campaign .1-le was convinced that he was the students' favorite for
the post of a school captain. (Rewrite using Past Participle)

.....

d. I have been studying in this school complained the student but I have never scored a hundred
percent in any subject. (Punctuate correctly)

.....

e. The watchman spotted the student sneaking from school (Rewrite to remove the gender bias)

.....

2. Fill in the blank with the most suitable prepositions.

a. John is fond _____ his daughter.

b. He is very bossy. He loves ordering people _____

c. She inherited the house — her grandmother.

3. Fill in the spaces with the correct form of word in the brackets.

a. No single female candidate won the _____ seat in the conduded
election (governor)

b. _____ has not returned to the country yet.(normal)

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

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

-
- b. The shrewd businessman tried to take advantage of his ignorant customers by hiking the prices.
(Rip)
-

5. Add a question tag to the following statements

- a. Let us help the sick _____
- b. You will wait for them here _____

6. Explain the difference in meaning between the following sentences.

- a. The tutor gives Peter little attention.
- b. The tutor gives Peter a little attention.
-
-
-
-

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 24

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

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

For marking schemes Whatsapp/call-0746711892

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

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

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

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, big role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your values. If you value variety, collaboration, and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.

The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive field require more education but may not pay well. When there are more applicants for a particular position, unique personality traits become an added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs. Therefore, the availability of job opportunities is not necessarily limited to presence of employers. It also encompasses opportunities for self-employment which everyone is free to explore.

1. What has ensured that there is no longer a dearth of career choice.
(3 marks)

.....
.....
2. What has created the necessity for career counseling?
(1 mark)

(1

.....
3. Why is one's ability an important factor in career choice.

(1 mark)

.....
4. According to the passage, which career should a person who values variety choose?
(1 mark)

.....
5. Make notes on factors to consider when choosing a career?

.....
6. What drives people to choose a particular career?

.....
7. What evidence is given in the passage to support the statement 'money does not play as a big role in job satisfaction'?

.....
8. Explain the meaning of the following words as used in the passage?
(4 marks)

(4

(a) Dearth

(b) Social mobility

(c) Liberalization

(d) Collaboration

9. Rewrite the following sentences according to the instructions given after each. (2 marks)

(a) The career market is full of many opportunities. (Begin: There)

.....

.....

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

.....

.....

2. Read the extract below from DOLL'S HOUSE and answer the questions that follow.

Mrs. Linde: Still I think the sick are those who most need taking care of.

Rank: (shrugging his shoulders) Yes, there you are. That is the sentiment that is turning Society into a sickhouse. (NORA, who has been absorbed in her thoughts, breaks out into smothered laughter and claps her hands).

Rank: Why do you laugh at that? Have you any notion what Society really is?

Nora: 'What do I care about tiresome Society? I am laughing at something quite different, something extremely amusing. Tell me, Doctor Rank, are all the people who are employed in the Bank dependent on Torvald now?

Rank: Is that what you find so extremely amusing?

Nora: (smiling and humming) That's my affair! (walking about the room) It's perfectly glorious to think that we have — that Torvald has so much power over so many people. (takes the packet in her pocket) Doctor Rank, what do you say to a macaroon?

Rank: What, macaroons? I thought they were forbidden here.

Nora: Yes, but these are some Christine gave me.

Mrs. Linde: What! I ?-

Nora: Oh, well, don't be ashamed! You couldn't know that Torvald had forbidden them. I must tell you that he is afraid they will spoil my teeth. But, bah! — once in a way — That's so, isn't it, Doctor Rank? By your leave! (Puts a macaroon into her mouth) You must have one too, Christine. And I

shall have one, just a little one – or at most two. (walking about) I am tremendously happy. There is just one thing in the world now that I should dearly love to do.

Rank: Well, what is that?

Nora: It's something I should dearly love to say. If Torvald could hear me.

Rank: Well, why can't you say it?

Nora: No, I daren't; it is so shocking.

Mrs. Linde: Shocking?

Rank: Well, I should not advise you to say it. Still, with us you might. What is it you would so much like to say if Torvald could hear you?

Nora: I should just love to say— Well, I'm damned!

Rank: Are you mad?

Mrs. Linde: Nora, dear- !

Rank: Say it, here he is! Nora (hiding her packet) Hush! Hush! Hush!) HELMER comes out of his room, with his coat over his arm and his hat in his hand.) Nora: Well, Torvald dear, have you got rid of him?

Helmer: Yes, he has just gone.

Nora: Let me introduce you – this is Christine, who has come to town.

Helmer: Christine - ? Excuse me, but I don't know – Of course. School friends of my wife's I presume?

Mrs. Linde: Yes, we have known each other since then.

Nora: And just think, she has taken a long journey in order to see you.

Helmer: What do you mean? Mrs. Linde. No, really, I—

Nora: And when she heard you had been appointed manager of the Bank – she travelled here as quick as she could Torvald, I am sure you will be able to do something for Christine, for my sake, won't you?

Questions

- Why does Mrs. Linde feel that those who are sick need taking care of? 4mks
- Identify use of symbolism in the excerpt. 6mks
- Give Nora's traits brought out in the excerpt. 4mks
- What amuses Nora when she finds out that Helmer has so much power over many people? Explain 4mks
- What is it that Nora would dearly love to say? 2mks
- Hush! Hush! Hush! Identify the style used here. 2 mk
- What happens immediately after the excerpt? 3mks

3. Read the poem below and answer the questions that follow I laugh at Amin

I laugh with all the skulls
Amin holds in his hands
With those perched on his shoulder
and the ones in an infinite queue
behind his back

I laugh with the victims
of the 1976 firing squad.
They were dead long
before the gunmen fired
I laugh at bullets wasted

I chuckle with the heads of school
across the nation.
It tickles to extract money
From an army of tortured widows

I remember in our
school only one child
had a father we were
curious about her we
laughed to discover she
was Amin's daughter.

I laugh with the ghost of Kay
Amin Remembering Amin
astride her dismembered body
calling her "wicked woman"
before her bereaved children.

But mainly I laugh that
seventeen years after the
man was forced to retire
Ugandans still sob at the mention of his
name surely my people lack a good
sense of humour.

(Susan NalugwaKiguli)

(a) What are we told about Amin in this poem?

(3marks)

.....

.....

.....

(b) Identify and illustrate the main stylistic feature in the first stanza?
(2marks)

-
-
- (c) In the last two lines, the persona claims to have a 'good sense of humour'. Comment on the persona's sense of humour. (1 mark)
-
-

-
- (d) Describe the tone of this poem. (2 marks)
-
-

- (e) Give two lessons that we learn from this poem. (4 marks)
-
-
-

-
- (f) Identify and illustrate other two stylistic devices used in this poem. (4 marks)
-
-
-

- (g) With illustrations from the poem, say who the persona is (2 marks)
-
-

- (h) Explain the meaning of the following words as used in the poem. (2 marks)

- (i) Chuckle
- (ii) Dismembered

4 . GRAMMAR

- (a) Use the correct form of the word in brackets to fill in the blanks. (3marks)

- (i) His _____ (deceive) cost him his life.
- (ii) The dog barked _____ to the stranger. (menace)
- (iii) The _____ between Kameno and Makuyu is damaging. (enemy)

(b) Use phrasal verbs to replace the underlined words. (2 marks)

(i) Heavy traffic jam delayed our visitors for an hold. (hold)

.....

(ii) He regained consciousness before the doctor arrived. (come)

.....

.....

(c) Use the correct preposition to fill the blanks. (2marks)

(i) I am indebted _____ him for the help he gave me.

(ii) She has always confided _____ him.

(d) Fill the blank spaces using the correct form of the verb in brackets. (2 marks)

(i) If I had money, I _____ (buy) a computer.

(ii) If he _____ (be) obedient, I would stay with him.

(e) Correct the error in the following sentences. (2 marks)

(i) Something is smelling awful

.....

(ii) This brilliance is utter.

.....

(f) In the sentences below, underline the nouns that are used as adjectives. (2 marks)

(i) Mr. Charo amused the children by reciting nursery rhymes.

(ii) When we camped in the Maasai Plains, we felt like strangers in the new environment.

(g) Add question tags to the following statements. (2 marks)

(i) We need to buy a radio.

.....

(ii) He dares to stroke the lion.

.....

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes Whatsapp/call-0746711892

KCSE TRIAL EXAM 25

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

For marking schemes Whatsapp/call-0746711892

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

Read the passage below and answer all the questions that follow

Society has the obligation to provide young people with the right knowledge and skills to become productive workers, good parents and responsible citizens, according a World Bank Report, Development and the Next Generation. And it is through education that the young develops their ability to be productive workers, good parents and responsible citizens, World Development Report, 2007, authored by World Bank notes.

The report says that effective investments need to happen during childhood and adolescence for it to bear fruits. Investments in adolescence are needed to make earlier investments during childhood pay off a hundred fold. The report underscores the need to establish a strong secondary education that will further strengthen the capabilities that primary education established.

It stresses the need to improve the relevance and quality of post primary education by teaching students the practical knowledge, thinking and behavioral skills demanded by the labour market. To achieve this, the education system must promote a teaching method that leads to high learning achievement and blends the academic and vocational curricular. It should link what happens in school to local economy.

To improve the relevance of education to the learners, the report says, education must produce peep with strong thinking and interpersonal skills because job tasks are increasingly requiring problem solving, and communciaiton skills. Entrepreneurs are also increasingly demanding thinking skills and problem and behavioral skills such as self-confidence and leadership.

In a nutshell, what are the types of skills that a topnotch education system requires? It requires two basic types of skills: thinking skills and behavioral skills. Thinking skills include conceptual, critical and creative skills. High quality education develops learners with superior conceptual, analytical and critical skills – skills that condition the learner to be curious,. Inquisitive and always posing and seeking answers to problem situations or processes. Behavioral skills include such

For marking schemes Whatsapp/call-0746711892

traits as perseverance, self-discipline, teamwork, the ability to negotiate risks.

The report also still highlights the enduring role of what it terms basic skills which is literacy and numeracy ability to read, write and count. These basic skills are needed for further learning, work and life. The report also identifies what it terms post basic skills-the higher order thinking skills, and higher order behavioural skills such as decision-making skills, team work, the ability to negotiate conflict and manage risks and specific knowledge applied to real-life situations, and vocational skills. The foregoing demonstrates the integral role of Early Childhood and Primary and Secondary cycle plays in creating the foundation for higher education in tertiary and University education. The quality of higher education is as good as the primary and secondary education.

(Adapted From Elimu News. A Newsletter of Ministry of Education. Issue No. 7 Dec. 2012)

- a) According to the passage what is the role of the society in the development of an individual?
(2 marks)

.....

.....

.....

.....

- b) In what ways can an education system attain the demands of the job market?
(3 marks)

.....

.....

.....

.....

.....

.....

.....

- c) Contrast thinking and behavioural skills (4 marks)

.....

.....

.....

.....

- d) In not more than 40 words, summarize what is expected of a person who has attained post basic skills

(5 marks)

.....

.....

.....

.....

e) Explain the relationship between primary and secondary education (2 marks)

.....

.....

.....

.....

f) The report says that effective investments need to happen during childhood and adolescence for it to bear fruits, (Rewrite using a conditional) (1 mark)

.....

.....

g) How does post secondary education benefit from lower levels of education? (1 mark)

.....

.....

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

a. Underscores.....

b. Blends.....

c. Topnotch.....

Read the extract below from DOLL'S HOUSE and answer all the questions that follow

Nora: Should? He did sign them.

Krogstad: I had left the date blank; that is to say, your father should himself have inserted the date on which he signed the paper. Do you remember that?

Nora: Yes, I think I remember—

Krogstad: Then I gave you the bond to send by post to your father. Is that not so?

Nora: Yes.

Krogstad: And you naturally did so at once, because five or six days afterwards you brought me the bond with your father's signature. And then I gave you the money.

Nora: Well, haven't I been paying it off regularly?

Krogstad: Fairly so, yes. But to come back to the matter in hand that must have been a very trying time for you, Mrs.

Nora: It was, indeed.

Krogstad: Your father was very ill, wasn't he?

Nora: He was very near his end.

Krogstad: And died soon afterwards?

Nora: Yes:

Krogstad: Tell me, Mrs Helmer, can you remember what day your father died? the month, I mean.

Nora: Papa died on the 29th of September. by any chance on what day of

Krogstad: That is correct; I have ascertained it for myself. And, as that is so, there is discrepancy (taking a paper from his pocket) which I cannot account for.

Nora: What discrepancy? I don't know—

Krogstad: The discrepancy consists, Mrs. Helmer, in fact that your father signed this bond three days after his death.

Nora: What do you mean? I don't understand —

Krogstad: Your father died on the 29th of September. But, look here; your father has dated his signature the 2nd of October. It is a discrepancy, isn't it? (NORA is silent) Can you explain it to me?

(NORA is silent) It is a remarkable thing, too, that the words '2nd of October,' as well as the year, are not written in your father's handwriting but in one that I think I know. Well, of course it can be explained; your father may have forgotten to date his signature, and someone else may have dated it haphazard before they knew of his death. There is no harm in that. It all depends on the signature of the name; and that is genuine. I suppose, Mrs. Helmer? It was your father himself who signed his name here?

Questions.

- a) What is it that Nora claims to have signed? Explain. 4mks
- b) What does this excerpt reveal about Krogstad's character? 8 mks
- c) Explain key theme brought out in the excerpt? 4 mks.
- d) Why did Nora forge her father's signature? 4mks
- e) What is the meaning of the following words as used in the excerpt? 3mks
 - I. Ascertained
 - II. Discrepancy
 - III. Genuine
- f) Papa died on the 29th of September (Add a question tag.) 2 mks

Read the poem below and answer the questions that follow

AN ELEGY

When he was here
We planned each tomorrow
With him in mind
For we saw no parting
Looming in the horizon

When he was here,
We joke and laughed together
And no fleeting shadow of a ghost
Ever crossed our paths

Day by day we lived
On this side of the mist
And there was never a sign
That his hours were running fast

When he was gone,
Through glazed eyes we searched
Beyond the mist and shadows
For we couldn't believe he was nowhere
We couldn't believe he was dead
(Laban Erapu)

a) What is the message of this poem?

(4 marks)

.....

.....

.....

b) Comment on the use of repetition in line 1 of stanza 1 and 2 (2 marks)

.....

.....

For marking schemes Whatsapp/call-0746711892

c) What is the significance of the last line of poem? (2 marks)

.....

d) What would the persona miss in his friend's absence? (2 marks)

.....

.....

.....

e) Describe the mood of this poem (3 marks)

.....

f) Paraphrase the following line: Through glazed eyes we searched (2 marks)

.....

.....

g) Which two lines in the poem show that the persona has nostalgic tone? (2 marks)

.....

.....

h) Explain the meaning of the following lines as used in the poem.

- i. Ghost (1 mark) ii. And there was
never a sign: that his hours were running fast (2 marks)

.....

.....

4. (a) Rewrite the following sentences according to instruction given in brackets

(4 marks)

- i. John never reported late to work last year. (Not once...)

.....

- ii. His excuse was flimsy. He ended up in jail. (Combine the two sentences beginning: so...)

.....

.....

- iii. If I had not missed the plane last night, I.....(give) my first lecture now.

(Use the correct tense of the verb in brackets)

- iv. As soon as the sun rose, they set out. (Begin: no sooner)

.....

(b) Fill in the blanks with the correct word chosen from the ones given brackets after each

For marking schemes Whatsapp/call-0746711892

sentences

(2 marks)

- i. The bride was looking forward to walking down the.....on her wedding day (aisle/isle) ii. We cannot accommodate another person there is Space left (little/a little).

(c) Use the correct form of the words in brackets to fill the blanks (2 marks)

- i. The modern world today has many forms of communication (sophistication) ii. The gas was stored in a container (pressure)

(d) Fill in using appropriate prepositions (3 marks)

- a. Many people claim that girls are good arts subjects
b. Unemployed youths often subscribe Illegal groups.
c. They attended the party dressed smart casuals

(e) Explain the meaning of the following idiomatic expressions (2 marks)

- i. Face the music.....
.....

(i) From the horse's mouth

(f) Replace the underlined word(s) with a phrasal verb that has the same meaning as the underlined (2 marks)

- i. The nurse couldn't tolerate the noise ii. The mayor assumed that the problem had been got rid of.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes Whatsapp/call-0746711892

KCSE TRIAL EXAM 26

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

For marking schemes Whatsapp/call-0746711892

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. Marmanet 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 farmers 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 sensitize 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.

For marking schemes Whatsapp/call-0746711892

(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 mks)

(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:

Nora: (drops her cloak) Someone is coming now! (Goes to the door and listens.) No — it is no one. Of course, no one will come today. Christmas Day — nor tomorrow either. But perhaps— (opens the door and looks out.) No, nothing in the letterbox; it is quite empty. (comes forward) What rubbish! Of course, he can't be in earnest about it. Such a thing couldn't happen: it is impossible — I have three little children. (enter the NURSE from the room on the left, carrying a big cardboard box)

Nurse: At last I have found the box with the fancy dress.

Nora: Thanks; put it on the table.

Nurse: (doing so) But it is very much in want of mending.

Nora: I should like to tear it into a hundred thousand pieces.

Nurse: What an idea! It can easily be put in order—just a little patience.

Nora: Yes, I will go and get Mrs. Linde to come and help me with it.

Nurse: What, out again? In this horrible weather? You will catch cold, ma'am, and make yourself ill.

Nora: Well, worse than that might happen. How are the children?

Nurse: The poor little souls are playing with their Christmas presents, but —

Nora: Do they ask much for me?

Nurse: You see, they are so accustomed to having their mamma with them.

Nora: Yes, but, nurse, I shall not be able to be so much with them now as I was before.

Nurse: Oh well, young children easily get accustomed to anything.

Nora: Do you think so? Do you think they would forget their mother if she went away altogether?

Nurse: Good heavens! - Went away altogether?

Nora: Nurse, I want you to tell me something I have often wondered about how could you have the heart to put your own child out among strangers?

Nurse: I was obliged to, if I wanted to be little Nora's nurse.

Nora: Yes, but how could you be willing to do it?

Nurse: What, when I was going to get such a good place by it? A poor girl who has got into trouble should be glad to. Besides, that wicked man didn't do a single thing for me.

Nora: But I suppose your daughter has quite forgotten you.

Nurse: No, indeed she hasn't. She wrote to me when she was confirmed, and when she was married.

Nora: (putting her arms round her neck) Dear old Anne, you were a good mother to me when I was little.

Nurse: Little Nora, poor dear, had no other mother but me.

Nora: And if my little ones had no other mother, I am sure you would – What nonsense I am talking! (opens the box) Go in to them. Now I must. You will see tomorrow how charming I shall look.

Nurse: I am sure there will be no one at the ball so charming as you, ma'am. (goes into the room on the left)

Questions

- Why is Nora looking worried that someone might be at the door? 4mks
- The nurse reveals that she had to leave her daughter behind in order to serve as Nora's nurse. Explain the theme brought out from this revelation. 6mks
- What does this conversation between Nora and the Nurse foreshadow? 4mks
- Other than foreshadow, give another style that is brought out in the excerpt 4mks
- Someone is coming now! (Change into a negative sentence). 3mk

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.
(mks)

(2)

(e) Discuss two elements of tradition highlighted in the poem.
(mks)

(4)

(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.
(mks)

(3)

(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) Mwende 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.
(mks)

(i) The student kept breaking in on our conversation.

(3

(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 Mutungispoke 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.
(mks)

(3

(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.

(iii) Mankind thrives on cooperation.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706
KCSE TRIAL EXAM 27

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

For marking schemes Whatsapp/call-0746711892

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

**Kenya Certificate of Secondary Education (KCSE)
FORM FOUR****ENGLISH****Paper 2**

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706**For Examiners use only**

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

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

As a matter of courtesy, we had decided we would not eat until he arrived. Although he was expected at six o'clock in the evening, it was not until two hours later that he showed up. Not only had we grown impatient and irritated, but our attitude towards him was also becoming hostile. We had looked forward to his coming because those among us who knew him had spoken highly of him. But doubtful thoughts now crept into our minds and we resented his apparent lack of consideration. The aroma of freshly cooked dishes gradually disappeared as our keen appetites intensified our restlessness.

A screech of brakes, a sudden buzz of activity and a group of solemn looking officials walking briskly into the hall announced his arrival. He was dressed in full uniform which was awe-inspiring, with his tall, well-proportioned figure, he was quite imposing. We immediately settled down to the now cold meal which we ate sparingly and in silence. Then the ceremony began.

The chairman made a brief introductory speech and then invited the guest speaker

For marking schemes Whatsapp/call-0746711892

to address us. We clapped politely. He stood up, looked around the room and before he began to speak, glanced and smiled at each person in turn. His warm and sincere manner disarmed us and dissolved our hostility. The reasons for his lateness were so genuine that we felt ashamed of our ill- feelings towards him. We accepted his apology gladly.

No sooner had he begun his address than we realized that we had an interesting and thought provoking evening ahead of us. Instead of the usual state pronouncements of administrators like himself, he spoke about real issues that face our generation and which few people have the courage or the conviction to discuss. But he warned that we should not be completely satisfied because there were areas where we had done very little. He said that we needed a sense of discipline in our national affairs. His talk was illustrated with descriptions of our disregard for traffic regulations. My colleagues nodded in agreement.

My mind began wandering. I thought of many drunken drivers I had seen and the numerous grisly accidents I had witnessed. The speaker was right. I remembered the scenes at bus stations and

'matatu'

stands at peak hours and at the end of the month. I recalled the pushing, jostling and scrambling crowds struggling for a place .It then dawned on me that we often thought only of our comfort and convenience. We ignored the desperate, beseeking eyes of the children, the weak and the handicapped. I woke from my day dream. The speaker was now expressing his concern about poor use of leisure time. After work, bars were full to overflowing while in homes wives remained without husbands and children without fathers. Free time was used unproductively. In conclusion he stressed the dangers of behaving irresponsibly and deplored the bad use of public facilities. He cited the examples of careless garbage disposal and thoughtless use of public toilets. Wasn't it ironical to hear people complaining when the outcome of their own misdeeds inconvenienced them or posed danger to their health? He sat amidst hearty applause. We scrambled to shake his hands and assured him that his talk had inspired and encouraged us to exercise discipline in our own lives.

i) Why were the people disappointed and angry? (2 marks)

.....

..... ii) Why do you think the food was eaten sparingly and in silence?

(2marks)

.....

iii) Explain the reason for the change of attitude towards the guest speaker. (3 marks)

.....

iv) On what lines did the narrator's mind wander in the course of the speech? (2 marks)

.....

.....

.....

.....

.....

.....

..... iii)

..... vii

..... following words and phrases as used in the passage.

..... ii)
.....
(1 mark)

..... iii)

(1 mark)

..... iv)
..... (1 mark)

2. SET TEXT. DOLL'S HOUSE**Read the excerpt below and answer the questions that follow.****(20marks)**

Rank: Is there anything wrong?

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

Rank: What? Your new dress is lying there.

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

Rank: Oho! Then that was 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 kind easy; I won't let him escape. (Goes into

HELMER'S room) Nora: (to the MAID) And he is standing waiting in the kitchen?

Maid: Yes, he came up the back 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. Hellen, you mustn't say anything about it to anyone. It is a surprise for my husband.

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

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

happen — it shan't happen! (She bolts the door of HELMER'S room. The MAID opens the hall door for KROGSTAD and shuts it after him. He is wearing a fur coat, high boots and a furcap.) Nora:

(advancing towards him) Speak low — my husband is at home.

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste then. What is it?

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

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

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

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

Questions:

a) Place the excerpt in its immediate context. 6mks

b) What is it that Nora claims to be another that she ordered? What does it reveal about her character trait?

For marking schemes Whatsapp/call-0746711892

4mks

- c) This dreadful thing is going to happen! What is it that Nora fears will happen? 5mks
- d) What character trait of Nora is brought out in the excerpt? 4mks
- e) What is the presentation of Rank in the excerpt? 2mks .
- f) What major theme comes out in the excerpt? 2mks
- g) What is the meaning of the following words as used in the excerpt? 2mks

3. "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 saws: 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 mates And I drone in them – "state
 house"

Them, "collegize" them, officialize them.

And I..... I whore their daughters
 Raised in litter – rotting hovels
 And desiring a quickquickhighhighlifelife
 To break the bond.

And I tell the workers to unite:
 knowing well that they can't see, hear or understand:

what with sweat and grim sealing their ears

And eyes already blasted with welding sparks,

And me 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 blow

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 these roles. (6 marks)

.....

.....

.....

.....

.....

.....

.....

.....

.....

c) Identify and explain 2 images from the poem

(4marks)

.....

.....

.....

.....

d) Which bond do the girls want to break in stanza 5 and how do they do it. (2marks)

.....

.....

-
- 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)
-
-

4. GRAMMAR 15 MARKS

- a) Rewrite the following sentences as instructed without changing the meaning.

- i) Is she the only entrant for the 100-metre race? (Begin: aren't...)
-
-

-
- ii) The second meal she cooked was even less successful than the first. (Rewrite using as as.....)
-
-

- iii) I expect you to do well in this exam if you follow the instructions (Rewrite using unless instead of if)
-
-

- b) Fill the blanks with the correct form of the words in brackets (2 marks) The chief (shrink) from taking the (decide)..... step.

- c) Replace the underlined words with gender - friendly words. (2 marks)

- i) The spokesman of the government was at the function.
-
-

- ii) The Musyokis have a very hard - working housegirl.
-
-

- d) Replace the underlined words with one word that means the same as the underlined phrase. (2marks)

- i) The city council pulled down all the structures on road reserves.
-
-

- ii) He passed out during his grandmother's funeral.
-
-

- e) Choose the correct pronoun to fill in the blanks (2marks)

- i) He was asked to choose between John and (I /me) ii) I have

forgotten I gave my book. (who/whom)

f) Fill the blanks with the most suitable prepositions

(2marks)

i) Can you complete the teacher's assignment tomorrow.

ii) We have lived in this village independence.

g) Add the appropriate question tag

(2marks)

i) I am early ii) Go and get me a cup
of coffee

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 28

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)

FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

(a) Write your name and admission no. in the space provided.

(b) Sign and write the date of exam in the space provided.

(c) Answer all the questions in this paper.

(d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	

For marking schemes Whatsapp/call-0746711892

2	25	
3	20	
4	15	
Total score	80	

Read the following passage and then answer the question that follow

Africa are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of life. The biggest challenge, however, is to identify ways and means of creating an environment that is likely to encourage development in Africa. Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement 'genuine poverty alleviation strategies'. Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Government should foster exploitation and management of natural resources by providing an enabling environment. Having stable government may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the tax payer. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return them and face the full force of the law. Again, people known to have stashed money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, Africa must find a way of solving their internal conflicts without involving the international community. After all, we are all brothers with a common cause. The need to unite and exist as unitary state should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The Africa union should be strengthened to enable it to arbitrate intra and inter-state disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity. Another solution would be to develop rural-based economies, since the bulk of our population live in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in the rural areas. Similarly mining concerns should establish processing plants near the mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of rural-urban migration. Setting up industries in the rural areas will necessitate development of infrastructures which will open up rural areas for business. This will further encourage expansion and increase food production to counter perennial food shortage in Africa. For instance development of dairy and beef processing industry in the rural areas will encourage sustainable livestock keeping and probably bring to an end loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the disparity between the rich and the poor.

We should also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africa should tap local expertise to develop technologies appropriate to our needs. Home grown technology should enable us alleviate Africa's food security by utilizing river and lake water for irrigation and by harnessing wind and solar energy.

Lastly our economic units such as ECOWAS, SADC, and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market. The people of Africa should continually seek a better life. We have

For marking schemes Whatsapp/call-0746711892

the resources; we have the manpower, and the capacity to make things move. Questions

- a) What should African countries do to fight corruption?
(2Marks)

.....

.....

..

.....

.....

- b) Explain how Africans can open up rural areas. (2Marks)

.....

.....

..

.....

.....

c) What do you understand by the term 'genuine poverty alleviation strategies'?

(1Mark)

.....

.....

..

d) How can we reduce the incidence of rural –urban migration?

(2Marks)

.....

.....

..

.....

e) Why is appropriate technology useful?

(1Mark)

.....

.....

..

f) How can African government improve cash flow in their economies

(2Marks)

.....

.....

..

g) In not more than fifty words write a summary on the various ways of fostering development in African countries.

(5Marks)

Rough copy

.....

.....

..

.....

.....

.....

• •

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

• •

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..

.....

.....

i) The public should be educated on the ills of corruption. (Add a question tag)
(1Mark)

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

i) Stashed

.....

.....

ii) Disparity

.....

.....

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

Helmer: (walking about the room) What a horrible awakening! — All these eight years- she who was my joy and pride — a hypocrite, a liar— worse, worse —a criminal! The unutterable ugliness of it all! — For shame! For shame! (NORA is silent and looks steadily at him. He stops in front of her.) I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All your father's want of principle — be silent! — all your father's want of principle has come out in you. No religion, no morality, no sense of duty-. How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

Nora: Yes, that's just it.

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

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

Helmer: No fine speeches, please. Your father had always plenty of those ready, too. What good would it be to me if you were out of the Way, as you say? Not the slightest. He can make the affair known everywhere; and if he does, I may be falsely suspected of having been a party to your criminal action. Very likely people will think I was behind it all —that it was I who prompted you!

And I have to thank you for all this you whom I have cherished during the whole of our married life. Do you understand now what it is you have done for me?

Nora: (coldly and quietly) Yes.

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

Questions:

- a) Briefly explain the events that lead to this excerpt. 6mks
- b) What is so ironical about Helmer's reaction after reading Krogstad's letter? 4mks
- c) Give and illustrate two themes brought out in the excerpt 4mks
- d) What is it that Nora did that makes Helmer so angry? 4mks
- e) What does Helmer's reaction reveal about him? 2mks
- f) What happens immediately after the excerpt? 3mks
- g) When am out of the way, you will be free. (Add a question tag) 2 mks

3. Read the narrative below and then answer the question 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 alright. The creator of everything on earth 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 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 would 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 on 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 from the 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 his creator. Hyena was filled with trickles of perspiration that he almost fainted. This was only to scare him but not to kill him. He was confused. It 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.

(2Marks)

.....

(b) Identify and illustrate any two oral features that make the above form an oral narrative.

(2Marks)

.....

.....

..

(c) Identify and illustrate two character traits of the lion.

(4Marks)

.....

.....

..

.....

.....

..

(d) Identify one social activity and one political activity of the community referred to in this narrative.

(2Marks)

.....

.....

..

(e) Illustrate the use of the following stylistic devices in this narrative.

(3Marks)

(i) Personification

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

.....

 ..

 ..
 (ii) Soliloquy

 ..

(iii) Onomatopoeia

 ..

(f) Complete the following sentence with an appropriate question tag.

There was going to be no peace and harmony,.....? (1Mark)

(g) Give two reasons why the narrator used the phrase "long time ago..."
 (2Marks)

(h) State and illustrate one moral lesson from this oral narrative.
 (2Marks)

i) Explain the meaning of the following phrases as used in the narrative. (2Marks)

(i) Spurs of minutes.

(ii) To send hyena back to his creator.

.....

..

4. Grammar

(a) Write the following sentences according to the instructions given. Do not change their meaning.

(3Marks)

- (i) We had just alighted from the car when it began raining.

(Begin: Hardly.....)

.....

.....

- (ii) Mothers should not abandon their babies under any circumstances.

(Begin: under.....)

.....

.....

- (iii) My title deed was released only after I cleared the outstanding balance.

(Begin: Not until)

(b) Fill the blanks with the correct form of the verb in brackets.

(3Marks)

- (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.

(3Marks)

- (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 to avoid fraud.

(d) Fill in the blanks with the correct word from the brackets.

(3Marks)

- (i) All the guests will be _____ (dining/dinning) with the queen tonight.
- (ii) The people of Kameno shunned Chege's _____ (prophecy/prophecy) about the coming of the white men.

.....

 ..
 (iii) Children should always listen to their parents pieces of _____ (advise/advice)

(e) Punctuate the following sentences appropriately.

(3Marks)

(i) Certainly said Mayo I will see the manuscript next week.

 ..

(ii) Do you live in Kitale asked msafiri.

 ..

(iii) In case of any misunderstanding the teacher said consult the head boy.

 ..

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 29

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)

FORM FOUR

ENGLISH

Paper 2

2 ½ hours

For marking schemes,call/Whatsapp-0746711892

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

COMPREHENSION

Read the passage and then answer the questions that follow;

(20 marks)

Two weeks before the fateful examination began; I was indiscreet enough to fight the principal's son. He was a fellow fifth former with whom ,up till then ,I had no quarrel at all .He was inclined to be a little overbearing at times ;but then a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerant disposition .I suppose as the examination drew nearer, our nerves became tauter and our tempers shorter .When, during a discussion in our classroom about careers Samuel declared unnecessarily loudly that he believed all persons who came from North should return to it to find employment ,I suddenly felt my anger rising like a column of mercury. I asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagroson proverb whose meaning was roughly that even a man who does not know where he is going to ought, at least, to know where he has come from: and the gentle laughter, which greeted it brought my temper to

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

boiling point. I was tall and well built, but so was he. Three strides took me beside him and by the time the class prefect succeeded in separating us, Sagrosan blood and Lokko blood had mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical and a torrent of abuse directed mainly against the other's antecedents was flowing out of each battered mouth.

We were bloody, sweaty, and dusty when it was over but still only partly through our respective stocks of abuse. Nothing more than a heightened respect each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately for both of us, however, he lived very much under his august father's eye and the marks I had succeeded in leaving on his face were too distinctive to be hidden by any sort of artifice. I prepared for the worst (prepared in spirit that is, for physical preparations were known to be unavailing at such times.) The summons to the principal's office duly came after lunch the same day.

He was quite impartial, I'll say that for him. We were both arched over his desk and inscribed across our rumps with two dozen strokes of a bamboo four-footer. Then we were made to shake hands with each other and sent off for walk together along the beach and back (this was the principal's usual way of dealing with a pair of fighters, and one which usually made bosom friends of them.) That thrashing and the walk which followed, gave me the moments of deepest mortification I have experienced, and drove home to me the utter futility and wastefulness of making issue of tribal divisions, in a land where much else required our attentions and our energies. Having heard from us how the fight started, the principal might so early have wasted our time and his reading us along patriotic sermon on the essential brotherhood of all the people of Songhai.

Such a theme would have made him appear to me hypocrite and to Samuel a traitor –for we both knew only too well that the difference between us were real, if not deep. Instead, we were made to share a fellowship of misery and humiliation which linked us together more effectively than any half-believed fiction about cultural or ethnic affinities could have succeeded in doing.

QUESTIONS:

- (a) What was the cause of the fight? (2 marks)

.....

.....

- (b) Show how the statement "A flint needs contact with another flint in order to spark" is applicable to this story?
(2marks)

.....

.....

- (c) With illustrations show the difference in character between the narrator and his classmates?
(4marks)

.....

.....

.....

.....

- (d) What is the narrator's attitude towards the head teacher?

(3marks)

.....

(e) Identify three phrases in the passage to describe the fierce nature of the fight?

(3marks)

.....

(f) Identify two images that are used to show the extent of the narrator's anger?

(2marks)

.....

(g) Identify a case of parenthesis in paragraph one?

(1mark)

.....

(h) Get a quotation from the passage that shows the fight did not end the tribal differences between the two groups?

(1mark)

.....

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

(2marks)

(i) bosom friends

.....

(ii) Patriotic sermon

.....
 2.

DOLL'S HOUSE

Read the excerpt below and answer the questions that follow.

For marking schemes call/Whatsapp-0746711892

Nora: Yes, read it.

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

Helmer: You too, of course; we are both saved, both you and I. Look, he sends you your bond back. he says he regrets and repents —that a happy change in his life -- never mine what he says! We are saved, Nora! No one can do anything to you, Oh, Nora, — no, first I must destroy these hateful things. Let me see - . (takes a look at the bond) No, no, I won't look at it. The whole thing shall be nothing but a bad dream to me. (Tears up the bond and both letters, throws them all into the stove and watches them burn.) There — now it doesn't exist any longer. He says that since Christmas Eve you —These must have been three dreadful days for you, Nora.

Nora: I have fought a hard fight these three days.

Helmer: And suffered agonies, and seen no way out but-. No, we won't call any of the horror to mind. We will only shout with joy, and keep saying, 'It's all over! It's all over!' Listen to me, Nora. You don't seem to realize that it is all over. What is this? — Such a cold, set face! My poor little Nora, I quite understand; you don't feel as if you could believe that I have forgiven you. But it is true, Nora, I swear it. I have forgiven you everything. I know that what you did, you did out of love for me.

Nora: That is true.

Helmer: You have loved me as a wife ought to love her husband. Only you had not sufficient knowledge to judge of the means you used. But do you suppose you are any the less dear to me, because you don't understand how to act on your own responsibility? No, no; only lean on me; I will advise you and direct you. I should not be a man if this Womanly helplessness did not just give you a double attractiveness in my eyes. You must not think any more about the hard things I said in my first moment of consternation, when I thought everything was going to overwhelm me. I have forgiven you, Nora; I swear to you I have forgiven you.

Nora: Thank you for your forgiveness. (She goes out through the door to the right.)

Questions:

- a) What is it that Nora asks Helmer to read? 4mks
- b) After reading the letter, Helmer exclaims. 'I am saved!' What does this reveal about him?' 3mks
- c) What style is brought out when Helmer says, 'I know that what you did, you did out of love for me.' 2mks.
- d) Explain what happens after the excerpt. 6mks
- e) From your knowledge of the play what made Krogstad change his stand. 4mks
- f) Thank you for your forgiveness. (Use the word appreciate instead of thank you) 2 mks
- g) What is the meaning of the following words as used in the excerpt? 4mks

3. ORAL LITERATURE

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

There was once only one wise being in all the world, and that was Kwaku Ananse, the spider. But Kwaku Ananse wished to keep all this wisdom to himself.

One day, bored with having to stay and guard his wisdom all day, Kwaku Ananse decided to store it away and hide it in a safe place. So he called his wife, Aso, and asked her to make him a big pot into which he could put all his wisdom.

Aso went down to the riverbank and collected clay. She carefully made a big pot - a great pot with a narrow opening at the top so it could be easily sealed. Then she put the pot out in the sun to bake, and with the remainder of the clay, fashioned a stopper.

When the pot was finished, Aso took it to her husband, who, after making sure that there

were no cracks in it, gathered together all his wisdom and pushed it well down into the pot .He covered it with some cocoayam leaves, then put in the stopper and tied it on with some strong twine.

Now Kwaku Ananse had decided to hide the pot way up in the branches of a huge, silk-cotton tree that grew some distance away in the forest .It was over three metres wide, and the spikes on its trunk would stop all but the most intrepid spiders from climbing it.

Carrying the pot in front of him, he made his way through the forest, followed – unbeknown - by his small son, Ntikuma. At last he reached the great tree and started to attempt to climb it. He hung the pot by a rope around his neck, with the stopper just below his nose so he could make quite sure it did not tip over.

Alas, try as he would ,Kwaku Ananse could not climb the tree ,for the pot kept getting in the way of his arms and he found he was unable to grip the trunk .He tried ,and tried, and tried, but with no success.

He grew hot and sticky and started to swear angrily.

Now, Ntikuma was watching his father from behind a tree, puzzled by his curious antics. At last, when Kwaku Ananse's swearing grew really bad, he could stand it no longer and came up to his father timidly.

"Surely my father", he said, "If you wish to take that pot up the tree you should tie it to your back, not your front. Then your hands would be free."

Ananse was furious. Here was his small son teaching him a lesson – a lesson which he realized was only too true. Shaking with anger and exhaustion, he lifted the pot intending to take it off and chastise his son .His hands were slippery with sweat and the great pot was heavy. It slipped through his fingers and crashed to the ground. The pot burst open and the contents were scattered far and wide .There was a storm coming, and the wind swept through the forest, lifting the wisdom and carrying it on its way. The rain poured down and swept the wisdom into the steams, which carried it into the sea .Thus wisdom spread throughout the world.

- (a) Giving a reason, identify the sub-genre of the above narrative. (2 marks)

.....

.....

.....

.....

- (b) Why did Kwaku Ananse decide to hide his wisdom? (2 marks)

.....

.....

.....

.....

- (c) How did Ananse make sure that his wisdom was safe in the pot ? (2 marks)

(d) Why was it difficult for Ananse to climb the tree with the pot?
(2 marks)

(2)

(e) Identify and illustrate one character trait of each of the following as brought out in the above narrative: (4 marks)

(i) Kwaku Ananse -

(ii) Aso -

(f) What two aspects of this narrative qualify it as oral?
(4 marks)

(g) Identify and illustrate one economic activity of the community from which this narrative was taken.
(2 marks)

(h) Which is the suitable audience for this story and why?
(2 marks)

(2)

4. GRAMMAR**(15 marks)**

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

(3 marks)

- (i) Lillian Gilbreth invented the step - on garbage can. Her children wrote about her life.
(Join into one sentence using 'whose')

- (ii) My brother and me have been taking piano lessons for six years. (Rewrite correctly)

- (iii) Is this the only blue car in your showroom?

(Begin: Aren't)

- (b) Punctuate the following sentences correctly: (2 marks)

- (i) The frog states an old African proverb does not jump without a reason

- (ii) The principal said thank you for the information Mrs. Mulwa.

- (c) Rewrite the following in passive voice:

- (i) People say this new material is very good.

- (ii) A student dentist took two of my teeth out.

- (iii) A guide took me round Fort Jesus.

- (d) Fill in the blanks with the correct form of the words given in brackets:

(2 marks)

For marking schemes call/Whatsapp-0746711892

- (i) In some areas the wildlife has had difficulty _____ (adopting/adapting) to the presence of tourists.
- (ii) The graceful movements of the horse create the _____ (illusion/allusion) of a four-legged ballet.
- (e) Replace the underlined words in each sentence with one word which has the same meaning. (2 marks)
- (i) The police arrested the man whom they thought had committed the crime.
.....
- (ii) The man who fells trees injured himself and was rushed to hospital.
.....
- (f) Fill the blanks with the correct preposition:
- (i) The accused was so confused that he was lost _____ words.
- (ii) A friend is someone you should be able to count _____ when you are in difficulties.
- (iii) The county Director of education conferred _____ the class teacher before entering the class.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

KCSE TRIAL EXAM 30

Name: ADM No:.....

Date: INDEX NO..... Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- Write your name and admission no. in the space provided.
- Sign and write the date of exam in the space provided.
- Answer all the questions in this paper.
- All your answers must be written in the space provided.

For marking schemes call/Whatsapp-0746711892

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

Read the passage below and answer the questions that follow

(20marks)

Africans are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of life. The biggest challenge however, is to identify ways and means of creating an environment that is likely to encourage development in Africa.

Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement genuine poverty alleviation strategies.

Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Governments should foster exploitation and management of natural resources by providing an enabling environment. Having stable governments may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the taxpayers. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return it or face the full force of the law. Again, people known to have **stashed** money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, African countries must find a way of solving their internal conflicts without involving the international community; after all, we are all brothers with a common cause. The need to unite and exist as unitary states should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The African union should be strengthened to enable it to arbitrate intra and inter – states disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity.

Another solution would be to develop rural –based economies since the bulk of our population

For marking schemes call/Whatsapp-0746711892

lives in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in rural areas. Similarly, mining concerns should establish processing plants near mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of rural – urban migration. Setting up industries in the rural areas will necessitate development of infrastructure, which will open up the rural areas for business. This will further encourage agricultural expansion and increase food production to counter perennial food shortages in Africa. For instance, development of dairy and beef processing industry in the rural areas will encourage development of sustainable livestock keeping and probably bring to an end the loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the disparity between the rich and the poor.

We could also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africans should tap the local expertise to develop technologies appropriate to our needs. Home – grown technology should enable us alleviate Africans food insecurity for utilizing river and lake water for irrigation and by harvesting wind and solar energy.

Lastly, our regional economic units such as ECOWAS, SADC and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market.

The people of Africa should continually seek a better life. We have the resources; the manpower and the capacity to make things move.

a) From paragraph 1, what is the author's opinion of Africans? (2marks)

.....

.....

.....

b) What should African countries do to fight corruption? (3marks)

.....

.....

.....

c) Explain how Africans can open up rural areas (3marks)

.....

d) We have the resources; the manpower and the capacity to make things move.

(Rewrite adding a question tag)

(1mark)

.....

e) Using information in the passage, summarize the ways of fostering development in African countries in **not more** than 50 words. (5 marks)

.....

f) What is the tone of the last paragraph of this passage? Give reasons from the passage to support your answer. (3marks)

.....

g) Explain the meaning of each of the following expressions as used in the passage. (3marks)
 i) stashed

..... ii) disparity

..... iii) fuel animosity.

.....

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

Helmer: What sort of an expression is that to use about our marriage?

Nora: (undisturbed) I mean that I was simply transferred from papa's hands into yours. You

arranged everything according to your own taste, and so I got the same tastes as yours or else I pretended to, I am really not quite sure which — I think sometimes the one and sometimes the other. When I look back on it, it seems to me as if I had been living here like a poor woman —just from hand to mouth. I have existed merely to perform tricks for you, Torvald. But you would have it so. You and papa have committed a great sin against me. It is your fault that I have made nothing of my life.

Helmer: How unreasonable and how ungrateful you are, Nora! Have you not been happy here?

Nora: No, I have never been happy. I thought I was, but it has never really been so.

Helmer: Not — not happy!

Nora: No, only merry. And you have always been so kind to me. But our home has been nothing but a playroom. I have been your doll-wife, just as at home I was papa's doll-child; and here the children have been my dolls. I thought it great fun when you played with me, just as they thought it great fun when I played with them. That is what our marriage has been Torvald.

Helmer: There is some truth in what you say — exaggerated and strained as your view of it is. But for the future it shall be different. Playtime shall be over, and lesson-time shall begin.

Nora: Whose lessons? Mine, or the children's?

Helmer: Both yours and the children's my darling Nora.

Nora: Alas, Torvald, you are not the man to educate me into being a proper wife for you.

Helmer: And you can say that!

Nora: And I — how am I fitted to bring up the children?

Helmer: Nora!

Nora: Didn't you say so yourself a little while ago — that you dare not trust me to bring them up?

Helmer: In a moment of anger! Why do you pay any heed to that?

Nora: Indeed, you were perfectly right. I am not fit for the task. There is another task I must undertake first.

I must try and educate myself— you are not the man to help me in that.

I must do that for myself. And that is why I am going to leave you now.

Helmer: (springing up) What do you say?

Nora: I must stand quite alone, if I am to understand myself and everything about me. It is for that reason that I cannot remain with you any longer.

Helmer: Nora, Nora!

Nora: I am going away from now, at once. I am sure Christine will take me in for the night —

Helmer: You are out of your mind! I won't allow it! I forbid you!

Nora: It is no use forbidding me anything any longer. I will take with me what belongs to myself. I

will take nothing from you, either now or later. **Helmer:** What sort of madness is this!

Nora: Tomorrow I shall go home — I mean, to my old home. It will be easiest for me to find something to do there. **Helmer:** You blind, foolish woman!

Questions:

- a) What expression had Nora used about their marriage? 4mks
- b) How does this excerpt add relevance to the title of the play? 4mks
- c) Give two-character traits for each of the following characters as brought out in the excerpt. 8 mks
 - 1) Helmer
 - 2) Nora
- d) What theme comes out in the excerpt? 4mks
- e) explain place of women in society 4 mks
- f) I am going away from here now. (Change into a negative statement) 1mk (iv) Read the passage below and then answer the questions that follow.

A long, long time ago, there was a man and his wife. They had built their hut in the middle of the forest but they had fenced round the homestead to keep wild animals from entering the compound. Now this man used to go to the smithy to join the other smiths in ironwork. This time, when he went, he left his wife heavy with child.

In this forest, there was a big ogre. As soon as the man went away the ogre came into the compound with a heavy load of firewood. When he brought the load to the compound, he dropped it outside with a big thud of this firewood.

He went inside the hut where he made some porridge. He drank it. To the expectant woman he said,

“Woman with child, take this. You don’t want, I shall eat it for you.” And he ate all the porridge. Now this happened everyday for many days and the expectant mother grew as weak as the reeds by the riverside.

When the time came for her delivery, the ogre crudely assisted her but he did not give her food.

Now the woman continued to be starved and grew weaker and weaker. She became very worried yet she did not lose heart. Every day she used to spread her castor oil seeds in the sun for she hoped to make oil for the child’s skin.

One day when she had spread her castor oil seeds in the sun, a dove came and helped herself to some seeds.

The woman said to her, "You always come here to eat my seeds. Will you go if I send you?"

Said the dove, "let me eat my fill and then you can send me wherever you want. The dove ate until she had had enough.

"Where do you want to send me?"

"Go to the smithy and when you see the smiths ,sing these words:

Mutui uu kutuai saangalalai x2

Mukau niwasyaiyei saangalalai

Avyuviiawa ni yiimu iii saangalalai

Yisi kuya na kwivua iii

Saangalalai sa.

(Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre

Which eats all it has

prepared)

And the dove went to the smiths and sang the song:

Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre

Which eats all it has prepared.

"What is this thing – of a – bird saying, disturbing our work?" said one man throwing a stone at the dove. But the dove perched herself on another tree and sang again.

Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre

Which eats all it has prepared.

This time the men said;

"Haiya, perhaps this bird has a message for us. Who of us left his wife heavy with a child?"

Said one man, "I left my wife heavy."

"Eei, take your things. Go home. This message might be yours. Your wife might have given birth

and she is in danger.”

At home, the ogre was still tormenting the woman. He used to go to the shamba, dig out the sweet potatoes, prepare them and offer them to her when they were already in his mouth, “Woman with child take this. You don’t want it, I’ll eat it for you.”

One day when the sun stood in the middle of the compound, her husband arrived from the smithy. He hid himself in the darkest corner of the hut and awaited the ogre. When the ogre arrived he cooked, ate all the food and slept on the naked floor. From his mouth came green, yellow and red foam that was a sign that he was fast asleep.

It was then that the blacksmith came down and speared him through and through until he was dead. Then the man and his wife moved and built a new home in another place.

- a) Classify the above narrative and give a reason for your classification.
(2marks)

.....

.....

.....

- b) In the story, what shows that the ogre never intended to share the food with the woman?
(2 marks)

.....

.....

.....

- c) Discuss any two features in the story that qualify it as a traditional oral narrative. (4 marks)

.....

.....

.....

.....

- d) With an illustration for each, describe two character traits of the ogre (4 marks)

.....

.....

.....

-
- e) Of what use is the song in the story? (2mark)

(

-
- f) What is the livelihood of the people from which this story is derived? (4marks)

-
- g) What moral lesson do you learn from this story? (2marks)

(

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

(

- i) It is bad manners to spit on the ground. (Rewrite using a gerund)

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

-
- iii) Kathundai likes eating rice more than taking coffee. (Begin: Kathundai prefers)

-
- iv) There were very few boys in our class. (use any.....)

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

- i) It is not possible to spell a word from her (pronounce). ii) Do not wait for the bus, it comes to this town very (regular).
iii) The hunt for the murderers has been (intense)

c) Complete each of the following sentences using the correct phrasal verb formed from the word

given in brackets

(3 marks)

- i) It was so dark that I could hardly the person lurking in the darkness. (make)
ii) The nurse was so that she threw the file onto the doctor's desk (work) iii)
The number of AIDS patients in Kenya is (come)

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

- i) The burglar was accused being an accomplice in the theft.
ii) The banana was shared the three girls. iii) The book is hidden
.....the view of passers – by.

e) Choose the correct word to fill in the blank spaces. (2 marks)

- i) I came here with Don and(she ,her) ii) Between you and
..... (I, me) who is more generous?

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For marking schemes call/Whatsapp-0746711892

KCSE TRIAL EXAM 31

Name: ADM No:.....

Date: INDEX NO.....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

Kenya Certificate of Secondary Education (KCSE)
FORM FOUR

ENGLISH

Paper 2

2 ½ hours

Instructions to Students

- (a) Write your name and admission no. in the space provided.
- (b) Sign and write the date of exam in the space provided.
- (c) Answer all the questions in this paper.
- (d) All your answers must be written in the space provided.

For marking schemes inbox/WhatsApp/text Mr. Chepkwony 0724351706

For Examiners use only

Question	Maximum score	Student's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

For marking schemes call/Whatsapp-0746711892

1. COMPREENENSION (20MARKS)

Read the following passage and answer the questions that follow:

With every passing day, technology is overtaking our daily lives. Regardless of age, gender, career or economic status, smartphones are fast becoming ubiquitous.

More than two million Kenyans now own smartphones. Add the computer, tablet and other high tech devices and your life is surrounded by a myriad gadgets which, to some, have become best friends.

Many of us rely on the phone to do everything, from saying “I love you” to “I’m quitting”, from checking bank balances to selling stuff on OLX, from sharing photos and videos to streaming content on the web. We can carry out a plethora of daily tasks, right from the palms of our hands.

At the dinner table, it’s the norm to constantly check for texts, e-mails, tweets, WhatsApp and Face book updates. In a darkened movie hall, people are always multi task on their phones while watching a movie.

Some people even walk with the phone to the toilet and text and take calls from there.

Over dinner, in church, at a funeral service and even when carrying on face-to-face conversation, the smartphone is guaranteed to keep you in tune and in touch. It is common to see careless people texting while driving despite the fact that it is six times more dangerous to text and drive than to drink and drive. Because of this over-dependence on the smartphone, many people suffer from the fear of losing it, even if only for a few minutes.

The “I must- have-my-phone-with-me-at-all-times” mindset has become such a real problem.

There’s now a name coined for the fear of being without phone: nomophobia -no-mo(bile) phone-phobia. Nomophobia is the fear of not being able to connect to the digital world by the means of mobile phone.

Although there is no ICD-10 code (the required classification for any medical condition) yet for this specific affliction, researchers into the phenomenon describe nomophobic people as individuals who suffer from the anxiety of not having their mobile phone.

The anxiety commonly manifests itself when the person notices their smartphones has a low battery, no internet connection or if it is missing and one is therefore out of the loop with friends, family, work and the world. We are ever so busy with gadgets that we intrude into other people’s space.

As our culture becomes ever more tech savvy and tech hungry, phone-free zones will become more and more common. Just like we have smoke-free zones in public places, we are starting to see quiet corners, where phone calls are restricted. It’s because common courtesy is often thrown out the window when we’re on the phone.

Some airports are now offering lounges that are cell phone free. Just like cigarettes, the mobile phone pendulum is beginning to swing as more and more people acquire monophonic tendencies.

Considering the Smartphone’s new abilities and capabilities, they are now being used like digital ‘Swiss Army Knives’, replacing possessions like watches, cameras, books and even laptops.

Today the Smartphone is capable of being an alarm clock, digital camera, and even television, which causes users to become heavily dependent on it.

Psychologists advise that, while monophobia could possibly never receive a diagnosis, it is certainly a rising trend. If you constantly find yourself using your Smartphone at odd times, such as dinner table, while driving, or even in washroom, try your best to refrain from it and use it only when it is safe and not considered rude.

For marking schemes call/Whatsapp-0746711892

Setting limits for yourself and engaging with family and friends face-to-face can help calm the anxiety of continuously checking your phone.

(Adapted from Sunday Nation May 25, 2014)

Questions

a) Why is technology said to be overtaking our daily lives? (2marks)

.....

.....

.....

b) In point form, state the uses of a phone. (4marks)

.....

.....

.....

.....

.....

.....

c) What are the bad habits that result from over-dependency on the phone as seen in the passage and how can they be managed?

(4marks)

.....

.....

.....

.....

.....

.....

d) When does anxiety manifest itself more with the use of a phone? (3marks)

.....

.....

.....

.....

.....

e) According to the passage, why is there need for free zones in public places.

(1mark)

.....

.....

.....

.....

.....

- f) 'Some airports are now offering lounges that are cellphone free.' Rewrite using a question tag. (1mark)

.....

.....

.....

- g) What is the author's attitude towards smartphones?

(2marks)

.....

.....

.....

- h) Give the meaning of the following words as used in the passage:
(3marks)

a) Myriad.....

.....

b) Ubiquitous.....

.....

c) Plethora.....

.....

1. Doll's House

Read the excerpt below then answer the questions that follow:

Mrs. Linde: I think I have the right to be. I too have

Nora: I think so, too. But now, listen to this: something to be proud and glad of.

Mrs. Linde: I have no doubt you have. But what do you refer

Nora: Speak low. Suppose Torvald were to hear! He mustn't on any account — no one in the world must know, Christine, except you.

Mrs. Linde: But what is it?

Nora: Come here. (pulls her down on the sofa beside her.)

Now I will show you that I too have something to be proud of. It was I who saved Torvald's life.

Mrs. Linde: 'Saved'? How?

Nora: I told you about our trip to Italy. Torvald would never have recovered if he had not gone there

— Mrs. Linde: Yes, but your father gave you the necessary funds.

Nora: (smiling) Yes, that is what Torvald and all the others think, but—

Mrs. Linde: But—

Nora: Papa didn't give us a shilling. It was I who procured the

Mrs. Linde: You? All that large sum?

Nora: Two hundred and fifty pounds. What do you think of that?

Mrs. Linde: But, Nora, how could you possibly do it? Did you win a prize in the lottery?

Nora: (contemptuously) In the lottery? There would have been no credit in that.

Mrs. Linde: But where did you get it from, then?

Nora: (humming and smiling with an air of mystery) Hm, hm! Aha!

Mrs. Linde: Because you couldn't have borrowed it.

Nora: Couldn't I? Why not?

Mrs. Linde: No a wife cannot borrow without her husband consent.

Nora: (tossing her head) Oh, if it is a wife who has any head for business — a wife who has the wit to be a little bit clever

Mrs. Linde: I don't understand it at all, Nora.

Nora: There is no need you should. I never said I had borrowed the money. I may have got it some other way. (lies back on the sofa) Perhaps I got it from some other admirer. When anyone is as attractive as I am - Mrs. Linde: You are a made creature.

Nora: Now, you know you're full of curiosity, Christine.

Mrs. Linde: Listen to me, Nora dear. Haven't you been a little bit imprudent?

Nora: (sits up straight) It is important to save your husband's

life. Mrs. Linde: It seems to me imprudent, without his

knowledge, to - **Questions:**

- Place the excerpt in its immediate context. 6mks
- What major theme comes out in the excerpt? 3mks
- Give two-character traits of Nora brought out in the excerpt. 4mks
- Compare what Mrs Line has been through to what Nora has gone through and say what it reveals about women. 6mks
- Explain dramatic irony as brought our through Nora's revelation. 4mks

For marking schemes call/Whatsapp-0746711892

f) I think I have the right to bee (Add a question tag) 2 mks

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

Once upon a time, Warthog and Hare were best friends and they lived together. They shared duties according to each one's abilities. Hare had speed, therefore, duties involving fetching or delivering items fast were left to him, while Warthog, who was gifted in cooking, handled kitchen duties. However, Warthog had his shortcomings. He lost his temper easily and was ready to fight at the slightest provocation. Hare tolerated him all the same.

Things were not always good in the kitchen. The two always quarrelled over missing food. Warthog was always on the defence, denying any wrong doing. One day, Hare bought five tilapia fish but warthog only served two. When he was asked what happened to the other three fish, as usual, Warthog insisted that he knew nothing about the missing fish. Hare was aware that arguing or fighting would not bring back the lost fish. He also knew that he was smaller and could never win a physical fight against warthog.

Not long after the missing fish incident, Hare and Warthog went hunting. They chanced upon a young gazelle too weak to run. They took the gazelle home and slaughtered it. Warthog as usual was the chef. Hare left him and went for a stroll as he waited for the meat to cook. When he returned, warthog, was sleeping under a shady tree, pretending to be very tired, after cooking. Hare opened the lid and Lo! There were only few pieces of meat left.

Hare was really angry and he threatened to beat Warthog up if he failed to account for the missing pieces. Under faked annoyance, Warthog pounced on hare mid-sentence and beat him up thoroughly. Hare promised to get even. That evening, hare went to see Mr. Squirrel who was the best known magician in the whole region. Squirrel gave him a pot of honey to take to Warthog. When he went back home, Hare feigned forgiveness and invited warthog to taste the honey. Warthog approached him cautiously, he knew that Hare was quite tricky at times. He thought the pot might contain a snake.

So he started apologizing to Hare from a distance for beating him but Hare laughed it off, reminding him that the differences between them were history and they should both start anew. Warthog, who loved honey, approached hare and scooped some which he ate greedily. However, what he did not know was that it had passed through the hands of Squirrel who had laced it with poisonous herbs that would affect Warthog and his descendants. After eating half the pot's contents, Warthog felt dizzy and sleepy. When he woke up, he could not remember anything, his brain had been affected by the poisonous herbs. He forgot about his friendship and quarrel with Hare. He did not even remember eating the honey. He was so confused that he ran off into the bush. Warthog's brain has never recovered. Till now he is always confused and forgetful.

GEORGE OLWALO

(Adapted from Sunday Nation July 3 2011)

Questions

a) Classify the above narrative. (2marks)

.....

b) Identify and illustrate three features of style in the narrative. (6marks)

.....

.....

.....

.....

.....

.....

c) What makes Warthog and Hare best friends?
(2marks)

.....

.....

d) What are the economic activities in the community where the story is taken from?
(4marks)

.....

.....

.....

.....

e) How has Hare been portrayed in the story? (4marks)

.....

.....

.....

.....

f) What moral lesson do we learn from the above story? (2marks)

.....

.....

.....

4. GRAMMER (15marks):

a) Give the plurals of the following words
(3marks)

(f)

folio.....

(g) hero.....

(h) postman.....

b) *Combine each pair of sentences using appropriate relative pronouns:*

(2marks) i) Here is the man. He stole my blanket.

.....

..... ii) She bought the books at a fair. They were all by the same author.

.....

.....

.....

c) *Fill in the blanks in the following sentences with the correct forms of the verbs in brackets:*

(3marks)

i) Money cannot.....(buy) friends.

ii) The painting..... (steal) from the museum. iii) We are.....(dine) with you tonight.

d) *Fill in the blanks with the correct phrasal verb formed from the word in brackets:*

(2marks)

(f) Don't.....(put) what you can do now.

(g) You should (stand) your ideals.

e) *Use the correct form of the verb in the brackets to complete each of the following sentences:*

(2marks)

i) More than one key..... (has/have) been found.

ii) A number of points..... (was/were) raised during the consultation.

f) *Rewrite the sentence below in direct speech:*

(1mark)

The Governor said that he was always ready to assist in development projects in his county.

.....

.....

.....

g) *Punctuate the sentences below correctly:*

(2marks)

i) Peter said Alice is a very lazy boy.

.....

..... ii) We have invited Shawn the
guitarist Alfred the saxophonist Mutunga the poet and Kalekye the actress.

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



'an investment of knowledge pays

The following KASNEB notes are available;

📌 ATD

📌 CPA

📌 CS

📌 CIFA

Call Mdm.Mariam;0746711892 to acquire them



