

KCSE MOCKS

ENGLISH PAPER 2

Consists 3 KCSE Mock set Exams.
(Class of KCSE March 2021)

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PRE-MOCK 1

101/2

ENGLISH PAPER 2

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

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 Ankelesheim, 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)
 - i) fob off
 - ii) incentive
 - iii) calamity
 - iv) 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.

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
 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? (2 marks)

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

i) Anchored (1 mark)

ii) Brood (1 mark)

4. Grammar (15 Marks)

a) Complete the following sentences by choosing the appropriate expressions to fill the gaps. (3 marks)

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. (3 marks)

i) My father would not allow us to attend night parties under any circumstances.

(Begin: *Under no circumstances*)

.

ii) Strangers should not be allowed into the compound without the security officer's permission. (Begin: *On no account*.....)

iii) 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.

f) 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.

MOCK 1

101/2

ENGLISH PAPER 2

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 (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 easier it will be. A person could experience some isolated incidents of such drinking problems without necessarily being an 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?

MrsLinde : 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. “Nills, 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.

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)
 - i) Repetition –
 - ii) 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)

POST-MOCK 1

101/1

ENGLISH PAPER 1

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

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students 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. I! What should make you think I have any influence of that kind with my husband?

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

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

Krogstad. You are bold, Mrs. Helmer.

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

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

Nora. So it seems.

Krogstad. It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason—well, I may as well tell you. My position is this. I daresay you know, like 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 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)
- young man
 - 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)
- My lawn(cut) once a week.
 - We(ask) by the teacher tomorrow.
 - 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)
- (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.

.....
...