



TARGETER WINGS

Wings
005

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

GRADE 9- 2025

TIME: 1 Hour 40 Minutes

Candidate's Name		Assessment Number	
School Name		School Code	
Candidate's Signature		Date	

ENGLISH PAPER 1

(Reading Comprehension, Oral Skills and Grammar)

KJSEA
901/1

INSTRUCTIONS TO CANDIDATES

1. You have been given this question paper and a separate answer sheet. The question paper consists of 50 multiple choice questions.
2. Answer ALL questions on the ANSWER SHEET provided, NOT on the question paper.
3. Do all the necessary rough work on the question paper.

HOW TO USE THE ANSWER SHEET

4. Use an ordinary HB pencil.
5. Confirm that the answer sheet you have been provided with has the following:

YOUR ASSESSMENT NUMBER

YOUR NAME

NAME OF YOUR SCHOOL

NAME OF THE SUBJECT

6. Keep the answer sheet clean and dry. **DO NOT** fold it.
7. For each of the questions 1-50, four options are given. The options are lettered **A, B, C** and **D**. In each case, only **ONE** of the four options is correct. Choose the correct option.
8. On the answer sheet, the correct answer is to be shown by drawing a **DARK LINE** inside the box in which the letter you have chosen is written.

Example

In the Question paper:

40. Use the correct word to complete the sentence.

The young of a donkey is called _____

A. bunny

B. kid

C. foal

D. calf

The correct answer is 'C'.

On the answer sheet, in the set of boxes given for number 40, draw a **DARK LINE** inside the box with the letter C printed in it as marked below.

40. {A}

{B}

{C}

{D}

9. Your dark line **MUST** be within the box. **DO NOT** make any marks outside the boxes.

10. For each question, **ONLY ONE** box is to be marked.

This paper consists of 8 printed pages.

Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

TW-005

ENGLISH GRADE 9

Read the passage below and then answer questions 1 to 6.

Human-wildlife conflict is a situation when struggles arise from people and animals coming into contact - often leads to people killing animals in self-defense, or retaliatory killings, which can drive species to extinction. It also affects various aspects of life, in particular the income of farmers, herders, traditional fishers, and indigenous people, particularly those living in poverty. While the benefits of flourishing wildlife populations and healthy ecosystems are clearly visible and enjoyed by most around the world, allowing us to survive, providing food and enabling livelihoods - the disastrous effects of human-wildlife conflict such as injury, death, the loss of property and livelihoods are alarming and do not get the attention they deserve. It also interferes with access to water for communities competing with wildlife for local water sources and drives inequality as those who pay the price for living with wildlife rarely receive the benefits of coexistence.

A new report by the UN Environment Programme (UNEP) warns that human-wildlife conflict is the main threat to the long-term survival of some of the world's most symbolic species. The report, *A future for all - the need for human-wildlife coexistence*, highlights that globally, conflict-related killing affects more than 75% of the world's wild cat species, as well as many other land and marine carnivore species such as polar bears and Mediterranean monk seals, and large herbivores such as elephants.

1. What is the main cause of human-wildlife conflict as stated in the passage?
A. Deforestation
B. Natural disasters
C. Contact between humans and animals
D. Pollution
2. According to the extract, why do some people kill animals in human-wildlife conflicts?
A. To protect their religious beliefs
B. For sport and recreation
C. In self-defense or retaliation
D. To reduce overpopulation
3. If a government wanted to address the effects of human-wildlife conflict on indigenous communities, what should it prioritize based on the extract?
A. Building more zoos.
B. Restricting all human access to wildlife areas.
C. Ensuring communities benefit from wildlife conservation.
D. Promoting industrial farming.
4. Which of the following best describes the contradiction highlighted in the passage?
A. Wildlife populations are increasing while their habitats are shrinking
B. People enjoy the benefits of wildlife but ignore the harms of human-wildlife conflict.
C. Wildlife only harms people in rural areas.
D. Animals are always aggressive toward humans.
5. Do you agree that the effects of human-wildlife conflict do not get enough attention? Why or why not?
A. Yes, because the consequences like injury and loss of income are serious but underreported.
B. No, because media coverage on wildlife is excessive.
C. Yes, because wildlife does not benefit humans at all.
D. No, because all communities benefit equally from wildlife.
6. Based on the extract, which of the following would be the most effective idea for reducing human-wildlife conflict?
A. Relocating all wildlife to zoos.
B. Developing strategies that promote coexistence and share benefits with local communities.
C. Building fences around all wildlife habitats.
D. Increasing the number of wildlife documentaries.

Read the passage below and answer questions 7-11

English Ivy plant betrays its poor reputation as a nuisance by its unparalleled ability to provide shade. By seamlessly covering the exterior of a building, it works as a natural insulator, blocking the sun and decreasing air conditioning costs. It grows quickly too. Under the proper conditions, English Ivy can grow to cover an area of roughly 500 square feet per year. Given that most homes have a roof measuring roughly 2000 square feet, homeowners can rest assured that their roofs will be covered within four years. When considering growth rates of newly planted Ivy, just remember the old adage: First year it sleeps, second year it creeps, third year it leaps! For English Ivy this is especially true.

English Ivy is not without its detractors. What Ivy enthusiast hasn't been warned about is, burrowing holes, fracturing windows and even deteriorating brick. But be warned, sometimes they take things too far and start spinning tales. They take pleasure in warning Ivy enthusiasts about a malevolent strand of Ivy capable of strangling homeowners in their sleep. Admittedly, it can be a funny story to tell but are we to believe such a tale? The intelligent gardener will quickly dismiss such rubbish for what it is.

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| <p>7. As used in the first paragraph, which is the best definition of betrays?</p> <ul style="list-style-type: none">A. Gives awayB. RevealsC. SupportsD. Contradicts <p>8. How long would it take English Ivy to cover the roof of an average house?</p> <ul style="list-style-type: none">A. A yearB. Two yearsC. Five yearsD. Four years <p>9. From the passage you just read, what can you say about the growth rate of English Ivy in its first year?</p> <ul style="list-style-type: none">A. It is barely noticeableB. It is quickC. It is negligibleD. It is slow but steady | <p>10. According to the first sentence of the passage, how do most people feel about English Ivy?</p> <ul style="list-style-type: none">A. They consider it an annoyanceB. They find it helpfulC. They are unaffected by its presenceD. They like to have it around <p>11. Which of the following is least likely to happen if someone were to plant English Ivy in their home?</p> <ul style="list-style-type: none">A. It would burrow holes in their soilB. It would break a windowC. It would deteriorate their wallsD. It would strangle them to death in their sleep |
|---|--|

Read the passage below and answer questions 12-16.

For most of history dancing has been part of social or religious celebrations. Dancing is an amazing art form intended to highlight the beauty of movement and the human body. Dancing takes place in many countries around the world. Although the general idea of dancing has remained the same, the actual dances that people perform have changed a lot over time.

Before the 1960s, dancing was often performed with a partner. Before then, dancing was almost always conducted with a partner. During the 60s this changed. You no longer had to dance with a partner. New dances were created that people could do alone. Most of them had striking names such as the mashed potato, the funky chicken and the swim.

Though the names sound odd, they make sense when you see the dance moves. To do the swim, for example, you wave your arms in front of you as if swimming in water.

Over 60 years later, it is not uncommon to see people dancing alone on the dancefloor.

Sometimes people still do the dances above but many more have been created since then. One thing these popular dances have always had in common is there is usually one song that makes them famous. Yet the names of the dances have gotten stranger. For example the chicken noodle soup dance looks nothing like chickens or soup. This means that today it is often hard to tell what a dance will look like based on the name alone.

12. The main reason dances in the 1960s were different from earlier dances is that they

- A. Had funny names
- B. Did not require a partner
- C. Were not religious
- D. Were more difficult to do

13. From the word groups below, where is the word striking as used in the passage likely to fit?

- A. Ordinary, traditional
- B. Hitting, pounding
- C. Beautiful, attractive
- D. Interesting, surprising

14. How have the names of dances changed over time?

- A. They have become stranger
- B. They have become longer
- C. They have become less confusing
- D. They have become more interesting

15. According to the second paragraph, a dancer who tucks their hands in their armpits and flap their arms up and down is doing the;

- A. The mashed potato
- B. The chicken
- C. The swim
- D. The chicken noodle soup

16. Which is the most suitable heading for this passage?

- A. The mashed potato and the swim
- B. The continuation of the 1960s
- C. Popular dances then and now
- D. Easy dances to do

Read the passage below then answer questions 17-20.

Here is what four friends, Ruth, Onyango, Akinyi and Mwangi ate at a farewell class party. Ruth and Akinyi ate biscuits and mandazi. Onyango and Mwangi ate biscuits and popcorn. Later, Akinyi helped herself to some popcorn and cake. All but Onyango ate a piece of water melon. Because Onyango could not eat the available fruit, he was given a glass of smoothies.

17. Who among the friends ate biscuits, mandazi and cake?

- A. Ruth
- B. Onyango
- C. Akinyi
- D. Mwangi

18. What did all the friends except Onyango eat?

- A. Popcorn
- B. a fruit
- C. Smoothies
- D. Cake

19. Why was Onyango given a glass of smoothies?

- A. He did not like the other food
- B. He could not eat the available fruit
- C. He was thirsty
- D. He arrived after the fruit was finished

20. Which two friends shared the same combination of food at the beginning of the party?

- A. Onyango and Akinyi
- B. Ruth and Akinyi
- C. Onyango and Mwangi
- D. Ruth and Mwangi

For Questions 21-23, read the broken telephone conversation below and complete it with the best alternative from the choices given.

Teacher : Good morning, class. Today we'll talk about euphemism. Who can remind us what euphemism means?

Student 1 : It is a polite or mild way of saying something that might sound harsh or unpleasant.

Teacher : Correct. Let's try using it in a conversation. Imagine this:

Akinyi : Did you hear what happened to Mr. Kamau?

Mwangi : Yes, I heard he 21 last week.

Akinyi : That's really sad. He was such a kind man. I also heard that John's uncle is in prison.

Mwangi : Not exactly. I think he is 22

Akinyi : Oh, I see. And what about Mary? I heard she lost her job.

Mwangi : No, she's just 23 for now

21. A. died
C. collapsed

- B. passed away
D. disappeared

22. A. jailed
C. locked forever

- B. serving time
D. punished

23. A. homeless
C. between jobs

- B. relaxing
D. hiding

For questions 24-25 select the alternative that best describes what you would say in each of the situations presented?

24. You receive an award from the principal for your outstanding performance during sports day. What do you tell her?
- A. You are very kind
 - B. Wow what a prize
 - C. I am the best
 - D. Thank you for the award

25. Your friend asks to borrow your bicycle but you need to use it. What do you say?
- A. No, I don't have another one
 - B. I am sorry please try yours
 - C. No I can't give you my bicycle
 - D. I am sorry, I am using mine

Read the passage below. It contains blank spaces numbered 26-35. For each blank space choose the best alternative.

Come in," said Mr Evans, the school 26 when he heard a knock 27 his door. The visitor was Mr Patrick Moore, the father of one of the students. After Mr Moore had taken a 28, Mr Evans began, "Mr Moore, I called you here for a 29 because your son, Timothy, has been doing 30 in one of his subjects. His History teacher complained that Timothy never 31 any attention during his history lessons. 32 the beginning of the term, he has not 33 a single History test."

"I understand your point, sir," said Mr Moore. "I apologize for my 34 behaviour. You see, my family has never been 35 good at History. I think you can't really blame the boy if you ask him questions about events that happened long before he was born."

A	B	C	D
26. principle	teacher	principal	manager
27. at	on	from	behind
28. sit	breathe	breath	seat
29. moment	talk	debate	while
30. badly	wrongly	okay	poor
31. seeks	shows	pays	gives
32. At	Since	Around	Before
33. done	attended	attempted	passed
34. son's	sons	sons'	son
35. any	all	too	very

For questions 36–42 select the alternative that best completes the sentence.

36. Karen chose to walk the three Kilometres to the river _____ it was very hot.

- A. because
- B. but
- C. though
- D. while

37. "On fifth December this year my cousin _____ be thirty years old."

- A. shall
- B. will
- C. could
- D. should

38. The teacher was very _____ with the pupils who had not done their homework.

- A. sad
- B. disturbed
- C. sorry
- D. angry

39. She wrote the report _____ ink.

- A. in
- B. of
- C. with
- D. by

40. They had just finished reading the story, _____ ?

- A. had they?
- B. did they?
- C. hadn't they?
- D. didn't they?

41. Juma often sings in the choir, _____ ?

- A. isn't it?
- B. doesn't he?
- C. does she?
- D. is it?

42. Hamisi has never been to Mombasa.

- A. has he?
- B. is it?
- C. hasn't he?
- D. he has

Select the alternative that means the same as the underlined sentence.

43. My brother rarely eats fish.

- A. My brother hardly eats fish.
- B. My brother usually eats fish.
- C. My brother sometimes eats fish.
- D. My brother never eats fish.

44. As soon as the guest of honour arrived, the ceremony started.

- A. The guest of honour arrived just as the ceremony started.
- B. The guest of honour arrived soon as the ceremony started.
- C. The ceremony started just before the guest of honour arrived.
- D. The ceremony started immediately after the guest of honour arrived.

45. I would carry tea if I had a flask.

- A. I cannot carry tea unless I have a flask.
- B. I cannot carry tea because I do not have a flask.
- C. I will carry tea when I buy a flask.
- D. I will carry tea as soon as I have a flask.

46. The bride gave cake to the groom.

- A. The groom was being given cake by the bride.
- B. The groom is given cake by the bride.
- C. The groom was given cake by bride.
- D. The groom is being given cake by the bride.

47. Which of the following sentences is correctly punctuated?

- A. "Where are your shoes" Jacob's mother asked.
- B. "Where are your shoes" Jacob's mother asked?
- C. "Where are your shoes?" Jacob's mother asked.
- D. "Where are your shoes, Jacob's mother asked?"

48. Choose the correctly spelt word.

- A. Imposible
- B. Possesive
- C. Untill
- D. Succumb

Choose the alternative that would best replace the underlined word.

49. Our teacher asked us not to despair after the loss.

- A. give out
- B. give up
- C. give in
- D. give away

50. My car stopped working in the middle of the desert.

- A. broke away
- B. broke down
- C. got spoilt
- D. turned off