



GOLDLITE ONLINE SERVICES

*Kenya Certificate of Secondary Education*

SMARTFOCUS QUICK REVISION  
SERIES 2025



# English

## Paper 2

**With**

# **The Samaritan Excerpts & Answers**

**19 SERIES EXAMS**

FOR MARKING SCHEMES AND MORE PAPERS  
INBOX/WHATSAPP OR CALL  
0724351706/0726960003 OR VISIT OUR  
WEBSITE [WWW.GOLDLITEKCSEREVISION.CO.KE](http://WWW.GOLDLITEKCSEREVISION.CO.KE)  
SUBSCRIBE AND DOWNLOAD THOUSANDS OF  
RESOURCES UPLOADED DAILY

# KNEC COMPLIANT

NAME.....ADM NO.....  
SCHOOL.....CANDIDATES SIGN.....  
CLASS.....DATE.....  
ENGLISH  
101/2  
PAPER 2  
TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 1**

*(Comprehension, literary, Appreciation and Grammar)*

### INSTRUCTIONS TO CANDIDATES

1. Write your name and index number in the spaces provided above
2. Sign and write date of examination in the space provided.
3. Answer ALL questions in this paper.
4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.
5. Answer all questions in English.

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

## 1. COMPREHENSION

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

Unscrupulous as he was, Kwame Asante had a qualm as he looked at the woman sitting on the African stool near the bed. He had called her and yet when she came he did not quite know how to begin the conversation.

“Akosua, how would you like fifty pounds to start a small business of your own – selling cloths or perfume and powder?” The woman smiled nervously. Ten years of married life had made her wary of her husband’s fits of generosity.

She was as black as ebony, with the fine features peculiar to the girls of the Akwapim hills; graceful in her brown and red design cloth and the lovely silk head-tie wrapped round her head. Her feet were shod in ‘spitfire’ sandals and on her tiny ears she had the popular golden ear-rings named ‘Abongo’.

The slender woman on the stool was the mother of three children though she still looked a girl. Married under the native customary law, she had served her lord and master with zeal and zest. It is a law which as some other law in the Gold Coast, needs disinfecting for though it aids the man to gain his desire when it is at its fiercest, it in no way safeguards the position of the woman when the man’s passion abates.

“Would you like fifty pounds?” asked Kwame again. “Could make it a hundred. You have been a very good wife to me, Akosua.” Did the truth begin to dawn on the woman’s consciousness? No. She thrust the thought away from her. ‘He could not do it’.

Kwame cleared his throat – after all he might as well get it off his chest: hadn’t she noticed that the whole relationship had become impossible? A cloth woman was all right when one was young and struggling. She could be so useful – a general servant, and yet a wife. Akosua was so gentle, and even quite refined, but a man needs a change. He had just completed his two-storied building and he had been made a committee member of an important club. The other day his academy had conferred on him an associateship and his university had given him a coveted degree. He had at last achieved his ambition and had become an important man in the community. He was thinking seriously of entering the town council.

Fancy being addressed councilor Kwame Asante, O.B.A.... A.S.S. He smiled inanely to himself. Akosua looked at him in wonder.

“Er..... er.... Akosua...., I want to tell you I am going to marry a lady; you will be paid off with a hundred pounds. A.... frock.... lady....um.....er .... of course you can read and write Ga and Twi but my friends will call you an illiterate woman.”

“Did you consult your friends before you married me ten years ago?” The voice was cold and calm, yet the words cut like a whip.

“If you are going to be impertinent, I shall not discuss the matter further.” He got up and walked up and down the room. “How many men in the Gold Coast will pay a woman off with one hundred pounds? You are only entitled to twenty-five pounds and here I am out of kindness offering you a hundred. Show some gratitude, Akosua.” Akosua looked at him. Stark misery was in her eyes.

**For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**

“I shall send the children to Achimota College.” There was a whining note in his voice. “I am only doing this because of my position in society. You see I may be called to Government House and other important places..... say something Akosua.

“I say you can keep your twenty five pounds, fifty pounds or a hundred pounds. I will have nothing to do with it. I will not be paid off.

“What! What! Come! Come! Don’t do anything rush!”

“If you dare touch me I shall strike your face.”

“Strike your master, your husband! Are you mad?”

“I shall leave this house.”

“If you dare to disgrace me by leaving the house before I am ready for you to go, there will be trouble. I do not intend to put up with a willful woman. What is my sin after all? I only want to become a decent and respectable member of society. If you leave this house without my knowledge and permission, I shall claim every penny I have spent on you since I married and lived with you these ten years; and not only that but I shall claim all the presents I have given to your parents and other relatives. You know our native customary law.”

“Yes, I know your native customary law. It is a grave to bury women alive whilst you men dance to the tom-tom on top of the mound of earth.”

## Questions

- i) Why does Akosua smile nervously when Kwame offers her fifty pounds to start a small business of her own? (2mks)

.....

.....

.....

.....

- ii) Explain the effect of Akosua’s silence on Kwame? (2mks)

.....

.....

.....

.....

- iii) In not more than 60 words, summarize the reasons for Kwame’s intention to marry another wife. (4mks)

.....

.....

.....

.....

- .....
- .....
- .....
- .....
- .....
- .....
- v) Identify a statement from the passage which proves that Kwame was ashamed of the action he was about to take. (1mk)
- .....
- .....
- vi) What is Kwame Asante's burning ambition? (1mks)
- .....
- .....
- .....
- vii) Rewrite the following sentence in reported speech  
*'Did you consult your friends before you married me ten years ago?'* Akosua asked Kwame. (1 mks)
- .....
- .....
- viii) Give an instance of irony in the passage. (2mks)
- .....
- .....
- .....
- .....
- .....
- ix) *'It is a grave to bury women alive whilst you men dance to the tom-tom on top of the grave.'*  
 Explain the meaning of this statement. (2 marks)
- .....
- .....
- .....
- .....

.....

x) What is Kwame's attitude towards women? (2mks)

.....

.....

.....

.....

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

a) Disinfecting .....

b) The words cut like a whip .....

c) Impertinent .....

## 2. LITERARY APPRECIATION:

### THE SAMARITAN

**Study the excerpt below and then answers the questions that follow. 25 marks)**

**Mossi:** (Turning to Bembe) Oh, yes. And remember to get your undercover officers to shoot in the air now and then. You know... they must know that I leave thunder and smoke in my wake!

**Bembe:** Consider that done. But the land? Are you sure about it?

**Mossi:** Consider it done, too. (After some interval of silence) So those are two problems solved; your hotel and tomorrow's vote of no confidence meeting. But we still need to figure out how to deal with The Samaritan.

**Mossi:** I liked the idea of talking to that teacher at Sagrada Secondary School.

**Harvester:** Yes, it would be good if we secured an understanding that she will edit or filter some of the information coming out about us.

**Mossi:** That would solve the whole problem! Very well, I will go there first thing tomorrow morning and talk to her.

**Harvester:** You never know, she might oblige.

**Mossi:** But I seriously doubt she will. She struck me as a very difficult person, an enemy of the progress of our Municipality.

**Bembe:** Let's just try. If she doesn't yield, I will visit her. I have a way of making people switch allegiances.

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

**Mossi:** I doubt it is advisable for you to go there. You might make things worse. You know sometimes when I think about your approach to problems, I am reminded of what they call the law of the instrument.

**Bembe:**What is it about?

**Mossi:** That if all you have is the hammer, you tend to think Of every problem as a nail.

**Bembe :** In times such as these, every instrument must be put to good use. In fact, I have been thinking that we should accuse her of some crime, like stealing school furniture or let's say, a computer, or even a generator and then pin it on her! Then we can tell the judge to put her in!

**Harvester:** I don't think that will work. Certainly, the judge will not oblige.

**Mossi:** It thinks so too. (There is silence. Mossi scratches his head thoughtfully) I think our next step will be to talk to the Judge. If he can imprison Ramdaye and his team, we will have killed two birds with one stone: we will have aborted the no confidence vote and we will have responded to the people's demand for imprisonment of corrupt leaders! I will talk to him.

## QUESTIONS

a) Place this excerpt in its immediate context. (4 marks)

.....

.....

.....

.....

b) What two-character traits of Inspector Bembe and one of Mayor Mossi come out in the excerpt? (6 marks)

.....

.....

.....

.....

.....

.....

c) (i) Certainly, the judge will not oblige. (Rewrite adding a question tag) (1 mark)

(ii) Yes, in fact, we will get someone to steal the school generator and then pin it on her.  
(Rewrite in the reported speech) (1 mark)

(iii) But we still need to figure out how to deal with The Samaritan. (Rewrite replacing phrasal verb in bold with one word) (1 mark)

(iv) If she doesn't yield, I will visit her. (Rewrite replacing "if" with "unless") (1 mark)

d) Identify two features of style used in the excerpt. (4 marks)

.....

.....

.....

.....

e) Discuss two themes raised in the excerpt. (4 marks)

.....

.....

.....

.....

f) Explain the meanings of following words used in the excerpt. (4 marks)

(i) Filter

(ii) Allegiances

(iii) Oblige

(iv) Aborted

### 3. ORAL LITERATURE

#### The Man, His Son and The Squirrel

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

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free



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

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

Then one day the son saw his father, the one who had knocked him down with 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) (i) Classify the above narrative. (1 mk)

.....  
 .....

- (ii) What are the characteristics of the above classification? (2 mks)

.....  
 .....

- (i) What is the function of this narrative? (1 mk)

.....

- (b) Identify and illustrate any three features of oral narrative evident in the story. (6 mks)

.....

.....  
.....  
.....  
.....  
.....  
(c) Give one economic activity that is undertaken by the community referred to in this narrative. (2 mks)

.....  
.....  
(d) Describe the character of the following: (2 mks)  
(i) The young man

.....  
.....  
(ii) his father (2 mks)

.....  
.....  
(e) Whom do you think would be the most appropriate audience of this story. (2 mks)

.....  
.....  
(f) What is the moral lesson of this narrative? (2 mks)

## GRAMMAR

### A. Rewrite the following sentences as instructed.

(i) (a) The photographs will be taken at the venue of the wedding. The photographs will be taken in a reputable studio. (Combine into once sentence using 'either .....or,,,') (1 mk)

.....  
.....  
(b) Neither the children nor the peasant .....allowed to go to the hall yesterday. (Rewrite filling the blank with an appropriate auxiliary verb). (1 mk)

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

- .....
- .....
- (ii) (a) The principal noticed serious laxity among the students. He warned them against such behaviour. (Combine the sentence using present participle. ) (1 mk)

- .....
- .....
- (b) The farmer's cow gives twenty-five kilos of milk everyday. He feeds and waters it very well. (Combine using the present participle). (1 mk)
- .....
- .....

- (iii) Underline the gerund in the following sentence.

Kibet is studying but swimming is his hobby. (1 mk)

- (iv) Replace the underlined word with a phrasal verb.

- (a) It is not good to despise other people. (1 mk)
- .....

- (b) I am currently living with my brother in Karen. (1 mk)
- .....

- (c) The principal was annoyed with the three boys. (1 mk)
- .....

**B. Rewrite the following sentences correcting the errors.**

- (i) There are situations of which you need to act with speed or else the consequences will catch up with you. (1 mk)
- .....
- .....

- (ii) She likes football as it is more superior than hockey. (1 mk)
- .....

**C. Fill in the blanks with the appropriate prepositions.**

- (i) He was charged .....forging property inheritance document. (1 mk)

- (ii) Kamau deals .....groceries. (1 mk)

**D. Give two meanings from the sentence below.**

“Did you see the girls with a telescope?” (1 mk)

.....

.....

.....

.....

**E. Use the correct form of the words in the brackets to fill in the blanks.**

- (i) The couple has applied for a divorce over .....differences. (reconcile). (1 mk)
- (ii) That matter is highly .....(contest) in a court of law. (1 mk)

# SMARTFOCUS QUICK REVISION SERIES 2025

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

## SERIES 2

**101/2**

**- ENGLISH -**

**Paper 2**

**(Comprehension, Literary Appreciation and Grammar)**

**2½ hours**

Name: ..... Index No: .....

Stream: ..... Candidate's Signature: ..... Date:.....

### Instructions to candidates

- Write your name, index number, admission number and school in the spaces provided above.
- Sign and write the date of examination in the spaces provided above.
- Answer **all** the questions in this question paper.
- All your answers must be written in the spaces provided in this question paper.
- This paper consists of 10 printed pages.**
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.
- Candidates must answer the questions in English.

### For Examiner's Use Only

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

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

(20 marks)

Pre-audit according to Kwame Nkrumah University of Science and Technology (2015) is an audit approach of reviewing payment vouchers before payments are done whereas post audit is an audit approach where supporting documents are reviewed weeks/months after the transactions have taken place. So, as fellow auditors can see, majority of our clients mostly for internal audit and more so our fellow staff, are currently wondering if the internal auditors of today add any value to their operations and towards the sustainability of County governments. This has created a doubting mind to our clients as they seem to see us, as auditors of history given the nature of our present work and the fact that the government has encouraged a shift from pre-audit to post-audit. Indeed this has been odd since the majority think that after money has been spent any audit query raised, won't have as much impact as it would have had, if it had been raised prior to spending during pre-audit periods thus, more money will be lost during post-audits.

Due to this outcry, I am motivated to shed light on this because I see a call for post audit by the government of Kenya as the best call; as it gives an auditor time to learn the processes and also creates an enabling environment for mentorship and continuous learning for our clients who might be our staff. Through use of post-audit system, I will recall the article of the Internal auditor, from a watch dog to a partner and stress that post audits encourage team work, improve interactions, improve clientele relationships with the auditor and enable those charged with various responsibilities of approving and or authorizing transactions to be cautious when executing their duties.

Post audits have also, in a well working environment with systems and support from management, made the work of external auditors easier as they place reliance on the work done by internal auditors. We should understand that currently risk management is the order of the day as much as some Senior Management staff still believe that pre-audit should be conducted by the audit staff other than accounts supervisors or examiners. It may sound true to them but to me as an upcoming internal auditor, I think during post audit, emphasis should be placed on review of controls weaknesses and how it can be improved to prevent future breach of controls. It's the role of management to ensure the controls governing management of funds are effective to enable the achievement of company's business objective, enable reliable financial reporting on its operation, ensure there is no misappropriation of its assets and minimize cost of capital. Post audit exercises are crucial in preventing debilitating misstatements in a company's records and reports.

With the inception of country governments where the structures are not yet ripe and the role of internal audit has not been embraced fully, it's ideal to understand that when post audit is done, it enables the initiation of new control measures that are key to growth and prosperity based on the auditor's recommendations; e.g. assume an auditor recommends the use of automated system for revenue collection due to the risks posed by manual system after undertaking post audit of records posted. It's definitely good if you work as per the recommendations because the benefits are long term and minimize risk.

During post-audit exercise, an auditor is not an examiner nor a monitoring and evaluation officer nor a government inspectorate but an adviser whose main aim is not to handcuff you but to save you from being handcuffed incase of extremes. Hence, we need to remember that when an auditor sends recommendations and gives timelines, they should never be ignored as all the recommendations are meant for your safety and the safety of the organization in terms of prosperity. It's also through post audit that an auditor is able to advice on the risk level and its effects both in the short and long term by suggesting some recommendations to mitigate the risk as the auditor is able to perform a wide coverage using substantive test and analytical procedures. In addition, in post audit, the issue of effective and efficient utilization of a company's resources will also be highlighted as the auditors through their advisory framework may advise on the same.

(Adapted from *The Accountant*, September-October, )

- a) What is auditing according to the passage? (2 marks)
- .....
- .....
- .....
- b) Why do clients have doubts on internal auditors? (2 marks)
- .....
- .....
- .....
- c) Why do you think the author has mentioned Kwame Nkrumah University of Science and Technology in the passage? (2 marks)
- .....
- .....
- .....
- d) Post audits have also, in a well working environment with systems and support from management, made the work of external auditors easier. (Rewrite by adding **a question tag**) (1 mark)
- .....
- .....
- .....
- e) What is the author's attitude towards post-audit? Give a reason from the passage to support your answer (3 marks)
- .....
- .....
- .....
- f) Make notes on the author's arguments for post audit systems. (4marks)
- .....
- .....
- .....
- .....
- .....
- .....

g) Why has the author recommended post audit to County governments according to the passage?

(1 mark)

.....

.....

.....

h) How are auditors' recommendations important to any organization? (2 marks)

.....

.....

.....

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

i. Misappropriation

.....

ii. Inception

.....

iii. Mitigate

.....

## 2. THE SAMARITAN, JOHN LARA

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

**Bembe:** You have a reputation for being too strong-willed to be suitable for a school teacher. You're as stubborn as a mule.

**Nicole:** What crime is that?

**Bembe:** Well, it is not a crime as such; but don't you think it is a bad influence to the students? *(Bangs the table violently and shouts an order. Two police officers enter.)* Handcuff her! *(There is a commotion as the officers reach out to Nicole. She resists but is overwhelmed. There is an interval of silence as Bembe begins to rummage through papers on Nicole's table. Nicole refuses to move and sits down on the floor. The officers drug her on the door.)* Stop: *(The officers' stop. There is silence. Then Bembe moves behind Nicole's table and starts pulling the drawers open, one after the other.)* Where have you hidden it?

**Nicole:** Hidden what?

**Bembe:** The Samaritan! (Nicole is visibly surprised at the answer but remains silent) I will tell you this, whenever you see me personally involved in an arrest, you must know it's a serious matter, as serious as death. And you should be afraid. Very afraid!

**Nicole:** I am not guilty of anything, and I refuse to be intimidated!

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free



**Bembe:**(Inspector Bembe bangs the table violently with his gun. Nicole recoils with a start.) Woman! Show some seriousness! This is no laughing matter. Are you willing to talk?

**Nicole:** About What? (There is silence as Inspector Bembe wears his beret and places his scepter under his armpits)

**Bembe:**About the Samaritan.

**Nicole:**What about The Samaritan?

**Bembe:**Where is it?

**Nicole:**I don't understand you?

**Bembe:**Where is it? (He repeats angrily)

**Nicole:** (Swinging her head in disbelief) I have no such thing in my possession, but you can download it from the internet.

**Bembe:**(Hitting Nicole on the face with a bunch of papers) Now you have to tell those two students to shut that thing off. Alright?

**Nicole:**Why should I?

**Bembe:**Because it is the right thing to do!

**Nicole:**I have no right to dictate what they do with their App.

**Bembe:** Then you have to shut it down yourself! We believe The Samaritan is your brainchild! The two students are just a cover-up! And the App is a grave danger to society!

**Nicole:** Mr. Inspector, when The Samaritan helps us fight environmental degradation by exposing the culprits, is that dangerous?

**Bembe:** Fighting environmental degradation is none of the school's business! We have competent agencies employed to do that! Teach the authorized curriculum.

**Nicole:** When it helps LIS to know who supplies air to the Municipal Council instead of goods and services, is that dangerous?

- a) Briefly outline the events preceding this excerpt. (3 marks)

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

- b) In the light of what has been happening in the text, why does Inspector Bembe tell Nicole that she has a reputation for being too strong-willed to be suitable for a school teacher? (2 marks)

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

- c) Discuss two thematic concerns of the writer raised in the excerpt. (4 marks)

.....

.....

.....

.....

.....

.....

- d) Identify one character trait of each of the following characters:

Inspector Bembe

.....

.....

.....

Nicole

.....

.....

.....

- e)

(i) Because it is the right thing to do! (Rewrite replacing "Because" with another subordinating conjunction) (1 mark)

(ii) You're as stubborn as a mule. (Rewrite adding a question tag) (1 mark)

(iii) You're just confirming some of the other accusations that have been made against you. (Rewrite replacing the underlined word with a phrasal verb) (1 mark)

- f) Pick out two stylistics devices employed in the excerpt and illustrate them. (4 marks)

.....

.....

.....

- g) (i) We believe The Samaritan is your brainchild! (Rewrite in the passive voice) (1 mark)

.....  
 .....  
 .....  
 (ii) Then you have to shut it down yourself (Rewrite ending with 'then') (1 mark)

h) Explain the meanings of the following words used in the excerpt. (3 marks)

(i) Brainchild

(ii) Grave

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

(20 marks)

**When I see the beauty on my beloved's face**

When I see the beauty on my beloved's face,  
 I throw away the food in my hand;  
 Oh, sister of the young man, listen;  
 The beauty on my beloved's face.

Her neck is long, when I see it  
 I cannot sleep one wink;  
 Oh, the daughter of my mother-in-law,  
 Her neck is like the shaft of the spear.

When I touch the tattoos on her back,  
 I die;  
 Oh, sister of the young man, listen;  
 The tattoos on my beloved's back.

When I see the gap in my beloved's teeth,  
 Her teeth are white like dry season simsim;  
 Oh, daughter of my father-in-law  
 listen,  
 The gap in my beloved's teeth.

The daughter of the bull confuses my  
 head,  
 I have to marry her;  
 True, sister of the young man, listen;  
 The suppleness of my beloved's waist.

(Okotp'Bitek, *Horn of my Love*, 1974)

a) Classify this song.

(1 mark)

.....  
.....  
b) Who do you think is the singer of this song? Explain your answer. (2 marks)

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

c) State any three features which qualify this genre as a song. (3 marks)

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

d) Explain how this society views beauty. (3 marks)

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

e) State the socio-economic activities of the community from which this song has been drawn. (4 marks)

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

f) How does the beauty of the beloved affect the singer? (3 marks)

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

g) Explain how hyperbole has been used in this song. (2 marks)

.....  
.....

- .....
- .....
- h) Give two functions that this song can serve in this community. (2 marks)

.....

.....

.....

.....

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

- i. If I had woken up early, I would not have been late for the meeting. (Begin: Had ...)

.....

.....

.....

- ii. The students who won in the competition were feted. ( End with: ... competition)

.....

.....

.....

- iii. John bought a ..... car. (Chinese, grey, new, automatic) (arrange the adjectives in the correct order)

- b) Disambiguate the following sentences. (4 marks)

- i. They sell men and women shoes.

.....

.....

.....

.....

- ii. They can fish.

.....

.....

.....

.....

- 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. They questioned the chairperson's ..... (dictator) tendencies.
- ii. We could not forgive him. His actions were utterly ..... (excuse)
- iii. The footballers .....for the last two weeks. (train)

d) Rewrite the following sentences by replacing the underlined words with the correct phrasal verb.

(3 marks)

- i. The drivers were warned for violating the traffic rules.

.....  
 .....

- ii. The American army withdrew from the Afghanistan war.

.....  
 .....

- iii. The athletes were encouraged to remain in the race despite the extreme temperatures.

.....  
 .....

e) Rewrite each of the following sentences as instructed. Do not change the meaning. (2 marks)

- i. 'You will have to work hard to succeed,' the teacher advised John. (Rewrite in reported speech)

.....  
 .....

- ii. My sister does not know how to swim. My sister does not know how to drive. (use 'neither' to join into one sentence)

.....  
 .....

**THIS IS THE LAST PRINTED PAGE**

NAME.....ADM NO.....  
SCHOOL.....CANDIDATES SIGN.....  
CLASS.....DATE.....  
ENGLISH  
101/2  
PAPER 2  
TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 3**

*(Comprehension, literary, Appreciation and Grammar)*

### **INSTRUCTIONS TO CANDIDATES**

1. *Write your name and index number in the spaces provided above*
2. *Sign and write date of examination in the space provided.*
3. *Answer ALL questions in this paper.*
4. *Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.*
5. *Answer all questions in English.*

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

## **QUESTION ONE. COMPREHENSION**

***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 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 CO<sub>2</sub> 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 CO<sub>2</sub> 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)

**QUESTIONS**

- a) According to the passage, what are the effects of global warming? (4 mks)
  
  
  
  
  
  
  
  
  
  
- b) What, according to the passage, is the main cause of global warming? (2 mks)
  
  
  
  
  
  
  
  
  
  
- c) How does Britain encourage people to use renewable electricity? (3 mks)
  
  
  
  
  
  
  
  
  
  
- 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 mks)
  
  
  
  
  
  
  
  
  
  
- e) What message does the writer communicate in this passage? (4 mks)
  
  
  
  
  
  
  
  
  
  
- f) Explain the meaning of the following words and expression as used in the passage. (4 mks)

- i) Fob off
- ii) Incentive
- iii) Calamity
- iv) Vast

### **QUESTION TWO.**

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

**Mossi:** Far from the truth! Take the issue of development, for example. Everywhere in The Samaritan, I am being accused of inflating the cost of projects and presiding over shoddy Municipal works. Am I indeed responsible for that?

**Nicole:** Maybe it is because you are the overall leader. The buck stops with you, as they say.

**Mossi:** Oh, yes, it's easy to think so because I am the overall custodian of the public good in our Municipality. But take any project, such as the construction and maintenance of secondary roads in our town. Are any roads ever constructed? I will tell you what happens. Only a few kilometres of road are usually dug up and then levelled. Then the contractor pours old black oil and claims the road is tarmacked. Today, our secondary roads look like part of an abandoned battlefield where bombs were detonated. Even tractors can get stuck in those roads! Yet, the Council pays top dollar for these roads each year! Am I responsible?

**Nicole:** Tell me, Your Worship.

**Mossi :**(Standing up and pacing about at the boardroom) It is my Deputy! That irredeemable gossip and broker! As you know, he doubles up as our Municipal Secretary for the Department of Physical infrastructure. He uses this position to ensure only his companies or those of his relatives win tenders for road construction in our Municipality. The same happens with regard to tenders for the construction of bridges, pavements, drains and. watercourses. Sadly, they don't do any meaningful work! They simply **misappropriate** the funds!

**Nicole i:** So what does that have to do with the people?

**Mossi :** Doesn't bother you that the people overwhelmingly voted for this kind of a person knowing very well he has never accomplished anything in his life other than swindle the people?

**Nicole:** Oh, did they know?

**Mossi:** Of course, they did! There is hardly any person he has not conned in this town! You always find him leaning on the street poles in our town's backstreets, gazing vacantly into empty spaces like an evil Spirit — waiting for fake title deeds to be printed. He prints ten title deeds for the same plot, and then sells the same plot to ten different people. Yet the people went ahead and voted for him! Why do the people glorify evil and mediocrity, and then turn and whine when it hurts them? And you know what?

- a) Place this excerpt in its immediate context. (4 marks)
  
  
  
  
  
  
  
  
  
  
- b) Mayor Mossi claims that Hon. Ramdaye has conned almost everyone in their town. Mention one Council leader who has been conned and explain how. (2 marks)
  
  
  
  
  
  
  
  
  
  
- c) Discuss two themes raised in the excerpt. (4 marks)
  
  
  
  
  
  
  
  
  
  
- d) Identify two-character traits of Hon. Ramdaye brought out in the excerpt. (4 marks)
  
  
  
  
  
  
  
  
  
  
- e) What two stylistic techniques the writer has employed in the excerpt? (4 marks)
  - (i) They simply misappropriate the funds! (Rewrite in the passive) (1 mark)
  
  
  - (ii) Only a few kilometres of road are usually dug up and then levelled. (Rewrite in the active voice) (1 mark)

(iii) Maybe it is because you are the overall leader. (Rewrite replacing "may be" with another word)

(iv) The buck stops with you, as they say. (Rewrite adding a question tag) (1 mark)

(v) Everywhere in The Samaritan, I am being accused of inflating the cost of projects and presiding over shoddy Municipal works. Rewrite replacing the underlined word with a phrasal verb) (1 mark)

f) Explain the meanings of the following words used in the excerpt. (2 marks)

Inflating

Misappropriate

### **QUESTION THREE.**

#### **ORAL LITERATURE (20marks)**

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

Once upon a time, all animals in the jungle were of the same plain colour but when they were invited by king lion for his son's wedding, they decided to decorate themselves for the occasion. The tortoise was given the task of making the dye to be used. Though he was slow, he was the most intelligent.

The big day was fast approaching but the tortoise had only managed to make one big pot of black dye. He called a meeting and they all decided to use the available dye to make various patterns in their skins.

The leopard was allocated the job of painting the rest of the animals. The zebra was the first on queue followed by the giraffe, then the donkey and all the other animals were to follow. The giraffe and the zebra were painted and they looked very beautiful.

Then the donkey's turn came but he was undecided on the pattern to choose. The leopard decided to paint him like a zebra and got down to work. He had a long line along the donkey's spine from head towards the tail. On reaching the tail, the donkey started giggling. The leopard continued and the donkey jumped and threw him his hind legs saying the brush was tickling and he could not contain himself any longer.

He had thrown his hind legs so hard that he hit the pot containing the dye. The dye splattered all over the animals on the queue. The cheetah got speckles all over his body, the leopard got spotted and the

crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him the whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

All the animals rushed to the stream to try and wash out the dye but it was already dried and had become permanent. Nobody could get off the spots, streaks, speckles and splotches. And that is how the donkey was responsible for the various patterns we see on animal's bodies today.

### **QUESTIONS**

- a) Classify the narrative above. (2mks)
- b) Identify and illustrate any two social aspects of society from which this narrative is taken (4 mks)
- c) Identify and illustrate any three features peculiar to oral narratives evident in this narrative. (6mks)
- d) Identify and illustrate any two character traits of the Leopard. (4 mks)
- e) Who would be the target audience of such a narrative (2mks)
- f) If you were to collect this narrative from the field, what preparations would you make before the actual field work (2mks)

### **QUESTION 4:**

#### **GRAMMAR .(15 mks)**

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

- 1. The children welcomed the teachers. (1mk)  
(Begin with: The teachers)

- 2. John does not take Lunch. His sister does not take Lunch. (1mk)

(Begin with: Neither)

3. Gatwiri asked, "Can we meet here tomorrow morning?"  
(Rewrite in direct speech) (1mk)

4. This novel is far better than the one I bought last week.  
(Rewrite using the word 'superior') (1mk)

5. It is not necessary to collect the garbage today.  
(Rewrite using: You do not) (1mk)

**(b) Rewrite the following sentences to correct the errors.(3mks)**

1. Of the two books, the first is longest. (1mk)
2. The quarter of the three girls sleeps earlier. (1mk)
3. I did not find any fellow colleagues in class when I arrived late. (1mk)

**(c) Supply the appropriate question tags in the blank spaces in the following sentence. (3mks).**

1. We needn't worry about tomorrow. (1mk)
2. Let me have a taste. (1mk)
3. They'll come early in the morning. (1mk)

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

1. Lucy asked Julius not to involve himself with her personal matters. (keep)
2. My mother accidentally met me along Jamhuri highway in the town (run)

**(e) Use the words in bracket in their correct form to replace the underlined words.(2mks)**

1. The candidate was not popular amongst the electorate. (famous)
2. The vehicle that was moving very fast caused the accident. (speed)

NAME.....ADM NO.....

SCHOOL.....CANDIDATES SIGN.....

CLASS.....DATE.....

ENGLISH

101/2

PAPER 2

TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 4**

*(Comprehension, literary, Appreciation and Grammar)*

### INSTRUCTIONS TO CANDIDATES

1. Write your name and index number in the spaces provided above
2. Sign and write date of examination in the space provided.
3. Answer ALL questions in this paper.
4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.
5. Answer all questions in English.

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

## 1. COMPREHENSION (20MKS)

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

A short guy is a disadvantaged individual. And no, the disadvantage is not about reaching high surfaces. He can always stand on his toes or even get a stool. But what would he do when he is discriminated against or taunted on account of his being short; and when tall guys consider it something of a moral responsibility to remind the short fellow over and over that he is inferior?

Apparently, a short man, besides being irritable, is a psychological wreck, thanks to some syndrome of sorts.

Then there is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man. Never mind that most are themselves as short as one can get. In their opinion, which they are entitled to anyway, tall is handsome, strong and literally oozes masculinity while short is the opposite. With limited choice of possible mates. Restrictions on probable mates and slew of wrongful generalizations, affirmative action would be in order here.

But as they taunt, vilify, and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be. Elementary biology has it that we are all victims of genetic accidents; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are aggregation parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speaks volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercises running round and round the field in the midday sun like I had gone berserk, shutting my eyes alternately, and a host of other impossible strange routines, only to be turned away at the end of the day for the simple reason that my height did not add up.

Merchants of rumours and falsehood have been at it again. After unleashing the “shorter the monkey the longer the tail” rumour, they are back with another mind-boggling one: that these long – tailed short monkeys are poor lovers. While endowment does not necessarily equal performance, such are generalization of the absurd; something akin to the misplaced belief that all Africans live on trees. If anything as one literary Great Philosopher put it, a tiger does not declare its turpitude, it pounces.

And the politics of generalization do not end there. The short guy is also said to be irritable and hence the worst possible choice for a boss or even mate. Who wants to spend time with someone who will be over the roof at the slightest provocation? Not that the myth is gospel truth, but it has resulted in a further restriction of the short guy’s already limited choice of a mate.

As if this is not enough, stiff competition for short ladies silently rages, pitting tall guys against short ones. Despite their wide appeal, the tall fellows have an inexplicable penchant for short ladies. Factor in the belief that it is something of a misnomer to date a taller Lady. The decision by some short ladies

**2 For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**



to give a not interested verdict for short men and you have remote, dwindling chances of short men getting a mate.

Maybe it is time the short in stature considered coming together to fight this wholesale discrimination on account of their height, over which they have no control. An association would be the perfect gateway to affirmative action. Surely, what has height got to with love, temperament and everything else for that matter?

### Questions

a) Explain the irony of some women discriminating the short man. (3mks)

.....

.....

.....

b) According to the writer, what determines a person's height? (2mks)

.....

.....

c) Why does the writer give his experience when the disciplined forces were hiring?(2mks)

.....

.....

.....

d) What solution is given by the writer to end the discrimination of the short man? (2mks)

.....

.....

e) What is the attitude of the writer towards people who discriminate against the short man?

(3mks).....

.....

.....

f) Make notes on the wrongful generalizations made about a short guy. (4mks)

.....

.....

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

g) “There is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man” (Rewrite the sentence using ‘prefer’)  
(2mks)

.....  
.....

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

a. Legion

.....

b. Chest thumping

.....

c. Aggregation

.....

**2. Read the following excerpt and answer the questions that follow (25mks)**

**Mossi:** .....As you all know, The Samaritan crisis has snowballed into a huge nightmare since our meeting a week ago. I called you here as my dependable allies so that we can agree on how to handle the unfolding crisis.

**Bembe:** Before we can get there, Your Worship, it is only fair that I bring to your attention the very high likelihood of my untimely death, any time soon.

**Mossi:** What did you say?

**Bembe:** I logged into the App yesterday and found out that I am accused of countless cases of corruption, violation of human rights, drug peddling, and extortion. It's giving me the willies! And you know very well my blood sugar isn't good. At one point, I suspect I drifted into a coma!

**Mossi:** Did you say sugar? That is a bit dangerous. You may need to eat some salt every now and then. But above all, don't worry, you are not alone. (Holding his head with both hands) I also temporarily lost consciousness when I learned that my Deputy, Seymour and Ted are mobilising Councillors and

Aldermen to pass a vote of no confidence in me. I fear they will send me to prison. I now see Baneta Express Prison each time I close my eyes. It is such a damned place! I can even smell the revolting stench of the cells though I have never been there!

**Harvester:** That could be an ill omen.

**Mossi:** it's a very distinct smell. So strong, I have been unable to eat since yesterday!

**Bembe:** You may need to chew something with a strange taste and pungent smell; or in fact, something completely neutral, like ordinary grass.

**Mossi:** But I am not scared, as I always say. This is the nature of war. So, to get to our business...

**Harvester:** Your Worship, let me also bring to your attention that I am accused of many crimes of abuse of office. The latest accusations are the letters I did banning the use of Apps and directing our ICT Officer to take steps against suspect innovations. No sooner had I dispatched the letters than they found their way into The Samaritan.

**Mossi:** (Looking at Mr. Harvester) Don't worry, I am also accused of many crimes, particularly what they are calling municipal capture. What exactly is that by the way?

**Harvester:** it is worst form of corruption and abuse of office, ' in which your private interests determine the direction of public policy,

**Mossi:** Do you think there is evidence for that?

**Harvester:** I see a wide range of purported documentary evidence posted on the App, but I don't know whether it is admissible in court. I wonder how the people are getting all this information, some of which is classified.

**Mossi:** It is the porcupine!

**Bembe:** The porcupine?

**Mossi:** Yes, the weather-beaten porcupine! I mean the opposition chief, Hon. Basdeo! He has been the main actor behind the information on that thing and the newspapers. My contacts in the media houses confirmed this to me last night. The day we left Sagrada Secondary School lats year; the porcupine went straight to the bank. He withdrew money and paid journalists to sit down for days on end, looking for any damaging information on us, and uploading it on The Samaritan. He has assembled serious arsenal against us enough to last for the next two months!" That confirms The Samaritan is a political weapon to destroy me. And the porcupine can do anything to acquire power! Even selling. his own mother!

**Harvester:** He is doing a horrible job on us. Today's stories are particularly damaging. (Looking at the mayor) They have all reported, for example, that I ordered the purchase of all the newspapers the other week using public funds following your instructions.

## Questions

- a) From elsewhere in the play, why do the Deputy Mayor, Hon. Seymour and Hon. Ted mobilise Councillors and Aldermen to pass a vote of no confidence in Mayor Sossi (3 marks)

.....

.....

- b) Identify and explain the character of Inspector Bembe and Harvester as brought in this excerpt. 4mks

.....

.....

.....

.....

- c) Identify and illustrate two aspects of style used in the excerpt. 4mks

.....

.....

.....

.....

- d) Describe Mayor Mossi's attitude towards Hon. Basdeo. 2mks

.....

.....

.....

.....

- e) Explain any two themes addressed in this excerpt. (4 marks)

.....

.....

.....

.....

- f) No sooner had I dispatched the letters than they found their way into The Samaritan. Rewrite beginning: Barely... 1mk

- g) What happens immediately after this excerpt? (2 marks)

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

**h) Explain the 'meaning of the following expressions as used in the passage. (4 marks)**

- i.** Dependable allies
  
- ii.** Giving me the willies
  
- iii.** Damned place
  
- iv.** Admissible in court

**3. ORAL LITERATURE (20MKS)**

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

For very many years, there was no rain. All the land became dry, and trees withered and died. Both domestic and wild animals died due to lack of water and grass to eat. Hyena had gone for many days without food. He was hungry and weak. One morning, he rose early to look for food. He scavenged through the entire forest and the sun moved towards the hills in the West, and it dawned on Hyena that it would soon be nightfall. That night, Hyena could not sleep a wink. His stomach rumbled throughout the night. He fell into a light troubled sleep after midnight, but this was not sufficient.

He woke up at dawn and began to scavenge for food once again. He walked slowly and circumspectly, lest he missed a carcass in the woods. Feeling helpless, he walked slowly and circumspectly, lest he missed a carcass in the woods. Feeling helpless, he walked to the great valley overlooking a bushy hill where he glanced up and saw the sun which was then above his head. Walking on through the bush, he came upon a huge tree with spreading branches. Under the tree lay a dead elephant which must have died of hunger.

Hyena could not believe his eyes. He opened and closed them, to make sure that what he saw was true. "It is Elephant! He's dead!" he said. He was so pleased with himself that he gave a faint excited scream. He leapt and made to jump over the mammoth carcass of the Elephant. Poor Hyena fell on the Elephant's stomach and nearly broke his back. He rolled to the other side of the carcass and lay there. Finally, he managed to get up, and ate ravenously.

He ate quickly because he feared other Hyenas would come to share the carcass with him. He did not want to share his good fortune. He ate and ate for nearly two hours without even pausing to look up to see if anyone might be coming.

He stopped and looked up to see the sun. It was moving across the sky and making for the West. He walked farther away from his great feed and jumped up onto low hanging branch to see how much he had eaten. He made a quick jump to the ground again, and went back to the carcass to resume his feed. He ate and ate until he disappeared into the Elephant's stomach through the channel he had cut. He walked a little away from the Elephant, looking for a branch. He found one, rushed and made a high jump towards the branch. This time he jumped carefully but still missed narrowly, hurting himself. He went back and continued with his feed, this time slowly and forcing himself, but being fully satisfied, he could not eat anymore. He looked for yet another branch with which to satisfy himself that he was fully fed. He walked backwards, stomach protruding outwards from both sides. He sped painfully for the final jump, with much difficulty. He gathered momentum, and threw his trunk up determinedly with all his might. Whilst flying through mid-air heard a deafening explosion. "Gugugukuruuuuuuit!" He cried out, saying, "God, come to my rescue." He somersaulted in the air and dropped down dead with all intestines jutting out.

### Questions

- a. Why would this story be called a fable? (2mks)
- .....
- .....
- .....
- b. Identify and illustrate two traits of Hyena in this narrative. (4mks)
- .....
- .....
- .....
- .....
- c. State one economic activity practiced by the community from which this narrative is taken. (2mks)
- .....
- .....
- d. Identify and illustrate any three features of oral narratives used. (6mks)

- .....
- .....
- .....
- .....
- e. What moral lesson do you learn from this narrative? (2mks)
- .....
- .....
- f. “He stopped and looked up to see the sun” (Rewrite as a question beginning’ Did ..... ) (1mk)
- .....
- .....
- g. Explain the meaning of the following expressions as used in the oral narrative: (3mks)
- a. Scavenge
- .....
- .....
- b. Not sleep a wink
- .....
- .....
- c. Ravenously
- .....
- .....

#### 4. GRAMMAR (15MKS)

- a. Rewrite the following sentences according to instructions given after each. Do not change the meaning.
- i. Matheri denied robbing the bank the previous year (Rewrite in direct speech)
- .....
- .....
- .....
- ii. I can manage the office work. (Use manageable instead of manage)
- .....
- .....
- .....

- iii. The students were so hungry that they decided not to go to class. (**Being so hungry....**)

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

- iv. The girl to .....(who, whom) the tusker fame Prize was given left the country yesterday.

**b. Replace the underlined words with the correct phrasal verb formed from the word in bracket.**

- i. Form two students always bully the form one students when they are new in school (pick) (1mk)

.....  
.....

- ii. The shop next to the bank has reduced the prices on most of their goods.(mark) (1mk)

.....  
.....

- iii. The shrew businessman tried to take advantage of his ignorant customers by hiking the prices. (rip) (1mk)

.....  
.....

**c. Read the passage below and indicate whether the underlined verbs are transitive or intransitive. (3mks)**

Taiswa screamed loudly last night. The scream awoke all of us and we did not know what to make of his behavior. Weria shook him violently with no success. All that Taiswa kept saying was, “They are snatching it from me!:. Weria then looked at Mwaura who had come at a lightning speed to Taiswa’s bedside and shrugged. Oloo who did not want to lose a good part of his sleep, growled and yelled, “Taiswa,keep quiet!”

- i. Screamed .....  
ii. Awoke .....  
iii. Shook .....



- iv. Snatching .....
  - v. Looked .....
  - vi. Keep .....
- d. Convert the following sentences into indirect speech.
- i. “Ken, are you not being too harsh,” Jane asked, “by punishing the children this long?”  
.....  
.....  
.....
  - ii. “ I greeted the president this morning,” Esther exclaimed.  
.....  
.....  
.....
- e. Use the correct form of the word given in the brackets to fill in the gap in each sentence. (3mks)
- a. The .....of the principal is admired by many.(strict)
  - b. Furthermore, she sang beautifully to the .....(accompany) of the guitar which was .....(advantage) to her troupe

Name: ..... Adm :..... Class: .....

Candidate's Signature: .....

Date: .....

101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

Time: 2 ½ Hours

## SMARTFOCUS QUICK REVISION SERIES 2025

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

English paper 2

**SERIES 5**

### Instructions to students

- Write your **name**, **admission number** and **class** in the spaces provided.
- Sign and write the date of the examination in the spaces provided.
- Answer **all** questions in the spaces provided
- All your answers must be written in the spaces provided in this question paper.
- This paper consists of **11 printed** pages.
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing
- Candidates must answer all questions in English

Question	Maximum Score	Student's Score	Examiner's Initials
1	20		
2	25		
3	20		
4	15		
TOTAL	80		

**1. Read the following passage and then answer the questions that follow 20 marks**

Certain people insist that religion is anathema to the modern life. It is out of fashion. It is regarded as an embarrassing carryover from human being's savage past, a foolish creation of weak, superstitious minds. Others argue, that it is an invention of evil human beings who use it to pacify simple people and then exploit them. Despite these views, however, religion is one's humble acknowledgement of the supernatural – one's recognition that there are powers that are non-human and that these influence their destiny.

Human being has not outgrown religion. There is plenty of evidence throughout the world to prove that indeed religion still has a strong influence on one. Some countries have pressurized their citizens to discard religious beliefs but with little success. Strangely enough history testifies to the fact that following religious persecutions, the believers increase in number. Millions of people in the world, regardless of colour, political persuasion, mental abilities and social background, find religion relevant and practical in their everyday lives. All over the planet earth, magnificent mosques, cathedrals, temples and shrines stand out and quietly exclaim that a human being is a creature that cannot be separated from religion.

On the other hand, it is pretty true that we must recognise the wonderful achievements of science and technology. Many killer diseases have been virtually eradicated or brought under control. Food production has increased tremendously. Life for many people is considerably affordable, more comfortable and more convenient. These astonishing successes have, notwithstanding, developed in human beings an unfortunate disregard for the established core human values. This scientific adventurism has also led us to the brink of self-destruction. Human beings now live in fear of their own inventions.

No doubt science has answered many questions about human beings and their lives on earth, but then religion also provides satisfactory answers to otherwise insoluble questions. It fills the gap in human knowledge and experience and so reduces areas of doubt and uncertainty. In the face of dangers that would otherwise be overwhelming, religious beliefs inspire confidence and provide moral and emotional satisfaction. In addition, religion serves as a social restraint by instilling fear of supernatural punishment if approved values are violated.

Since science has left many needs unmet, it would be a disservice to society if we did not continue to examine other ways of making life on earth more delightful. Religion can help one overcome misunderstanding, racism, suspicion and other evils that plague them and therefore it ought to be encouraged. After all, many religions teach about the love for all humans and the importance of living in harmony.

## **Questions**

- a) According to the passage, what makes some people believe religion is retrogressive. (3 marks)
- .....
- .....
- .....
- .....
- b) How does religion affect the fate of human beings (2 marks)
- .....
- .....
- .....
- .....
- c) Explain use of a figure of speech in paragraph 2 (2 marks)
- .....
- .....
- .....
- .....
- d) In note form indicate the advantages of having religion (5 marks)
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- e) Why is science any enemy to human beings? (2 marks)
- .....
- .....
- .....
- f) What physical evidence is there in the passage to show that human beings remain religious for a long time. (2 marks)

.....  
.....  
.....  
.....  
g) It is out of fashion. (Re-write ending with .....fashionable)  
.....  
.....

- h) Explain the meaning of the following words (3 marks)
- (i) Anathema .....
  - (ii) Pacify .....
  - (iii) Insoluble .....

2. JOHN LARA: *The Samaritan*

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

**Nicole:** (*Looking at Montano and Alvita alternately*) You see, I like the idea of The Samaritan. Do you remember what happened in the parable of the Good Samaritan?

**Alvita:** 'Yes, Mistress. Robbers attacked a Jewish man. They beat him, up, robbed him and left him for dead by the roadside.

**Nicole:** (Turning to Montano) Then what happened, Montano?

**Montano:** A priest passed by. He saw the injured man lying by the roadside. Even though he was a religious man working in our maker's house, he did not help the man. He ignored him and went on his way.

**Nicole:** (Facing Alvita) And then?

**Alvita:** And then came the Levite. He was a religious man, too; as Levites worked as assistants to the priests. He also did not stop to help the man.

**Nicole:** Then?

**Montano:** Next came a Samaritan. Though holding a different view on religion, and despite the hostility between Jews and Samaritans, he treated the man with compassion, dressed his wounds and took him to a safe place.

**Nicole:** You inspired me by naming your innovation The Samaritan. It made me realize that the people in our Municipality are like the Jewish man in many ways. We are beaten, stripped, robbed and left for dead. And the people you would expect to help us, our leaders and our public officials, cannot come to our aid. They are 'like the Priest and the Levite in the story. They only talk about pursuing public interest without ever being genuinely committed to it. The shepherds have turned against the sheep. So, who will

help us? It's up to, all of us without any claim of any office, to be The Samaritan — to another. And you know what?

Alvita: Tell us, Mistress.

**Nicole:** The Samaritan App is an excellent platform for all of us to be there for one another. It gives each one of us an opportunity to speak out against wrong doing and to share ideas that will make life better for all of us. You see, if we all care only about ourselves, how will our Municipality ever prosper? We must be there for one another; we must do the right things in the right way and we must all take the responsibility for the progress of our Municipality. It is only in this way, that we can ultimately improve our own individual lives.

Alvita: But now the App can't help? Mistress. They won't allow it.

Nicole: They don't have to; but I assure you The Samaritan will change the course of history in our Municipality

**Montano:** It will not be good for you, Mistress. We all heard the mayor speak and it was clear he meant every single word. You may be in grave danger, Mistress.

Nicole: Whatever they may do to me doesn't matter. Sometimes it is good to stand for a cause that can bring a better tomorrow for all of us.

**Alvita:** The Samaritan has been all over the newspapers, radio and TV channels for over two months. It has grown so big that it is not good for us anymore. Could they transfer you from our school? We would like to follow you wherever you go.

**Nicole:** we must always strive to improve our lives, not chicken out at every obstacle and threat to our lives. You are young kids; young also in the ways of the world, but what you have done is to provide the people with a smart and convenient tool for casting a spotlight on our leaders — a platform where people can expose the corrupt ways of our leaders, expose their stolen wealth and create a better society for all of us.

### Questions

- a) What is Montano reacting to in his first statement in this excerpt? Explain the reason for the rejection using illustration from elsewhere in the play. (4 marks)

.....

.....

.....

- b) Compare Maracas residents and the Jewish man in this excerpt. 4 marks

.....  
.....  
.....  
c) Explain the dominant style in this excerpt. 4 marks

.....  
.....  
.....  
d) Describe the character of Ms. Nicole in this excerpt. 4marks

.....  
.....  
.....  
e) Explain the relevance of the Samaritan app to Maracas residents. 2 marks

.....  
.....  
.....  
f) Identify and illustrate any two this excerpt, (4 marks)

.....  
.....  
g) It has grown so big that it is not good for us anymore. Rewrite beginning: So.. (1 marks)

h) Explain the meaning of the following expressions as used in the excerpt. (3 marks)

a. Left for dead

b. Inspired

c. Chicken out

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

The Crop Thieves  
Tswiri tswiri! I the person, I suspect?  
What have you heard that makes you suspicious?  
I heard things said, rumours of weaver birds;

They ate corn in Lesiba's field and finished it.  
 And when they left they sounded hummmmm-  
 They said, "Listen to the numerous weaver birds, sons of Mosima;s family.  
 Children of the horse that ate the courtyards and the times,  
 It is the numerous weaverbirds,  
 The grey ones that go about in swarms,  
 Children with the little red beaks,  
 Children that make a noise in the mimosa trees,  
 Tupu-tupu! The smoke comes out while the dew still glitters.

Howaaa! Sweaaa! – is heard in the early morning  
 They are finishing the corn, the numerous weaver birds.  
 Children with the little red beaks.  
 At home, it is yo! yo!  
 The children are crying,  
 Their mothers have gone to the fields to the birds,  
 It is the Zulus that have entered the country,  
 Take axes and loop the tree branches,  
 Yo! This year we shall eat five,  
 We shall lack even a blue-tongued goat!  
 It is numerous weaverbirds, the grey ones that go about in swarms.

### **Questions**

- a) What kind of oral poem is this? (2 marks)

.....  
 .....

- b) Explain two functions of the above oral poem (2 marks)

.....  
 .....

- c) Identify and illustrate two oral features of this poem (4 marks)

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

- d) What does the poem tell us about the character trait of the weaverbirds. (2 marks)

.....  
 .....



- e) Which lines show that people will keep on suffering if they don't keep the birds away? (2 marks)

.....  
.....

- f) Identify and illustrate two economic activities practised in this community. (4 marks)

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

- g) What is the attitude of the singer towards the weaverbirds? (2 marks)

.....  
.....

- h) Explain the meaning of the following lines as used in the song.

- (i) We shall lack even a blue-tongued goat.

.....  
.....

- (ii) It is the Zulus that have entered the country.

.....  
.....

#### 4. GRAMMAR

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

- (i) If we do not keep the environment clean, the health officer will close our school.

.....  
.....

- (ii) He is proud, but he must still obey the order: (Begin: proud.....)

.....  
.....

- (iii) "Quality products are not an act of generosity but your right," the supervisor informed the student. (Rewrite in reported speech)

.....  
.....

- b) Explain the meaning of the underlined idiomatic expressions (3 marks)

(i) The class whiled the hour away by playing football.

.....  
.....

(ii) Since you decided to throw caution to the wind, you will bear the consequences.

.....  
.....

(iii) Bill was on pins and needles during the party.

.....  
.....

c) Fill the blank spaces with appropriate question tags. (3 marks)

(i) You can't be serious about going home this late .....

(ii) Let us go away .....

(iii) There is nothing wrong .....

d) Complete each of the following sentences using correct quantifiers. (3 marks)

(i) If there is any tea in that flask, I would like to have

.....

(ii) Since animal proteins are very expensive.....people eat enough.

(iii) I don't need .....money because I'm going to bring my lunch to school.

(i) They took to mothering like a duck to water.

.....

(ii) The country was drained of its manpower and wealth by war.

.....

(iii) The air hostess made sure the presidential suite was cleaned.

.....

NAME.....ADM NO.....  
SCHOOL.....CANDIDATES SIGN.....  
CLASS.....DATE.....  
ENGLISH  
101/2  
PAPER 2  
TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 6**

*(Comprehension, literary, Appreciation and Grammar)*

### INSTRUCTIONS TO CANDIDATES

1. Write your name and index number in the spaces provided above
2. Sign and write date of examination in the space provided.
3. Answer ALL questions in this paper.
4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.
5. Answer all questions in English.

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

## Q1. COMPREHENSION (20 MARKS)

Read the passage below then answer the questions that follow:

My favourite aunt is a woman anyone would admire, both her physical features and character. She is the kind of person you want to be with all the time.

She is the eldest in my father's family but she looks the youngest. Though in her mild-sixties, she looks twenty years younger. It is as if she has signed a contract with perpetual youth. I have heard countless people ask her what her secret is, upon which she readily replies with a winsome smile. "I don't look back in regret or look around in worry. Instead, I always look up in hope." I don't know, but I am tempted to believe that this philosophy has kept away the gnawing tooth of time.

At about five feet, her height wouldn't catch the eye of a basketball coach. However, it goes well with her body on which there isn't an ounce of flabby flesh. Actually, the ravages of multiple childbirth and age have not robbed her of her waistline and shapely figure. For one who has never heard of a gym let alone worked out in one, she is nicely put together.

One grudge that I have against her is that she inherited the very best that her parents had to offer in terms of hair, leaving my dad with stingy strands that you can almost count. No wonder mine defies even the most qualified stylist. When she was younger, my aunt liked to display hers in fancy hair-dos. I have seen earlier photographs in which it is shinny black, shoulder length and full bodied. Today, it has thinned a little and is no longer as long due to breakage. Shy streaks of gray are appearing but if you consider that some people twenty years her junior are already white-haired then you must concede that it is one of her best features. She usually plaits it into two thick knots, one at the front and the other at the back. She then covers it with a headscarf as is required by her denomination.

She denies it but I bet that her face earned her many male stares when she was young. Dark in complexion, it is still smooth and even in tone though edged with tiny lines----- I don't like to call them wrinkles. Her eyes are bright with hope and wisdom. Even when she is sad, they retain their luster and intensity. Her arched bushy eyebrows seem to be guarding these gems zealously. To complete the picture, her nose and mouth complement her rounded face perfectly. Her husband, my uncle, often teasingly tells her that her lips are a little too thick. Being one to never lack a quick response or take offense easily, she quips: "Well the thicker the better to declare my overflowing love for you." For me, they are a reflection of her generous spirit.

Although she is not a fashion enthusiast, my aunt knows a thing or two about dressing smartly and elegantly. Her ankle – length pleated dresses are always neatly pressed and matched with the headscarf. She is fussy about who makes her outfits because she wants them to come out just

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

right. I am sure she had sampled several seamstresses before she settled on her current one to whom I have been introduced. Navy blue is her favourite colour. I have heard it said that it is the colour of confidence and if my aunt is anything to go by, I think it is true.

In the entire neighbourhood, she is known as “Mama Safi.” A former customer of hers tells me the nickname is two-fold. “years ago, she used to run a shop named so and she grew to become synonymous with it, hence the nickname. But the story doesn’t begin there. When she opened the shop, it was simply known as “Duka”. She would sweep in front of it every so often and sprinkle water to keep away dust. Inside the items were neatly arranged according to their types and sizes. If she accidentally spilt substances like milk and sugar, she would immediately clean up the mess.”

Perhaps you are wondering why I like Auntie Joyce so much. Well, we, her nieces and nephews concur that she does many things for us. She spoils us the way only a grandmother can, she advises us the way only an aunt can, imparting **pearls of wisdom** when the girls confide their men’s troubles in her; she supports us the way only friends can – listening to our side of the story when our parents fail to.

(Taken from **Secret from Beyond**; Oloo Oliver, unpublished)

## QUESTIONS

- a). According to the passage why is the narrator’s aunt her favourite. (2mks)
- b). What is the secret behind the narrator’s aunt’s youthful appearance? (2mks)
- c). Why does the narrator begrudge her favourite aunt? (2mks)
- d). ‘Although she is not a fashion enthusiast, my aunt knows a thing or two about dressing smartly and elegantly.’ (Rewrite beginning Dressing....) (1mk)
- e). How can we tell that the narrator’s aunt is aging? (2mks)
- f). Describe the relationship between the narrator’s aunt and her uncle. (2mks)

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

g). Explain why 'gym' is mentioned in this passage. (2mks)

h). What evidence is there in the passage to show that the narrator's aunt wants her to follow in her footsteps. (2mks)

i). List why the narrator's favourite aunt is liked by the nieces and nephews. (2mks)

j). Explain the meaning of the following expressions as used in the passage. (3mks)

i) Signed a contract with perpetual youth.

ii). Earned her many male stares.

iii). Pearls of wisdom.

## **Q2. John Lara, The Samaritan**

**Read the excerpt below and answer the questions that follow. (25 Marks)**

**Narine:** I did; maybe he has not seen 'it. (There is silence, then the principal continues) The App has sent shock waves across the Municipality. Leaders and many other people are in terrible panic. I am beginning to feel you might have to do a very long and hard thinking about the App. (Pauses again) I do not know how, but this matter has to be brought to a close with the urgency and seriousness it deserves. It is dangerous.

**Nicole:** I believe it will be over soon, once the President has launched the App, Madam Principal, Then it will be out of our hands.

**Narine:** I am not completely sure about that. What I am certain is that our Municipal leaders are convinced you are running the show behind the scenes as regards the App: and that-you are in a position of getting them out of the predicament they now find themselves in.

**Nicole:** It is natural for them to think so; most people do. And this is because I am not only the teacher in charge of innovation but also a mentor to the two students.

**For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**

**Narine:** Nothing beyond that?

**Nicole:** Nothing.

**Narine:** You see, Nicole, you are one of my best members of staff. It would be very unfortunate if you lied to me. I am an old lady, Nicole; old enough to be your mother and perceptive enough to know the kind of ambition you have.

**Nicole:** Well, I did midwife the idea of the two students and then guided them. As their mentor, I should also provide direction us regards their intellectual property as the originators of the App. But then, isn't that my role as a teacher and mentor?

Narine: Nicole, you have been here long enough to know me. I take my work seriously. I am single-mindedly focused on the mission of the school, whicll is to provide the students under our care with quality education. I have never allowed, and will not allow, any teacher in this institution to deviate from this course.

Nicole: I have absolutely no intention of deviating from my professional obligations as a teacher, Madam Principal.

Narine: Everything done in this school must serve the single purpose of preparing the students entrusted to us to be responsible and productive citizens. I will not stand or allow anything that will distract you, or any other member of staff, or the students, or even myself, from pursuing this mission. You must, therefore, figure out a way of putting this matter to rest. I think what you are doing is good. But it must not derail us from the greater good that is the mission of the school. Do you understand?

Nicole: Yes, yes, I understand, Madam Principal. But would you rather that we abandon such an ingenious innovation, with the great potential of improving governance in our Municipality, justto appease a self-seeking political class?

Narine: Listen to me, young lady. I am a seasoned administrator and I know the value of learning how to pick battles. You need to know which battles to wage, which ones to avoid and which ones to defer. What battle can a young girl like you have with the Mayor? If you dare an elephant into a wrestling match, will it not trample on you?

Nicole: An elephant that kills a rat is not a hero, Madam Principal.

### **Questions**

- a) Place this excerpt in 'its immediate context. (4 marks)

- b) Identify two themes in this excerpt. (4 marks)
- c) Describe the character of Narine and Municipal leaders as revealed in this excerpt. (4 marks)
- d) Identify and illustrate two aspects of style used in this excerpt. (4 marks)
- e) Explain the following images as used in the excerpt (2 marks)
- I. Wrestling match -combat/battle
  - II. An elephant — a dangerous/strong opponent
- f) Listen to me, young-lady. Rewrite beginning: Will., (1 mark)
- g) Why is Madam Narine cautious about Nicole's battle with the Municipal leaders? (2 marks)
- h) Explain the meaning of the following expressions as used in the excerpt. (4 marks)
- i. Midwife
  - ii. Ingenious



iii. Figure out

iv. Defer

**Q3. Read the following passage and answer the questions that follow. (20 marks)**

### **SEVEN LADIES AND WILD FRUITS**

**A Taita tale by Mshila Mercy Soko**

Once upon a time there lived seven ladies. These ladies were great friends and they lived in the same village. They performed all their chores. They fetched water together, gathered firewood and went to the forest to eat fruits together.

One day they went to the forest to collect wild fruits. Before they began collecting, the fruits they agreed that they were going to pick them with closed eyes, 'Fine' they agreed then they began picking the fruits. Six of them touched each other and they opened their eyes. The seventh girl was not alerted and so she continued picking unripe fruits.

When they had picked enough, they agreed that they shouldn't look at their fruits until they are half way home. When they looked at their fruits, the seventh girl realized she had picked all unripe fruits, but the others had picked ripe ones.

'All my fruits are unripe. What will I do?' she asked 'Go back and pick others,' they said firmly. The girl decided to go back to the forest and pick some fruits for herself. On her way back before she could reach where the other girls were waiting, she met an ogre.

'Young lady what are you carrying?' it asked. The girl answered 'it's my wild fruits.' 'Give me one I eat.' It ate very fast and asked for more until the girl had nothing to give. Then the ogre asked for the girl's finger, the hand, the leg and finally swallowed the girl. The other girls waited for her until they gave up and went home. When the parents asked them where San was they explained she had gone back to collect ripe fruits and she never returned.

Mwandime her elder brother listened to the story and took his quiver and spear. He went straight to the path they used when they go to the river to drink water. When the first ogre arrived, he asked it 'Who has swallowed San my sister?' It sang. 'The one who has swallowed San is at the far end making noise gwa gwa goat gwa gwa.

Mwandime let it pass. The second ogre came and he asked the same question and he got the same answer. The third came and the same was repeated until the tenth and the last one came. It

**For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**

was fat and heavy and walked with a lot of difficulty. Mwandime stopped it and demanded to know who had swallowed his sister San. The ogre tried to sing ‘The one who swallowed your sister..... the one who has swallowed.....’ ‘Talk properly, sing properly.’ Retorted Mwandime. The ogre was unable to sing because it was the one that had swallowed Mwandime’s sister. Mwandime took out his spear and aimed at the ogre’s stomach. The stomach opened and San with the others who had **suffered the same fate** came out. Mwandime took San by the hand and they ran towards home and the other ogres in **hot pursuit** to avenge their friend’s death. ‘Frog we are being pursued by the ogres can you help us’ said Mwandime. ‘Come closer. I will swallow you and take you home and the ogre won’t get you and take you.’ Replied the frog.

So the frog swallowed San and Mwandime took them to the other side of the river and hoped towards their home. On the way, it met a chameleon and the frog sang.

Don’t push me  
I am taking San home  
San has some wood  
San has some sugarcane  
It passed. When it came to San’s home, women were pounding maize. ‘How come this Frog is so fat’ remarked one. ‘Push it away.’

Mm mm don’t push me  
I am taking San home  
San has some wood  
San has some sugar cane

It vomited San and Mwandime at their home. They came out carrying precious things to the home. The family members and their friends were very happy to receive them home. The ogres were surprised when they came to the river they lost track of these two and so they gave up and went back home. A party was organized by San’s family members so that friends and neighbours can make merry and be happy. He was given a bride to marry and he settled down.

My story ends here.

## QUESTIONS

a). What do the ogres represent in the narrative? (2mks)

---

---

---

---

b). Explain the use of fantasy in the narrative. (3mks)

---

---

---

---

---

c). What is the significance of the song in the narrative? (3mks)

---

---

---

---

---

d). Explain the meaning of the following expressions as used in the passage. (2mks)

i). Suffered the same fate.

---

ii). In hot pursuit

---

e). Give one character trait for each of the following.

i). Mwandime -

(2mks)

---

---

ii). The girls -

(2mks)

---

---

f). Comment on any two features of this sub-genre

(4mks)

---

---

---

---

---

---

g). Describe two economic activities of the community in the narrative. (2mks)

**Q4. GRAMMAR (15 MARKS)**

**a). Fill in the blank space with the correct form of the word in blackest.** (4mks)

- i. The prices of the items were not \_\_\_\_\_. (negotiate)
- ii. The students were quite \_\_\_\_\_ to the new teacher. (receive)
- iii. The case received a just verdict because the judge is \_\_\_\_\_. (corrupt)
- iv. The students' \_\_\_\_\_ of staying in school to going home for half term was welcome. (prefer)

**b). Fill in the blank spaces with the correct preposition** (3mks)

- i. We danced \_\_\_\_\_ the rhythm of their drums.
- ii. I have placed the coffee table \_\_\_\_\_ the shade of that tree.
- iii. The thief dashed \_\_\_\_\_ the house when he saw the police officers.

**c). Fill in the blank spaces with a suitable phrasal verb formed from the word in brackets.** (3mks)

- i. We surely cannot \_\_\_\_\_ such insults. (put)
- ii. The captain \_\_\_\_\_ his crew throughout the trial. (back)
- iii. Students have to work very hard to \_\_\_\_\_ for lost time. (make)

**d). Rewrite the following sentences to have one clear meaning** (2mks)

- i. I don't like controlling people

ii. The teacher left the class feeling frustrated.

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

i. As soon as the students completed the exams, they returned all the books to the library  
(Begin: No sooner).

ii. If you invite him, he will come to the party (Rewrite..... unless.....)

iii. My class teacher intervened. I was not sent home (combine into one sentence using ‘but for’)

THE KENYA CERTIFICATE OF SECONDARY EDUCATION  
**SMARTFOCUS QUICK REVISION SERIES 2025**  
**SERIES 7**

**101/2- ENGLISH – PAPER 2**  
**(Comprehension, Literary Appreciation and Grammar)**

Name ..... Index Number .....

Candidate's Signature .....Date .....

School..... Class .....

**Instructions to Candidates**

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

.....  
**For Examiner's Use Only**

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score	80	

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

**(20 marks)**

In my previous piece, I argued that there were various obstacles or handbrakes on economic development and job creation that should be tackled along with more **proactive measures**. We hear a lot about creating infrastructure to pave the way for more economic activity and jobs but, we need to look at the impediments confronting economic and commercial activity. Arguably, the biggest of these is corruption, which spans the economic, social and political landscape like a colossus.

One needn't go further than the recent release of Transparency International's 2017 East African Bribery Index. Unsurprisingly, the highest ranked institution in the Kenyan context is the Kenya Police Service, where 69 per cent of respondents said they either offered a bribe or were induced to pay one. The recent cartoon of a police officer telling the Central Bank Governor that the new Sh 50 note should carry "the images of our traffic police officers" is a cynical reminder of the reality. Other institutions where bribery in the public service is rampant are the Judiciary and various land services at 44 per cent and 41 per cent, respectively. Even more depressing is that the study concluded that the size of the bribe had increased significantly. Let us go beyond the figures and remind ourselves that corruption is like a debilitating disease that eats away at a country and its institutions. This, in turn, reduces the effectiveness and capacity of many of these very institutions that are in theory there to serve people.

On a more anecdotal level, how many times have we heard people saying that they failed to ask the police to investigate some irregularity or misdemeanor because it was largely a waste of time? Indeed, in many cases, any report that is made to the police is largely for the purpose of getting a signed and stamped abstract form. Another way to look at it is to see how much time, energy and money is diverted to paying for even the minimum of public services that are simply not delivered or are way below standard. These are often services being funded by the taxes of the very same citizenry. Purely and simply, this is negative energy and the blatant hijacking of resources, which literally should be going into more productive activities.

There is the argument that it **takes two to tango** and the average Kenyan is compliant enough to participate in such activities to get by. That has some truth in it, but so does the fact that it is often very difficult to get on with one's life without giving in to extortion. The end result is that it reduces economic growth by a percentage point or two, which in turn, affects job creation opportunities.

The president must lead from the front and ensure that all those working for him operate in an honest and dedicated manner. Any deviance from this simple principle should be met with dismissal. This may appear an obvious thing to say but there have been too many instances where it happened later rather than sooner or not at all. Much more needs to be put into the methods of lifestyle audits and forensic information on public servants. Section 27(5) of the Public Officers Ethics Act needs to be beefed up.

The principle of random lifestyle audits on public servants needs to become the norm. For all its weaknesses, the vetting of police officers showed the value of such an exercise. We have seen a flurry of county government appointments and some questions on the suitability of several of them. This is why the audit of Public officers should become more holistic preferably by an independent entity. The price paid for corruption should be made high enough so that it becomes a **deterrent** and it should be paid by both the 'giver' and the 'taker'. The country faces huge challenges and hurdles; one of the greatest is corruption. We need to take steps to reduce the former so the latter is much less attractive. The dividend in terms of a more vibrant economy would be enormous.

(Adopted from the *Daily Nation*, 21<sup>st</sup> November, 2017)

- a) Identify the *two* contradicting opinions about what is hindering economic growth and job creation in Kenya. (2 marks)

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

- b) State any *two* effects of corruption highlighted in this passage. (2 marks)

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



.....  
c) Why do you think the writer mentions the *cartoon* of the police officer? (2 marks)

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

d) Discuss the use of *imagery* in the second paragraph. (3 marks)

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

e) Describe the *tone* of the passage. (3 marks)

.....  
.....

f) In about **fifty** words, summarise the *recommendations* that the writer gives to eliminate corruption. (4 marks)

*Rough copy*

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

*Fair copy*

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

g) We need to take steps to reduce the former so the latter is much less attractive. (*Rewrite beginning: Steps...*) (1 mark)

.....  
.....

h) Give the meaning of the following expressions as used in the passage. (3 marks)

- (i) proactive measures  
.....
- (ii) takes two to tango  
.....
- (iii) deterrent  
.....

2. ***The Samaritan by John Lara (25 marks)***

**Norine:** ...Any issues you have with the App should, therefore, be referred to the Minister's office directly. Additionally, (I joint team of the Education Ministry officials and the President's once is now responsible for all arrangements in preparation for the (Sips from his cup again, nods thoughtfully and then turns to Nicole) i see! That was a clever manoeuvre on your part, wasn't it?

**Narine:** You may have to excuse me, Sir. In light of the Minister's clarification that the school has nothing more to do with the App, it is my understanding that your talk with Nicole is a private affair and has nothing to do with the school. (Rising from her seat.) I, therefore, request; with all due respect, to be excused from this meeting.

**Mossi:** (Looking surprised and fidgeting on his seat) Well... well... eh. I think that. .. eh... is well spoken, Madam Principal. I do not want to interfere with your work of running the school.

**Narine:** Thank you, Sir. (The Principal drains her glass and walks out. Mayor Mossi sighs, and looks at Nicole in the eye)

**Mossi:** I am sorry if I have appeared a bit hard on you, Nicole. I just want us to have an honest talk. (Mayor clears his throat) My major worry is that a malicious person, or political opponent — like Hon. Basdeo — will deliberately post false information about me on that App

**Nicole:** I do not think you need to worry about that, Sir. If anyone posts false information, or defames you, there is nothing that stops you from pleading your grievance in a court of law.

**Mossi:** Most of the posts are anonymous. How can I take legal action against an c anonymous person?

**Nicole:** You see, the App is configured in such a way that the identity of those posting anonymously is hidden from the public but not from the of the App. You can, therefore, obtain the identities of persons behind defamatory posts from an administrator. The proprietor of the App is under legal obligation to provide that information upon request by a court of law.

**Mossi:** Even then, Nicole, The Samaritan App has far reaching ramifications. Of course, I may have made some mistakes here and there. We all do. I have come here to own up my mistakes and to seek for your understanding and help.

**Nicole:** (Sips from her glass of water, with a look of surprise on her face) Understanding and help? From me?

**Mossi:** Yes, I mean, please find a way of eliminating some of the negative information that they post about me. I am very vulnerable to falsehood as a leader.

Nicole: How can I do that, Your Worship? I am not an administrator of The Samaritan App. I have no access to the backend. I am nothing in the whole enterprise.

**Mossi:** My understanding is that you are the mentor Of the two kids. I believe you can always prevail upon them to do this for us.

**Nicole:** The National Information and Communications Corporation has taken over the App and is making decisions on behalf of the two students. As we speak, they are in talks with some venture capitalists towards commercializing the App.

**Mossi:** (Sips from his cup, then pushes it aside) Nicole, how about loobing at it differently?

Nicole: Which way, Your Worship?

**Mossi:** We all need money. The young kids need money, and you surely 'can do with some cash. Just quote your figure, however big.

**Nicole:** (looking at the Mayor, unbelievably. After a while, with a firm voice and looking straight at the Mayor) I am very disappointed that the man in whom we have entrusted the affairs of our Municipality, including fighting corruption is offering to bribe me. I have never been and will not be part of these kind of schemes! Do you want me to post that offer of money on The Samaritan?

Mossi: Eh, well, eh... I didn't mean that. I meant to say... why look for venture capitalists elsewhere? We are here. I mean. ... you, as the mentor, and I, as an investor, why can't we commercialize the App.

## QUESTIONS

a) Place this excerpt in its immediate context. (4 marks)

.....

.....

.....

b) Describe the character of Narine, Nicole and Mossi in this excerpt. (6 marks)

.....

.....

.....

.....

.....

.....

c) Identify and illustrate one style used in the excerpt (2 marks)

.....

.....

.....

d) Why can't Nicole offer the help that Mayor Mossi needs? (2marks)

.....

.....

.....

e) Explain any two themes used in the excerpt. (4 marks)

.....

.....

.....

f) Why has Mayor Mossi come to see Nicole? (3 marks)

.....

.....

.....

g) I can inject the necessary seed capital, and you can bring in the technical expertise. Rewrite beginning: You and I... 1mk

h) Explain the meaning of the following expressions as used in the excerpt. (3 marks)

i. Clever maneuver

ii. Defames

iii. Ramifications

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

**(20 marks)**

Hare, the cleverest and funniest of animals, was once on good terms with Elephant and Hippo. He knew very well that he was weaker than his mighty friends, yet oddly enough he was always seeking ways of showing that he was, in fact, much stronger than they.

While drinking at the lakeshore one day, he met Hippo, “How are you, brother, you big –for – nothing brute?” He began. “I’ve been waiting a long time to prove how much stronger than you I am. It’s time you recognized your betters and gave me the respect I deserve.”

“What!” Hippo retorted, unable to believe his ears, “do you really dare to address me like that, you worthless little creature? Have you forgotten I’m the biggest and strongest of all the water creatures?”

Hare’s reply was deliciously cool. “You may well be,” he said, “but I’m the strongest of all animals wherever they live; and from now on be sure you remember it. If you want to see how weak you are, let’s meet here in three days’ time and try a little tug-of-war. I promise you I’ll haul you clean out of the lake into the forest.” Such **imprudence** infuriated Hippo.

“Stop this idle prattle!” he retorted. “Go home and eat for a few years. You’ll need to before you start dreaming of pulling me from the lake.”

And so they parted. Now as it happened, Hare, as yet, had no idea how he could outwit Hippo. He spent the remainder of the day deep in thought. By late afternoon the rather obvious idea of tying one end of a rope to a tree-trunk was **taking root** in his mind when suddenly his friend Elephant appeared.

His mind raced like the wind. “Hello, you long-eared oaf!” he shouted. “Why on earth do you keep swinging your snout like that?”

Elephant was not amused. He replied in rather hurt tones. “What’s wrong with you today, Hare?” he asked. “Have you taken leave of your senses? You sound like someone who’s never slept a night in his grandfather’s house. Have you forgotten how to respect your elders?”

Hare pretended that he had. “Stump- footed fool!” he roared. Don’t talk such nonsense. It’s you who should recognize your betters and one day I’ll teach you how.”

Elephant was growing weary. “Look, I’ am busy today,” he said, “run along and find a child to play with – someone like yourself.”

Hare now pushed out his tiny chest, quite swollen with self-confidence. “All right,” he shouted, “I’ll offer you challenge. Come here in three days and I’ll prove I’m stronger than you by dragging that great carcass of yours out of the forest and into the lake.” And without more ado, he turned on his heels and bounced off into the forest.

Three days later, Hare took the longest rope he could find and ran to the shore to find Hippo. He gave his friend one end, saying, “Here, catch this and hold tight. Do nothing until you hear a horn blowing then pull as hard as you can.” Taking the rope, Hippo sank back complacently into

the water, his big eyes twinkling merrily on the surface of the lake. The rope's other end Hare carried to Elephant who reliable and punctual as ever, was waiting in the forest. Raising his voice to his huge friend, Hare shouted, "Hold this and stay put. Don't pull until you hear a horn blowing. Now I'm off to drag you into the lake."

And away he sped, hiding himself in a clump of bushes where he enjoyed a clear view of both animals. In the forest, elephant waited patiently; in the lake, Hippo smiled to himself, convinced in his heart that it was all just a bad joke. Hare now blew his horn, and with a crashing of trees and a wild cascading of water, the colossal beasts began their tug-of-war. Hour upon hour the struggle went on, forest and shore echoing to the noise of their furious grunting and trumpeting.

At last, seeing his friends reduced to complete exhaustion, Hare again blew the horn and told them to stop.

Then quickly rolling in the dust, he ran down to the shore and addressed himself to Hippo. "Brother", he began, "I hope you now realize your mistake. You see, I 'm not only clever but remarkably strong as well. From now on perhaps you'll respect me." They shook hands and parted, Hare leaving his friend to go to Elephant. "Well, you wouldn't believe me," he said, speaking boldly to Elephant, "Now you've learnt your lesson. You may be as big as a mountain, but basically you're a weakling." Puzzled and dumbfounded, Elephant shook his head, and after reluctantly shaking hands, **lumbered** away into the forest.

(From *Keep My Words* by Onyango- Ogutu and A. A. Roscoe) EAEP Ltd.

a) From the first paragraph, how can we tell that Hare was not contented with

his state?

(2 marks)

.....

.....

.....

b) Why is it ironical that Hare is asking to be respected?

(2 mks)

.....

.....

.....

c) From the information in paragraph 5, explain what Hippo's attitude towards Hare is. (3 mks)

.....

.....

.....

.....

d) Rewrite the following sentence in your own words:

“Now as it happened, Hare, as yet, had no idea how he could outwit Hippo. (1 marks)

.....

.....

e) Classify this narrative.

(2 marks)

.....

.....

f) How can we tell that this is an oral narrative?

(4 marks)

.....

.....

.....

.....

g) Both Hippo and Elephant do what Hare says. What does this prove?

(3 marks)

.....

.....

.....

.....

h) Explain the meaning of the following expressions as they are used in the

story:

(3 marks)

i) imprudence

.....

.....

ii) taking root

.....

.....

iii) lumbered

.....

.....

#### 4. Grammar

(15 marks)

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

i). If I were the Minister for National Security, I would ensure tighter security checks at the borders. (*Begin: Were ...*)

.....

ii). They had handled the case so carelessly that we were not satisfied. (*Begin: So ...*)

.....

iii). Illiteracy can impede development. (*Rewrite in interrogative form*)

.....

**b). Fill in the following blanks with the correct form of the words in brackets. (3mks)**

i). Their bodies had suffered ..... as a result of malnutrition.  
(contort)

ii). The manager made several .....on the original invoice.  
(delete)

iii) ..... beliefs are discouraged in urban areas. (sect)

**c). Complete the following sentences with phrasal verbs beginning with the word given in brackets. (2mks)**

i). Chapia normally looks ....., so do not worry about him. (run)

ii). The County Commissioner and the Governor ..... after the public rally. (fall)

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

i). Could we meet in the office ..... exactly nine in the morning?

ii) ..... Tuesday next week, we shall have completed the task.

**e) Combine the following sentences into one using correlative conjunctions. (3mks)**

i). Sarah was devoted to her family. Sarah was kind to her neighbours.

.....



.....  
ii). The boys lost their match. The girls lost their match.

.....

.....  
iii). Kendy refused to sing. Kendy refused to say a word.

.....

.....

**f). Give two different meanings of the following sentence. (2mks)**

I, as the president, am committed to fighting corruption.

.....

.....

.....

NAME: ..... Index Number.....

School.....

Candidate's Signature ..... Date: .....

# SMARTFOCUS QUICK REVISION SERIES 2025

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

## SERIES 8

### ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

#### Instructions to Candidates

- Write your **name** and **index number** in the spaces provided above.
- Sign and write the **date of examination** in the spaces provided above.
- Answer **all** the questions in this paper.
- All your answers **must** be written in the **spaces provided** in the question paper.
- This paper consists of **thirteen (13)** printed pages.
- Candidates should **check** the question paper to **ascertain** that all the pages are printed as indicated and that **no** questions are missing.
- Candidates must answer the questions in **English**.

.....

#### For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score	80	

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

Africa is undoubtedly a very enduring race and has 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 African 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 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 the resources; we have the manpower, and the capacity to make things move.

- a) What should African countries do to fight corruption based on the information contained in the passage? (2 marks)

.....

.....

.....

- b) Explain how Africans can open up rural areas. (2 marks)

.....

.....

.....

- c) What do you understand by the term ‘genuine poverty alleviation strategies’? (2 marks)

.....

.....

.....

- d) How can we reduce the incidence of rural – urban migration? (2 marks)

.....

.....

.....

- e) Why is appropriate technology useful? (1 mark)

.....

- f) In not more than **fifty** words, write a summary on the various ways of fostering development in African countries. (5 marks)

**Rough copy**

.....

.....

.....

.....

.....

.....

.....

.....

**Fair copy**

.....

.....

.....

.....

.....

.....

.....

.....

g) What is the tone of the last paragraph of this passage concerning the future of Africa? (3 marks)

.....

.....

.....

h) The public should be educated on the ills of corruption. (Add a question tag) (1 mark)

.....

.....

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

i) Stashed.....

ii) Disparity.....

## 2. John Lara; *The Samaritan*

**Mossi:**..... Section of the municipal leadership is demanding that I approve a budget reallocation so as to give each Council member money to fight court cases that might come up against them following exposures in *The Samaritan*. All this money will end up in the pockets of judges and lawyers. If I don't do this, they will pass a vote of no confidence in me. Thereafter, they will reallocate the budget to cater for their interests.

**Nicole:** Does that mean that the whole of what we call our Municipal Council is a criminal enterprise?

**Mossi:** One could easily conclude so, but of course with some exceptions. There are some very good and wonderful leaders in that Chamber, and in the Municipal administration. In fact, take me, for example, I have been trying the best I can to protect the public interest.

**Nicole:** (Interrupting the Mayor) You mean all the accusations levelled against you in *The Samaritan* are false?

**Mossi:** To be honest, we all make mistakes, as I said, but some are just natural and excusable. See, for example, a loaf of bread for the people comes through me. I am part of the people; so I take a slice, or even two, or in fact only three, and give the rest to the people: (the Mayor pauses, then continues.) But not so with these criminals. They eat the whole loaf together with the wrapping and, where possible, even the vendor! (Pauses again) And remember my family does not deal with the Municipal Council. My wife is a pastor and does no business with the Municipal Council. My children are all abroad. What with all these other criminals? Take my Deputy, Hon. Ramdaye. His family are doing almost all Municipal Council projects that fall under his department. His wife, daughters, sons, cousins, in-laws and out-laws too; and I think even his great grandfather! You might think our Department of Infrastructure is the official residence of the Ramdaye family!

**Nicole:** To whom are all these people answerable?

**Mossi:** (Ignoring her question) And the Principal Judge! Justice Ian Jaden! Who can put him on the line? Granted, his wife ran away, but he has countless mistresses and relatives doing business with the Municipal Council. Justice Jaden hawks justice like cabbages! I believe you have seen him; smartly dressed, wearing a solemn look, 'walking with confidence and looking fair and just! but that is just the exterior that we see, just as we see the flowers on the surface of a fresh grave! Dare dig deeper and you will see Justice Ian Jaden in his true colours! And that's the way most of them are in the legal profession! The outer looks are the ornaments of a grave! Is it any wonder that the Son of Man cursed them?

**Nicole:** Oh my good Lord!

**Mossi:** And then Hon. Seymour! Well, okay, his children don't do business with the Municipal Council; but it is because they are all on drugs. The eldest has taken permanent residence at the rehab. The other one is inebriated permanently at the casino. The wife is total garbage and perpetually drunk. And Seymour himself? He does nothing other than sell those evil things he deals with, pull his evil goatee and

hide behind his satanic dark glasses threatening everyone and everything including his own shadow! That man can

**Nicole:** Don't you think, Your Worship that posting this information on The Samaritan would help shift most of the blame from yourself?

### QUESTIONS

a) Place this excerpt in its immediate context. (4 marks)

.....

.....

.....

.....

b) Explain the effectiveness of two figures of speech in this excerpt. (6marks)

.....

.....

.....

.....

c) From elsewhere in the play, state what The Samaritan has exposed. (2marks)

.....

.....

d) Identify and illustrate any two themes addressed in the excerpt (4 marks)

.....

.....

.....

.....

e) Describe the character of Justice Jaden and Hon. Ramdaye as revealed in this excerpt (4 marks)

.....

.....

.....

.....

f) To whom are all these people answerable? Rewrite to end ...to. (1 mark)

.....

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

i. Mobilized

ii. Criminal enterprise

iii. Inebriated

**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 receive rain? (1 mark)

.....  
.....

- b) What role does the song serve in this narrative? (2 marks)

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

- 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. (2 marks)

.....  
.....  
.....  
h) Which social practices of the Agikuyu are brought out in this narrative? (2 marks)

.....  
.....  
.....  
i) What does the phrase, "My father said I should be lost" mean? (1 mark)

.....  
.....  
.....  
j) Answer the following question according to the instructions given in brackets. (1 mark) She was given many goats and cows. (*Write in the active voice*).

.....  
.....  
**4. Grammar (15 marks)**

**(a) Rewrite each of the sentences below to make it communicate more sensibly. (2 marks)**

(i) No sooner mother had stepped out than the baby started crying.

.....  
(ii) Some of the questions are difficult, so find the easier questions and do the easier questions first.

**b) Disambiguate the following sentences.**

**(4 marks)**

(i) Look at that horse with one eye.

.....  
.....

(ii) Jack told Jill that he lacked faith.

.....  
.....

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

**(3 marks)**

For example:

The story of the ..... of prisoners from the Maximum Security Prison was carried by all the dailies.

Answer: **breakout**

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

major .....

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

unfaithfulness.

(iii) The business has operated for quite some time but is yet to reach the

..... point.

**(d) For each of the following sentences, use the correct form of the word in brackets**

**to fill in the blank space.**

**(3 marks)**

(i) Once a shirt has been ....., you can't put it on anymore without

washing. (wear)

(ii) For how long had he .....you? (beseech)

(iii) It is advisable that we .....forgive those who wrong us. (condition)

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

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

.....

.....

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

.....

.....

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

.....

.....

NAME.....ADM NO.....  
SCHOOL.....CANDIDATES SIGN.....  
CLASS.....DATE.....  
ENGLISH  
101/2  
PAPER 2  
TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 9**

*(Comprehension, literary, Appreciation and Grammar)*

### INSTRUCTIONS TO CANDIDATES

1. Write your name and index number in the spaces provided above
2. Sign and write date of examination in the space provided.
3. Answer ALL questions in this paper.
4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.
5. Answer all questions in English.

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

### **Question 1: COMPREHENSION**

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

Six years old Daisy is forever asking questions about who (or what) makes the trees outside her bedroom window, and who tells the night to come after the day, why her pet cat, Fluffy went to sleep and never woke up again and so on. Unfortunately, her atheist parents have not given her satisfactory answers, especially in view of what she heard in school about a being called God. The conflicting messages have left her very confused. This is an indication of the natural existence of a sense of spirituality in children.

Almost all children including those raised in non-religious homes, show an interest in spiritual matter. This is expressed through questions about the meaning of life and death. It has been argued that spirituality is high in early childhood but declines remarkably as adolescence sets in. Children who are grounded in some form of spirituality from their formative years become **resilient** and are better equipped to deal with the inevitable crises of life than those who are not. During adolescence, these children are able to deal with physical whims and peer pressure.

Spirituality is more of a need than a right which is why spiritually deprived children develop a vacuum that renders them vulnerable to psychological **turmoil**; in contemporary society, parents are very committed to meet the material and intellectual needs of their children. Many parents ensure their children attend the best schools, have access to fantastic of health and recreational services but fail to inculcate spirituality.

In traditional societies, there were rituals and rites of passage that made life purposeful. In addition, grandmothers played the role of instilling spirituality, ethics and morality in children through story telling. These practices gave children hope and prepared them to deal with life's challenges. Following extinction of most of these practices, today's children face many challenges.

Any spirituality that children are **naturally endowed** with cannot flourish unattended. In most cases it is **deflated** as they encounter material and unjust cultures that also devoid of proper role models. Spirituality must therefore be inculcated by parents from the early years. If not, the vacuum is filled by whatever the world has to offer, good or bad. In an attempt to impart spirituality, some parents introduce complicated theological facts leading to confusion rather than reducing the child's anxiety about life. Ideally introduction of spiritual matters should be age appropriate.

### **Questions**

(a) In what ways do Daisy's parents contribute to her dilemma?

(2mks)

(b) How does the author justify that all children demonstrate some degree of spirituality?  
(2mks)

(c) Describe the attitude of the author towards the contemporary society's spiritual upbringing of the children.  
(3mks)

(d) Give two ways that hinder children's proper acquisition of spirituality. (2mks)

(e) How did the traditional society cater for spiritual needs? (2mks)

(f) Many parents ensure that their children attend the best school and have access to fantastic health services.  
(Re-write to begin with, Not only...) (1mk)

(g) Make notes on the author's argument about spirituality in children. (4mks)

(h) Explain the meaning of the following words and phrase as used in the passage. (4mks)

i. Resilient

ii. Turmoil

iii. Deflated

iv. Naturally endowed.

**Question 2: CONTEXTUAL PASSAGE**

**Nicole:** Your Worship, it is very clear from our talk that members of the Municipal Executive Council have failed you.

**Mossi:** Of course! They have failed me big time!

**Nicole:** And don't you think The Samaritan is a blessing for you? I mean as a platform through which the people can demand the corrupt leaders' removal from office and prosecution?

**Mossi:** (Turning suddenly to face Nicole, like one suddenly jolted back to reality) Should I take that to mean this thing is a political weapon? (Pointing at Nicole, with a tremor in his voice) Are you by any chance being used to destroy my political career?

**Nicole:** I do not play politics, Sir.

**Mossi:** (Pacing about in anger) And what did you say? It is now very clear to me that you are playing politics. In fact, I now realise the real culprit behind all the problems in our society is the teaching profession!

**Nicole:** Teaching profession? How?

**Mossi:** (Pointing at Nicole) You cannot teach the right things. All the people creating the mess in our society are products of the school system. They all pass through the teachers' hands!

**Nicole:** Your Worship, we are trying our best to mould the character of our learners here at Sagrada Secondary School. We teach them to uphold the moral and civic virtues without which our society can never prosper, be fair, just, and peaceful. We teach them the virtues of honesty, truthfulness, generosity, integrity and transparency, (She pauses, then resumes) It is the lack of virtue that is ruining our society.

**Mossi:** How can you tell children that in future the police can be replaced with a software or was it an intelligent robot? Is that teaching virtue/ what attitude do you want them to have towards police officers? Do you think they can ever obey the police?

**Nicole:** We are seeking to develop virtuous creative thinkers and innovators. And we may not only replace police officers with intelligent robots but also develop software that will eventually replace the politician.

**Mossi:** (Menacingly) I now know why you insist on an innovation that cannot solve any problem. It is all political! And you want us to believe that those young kids are capable of developing something like The Samaritan App.

**Nicole:** Yes, they are, they were introduced to coding at a very tender age.

**Questions**

a) What happens just before this excerpt? (3 marks)



- b) Do you think lack of virtue ruins the society? Explain your answer. (3 marks)
- c) Describe the character of Nicole and Mayor Mossi in this excerpt. (4 marks)
- d) You cannot teach the right thing. Rewrite adding a question tag, (1 mark)
- e) Identify and illustrate one style used in the excerpt, (1 mark)
- f) Explain two themes addressed in this excerpt. (4 marks)
- g) Explain the meaning of the following words and phrases as used in the excerpt. (4 marks)
- i. Onslaught
  - ii. Play politics
  - iii. Virtuous
  - iv. Coding
- h) Describe Nicole's attitude towards politicians. (3 marks)
- i) What happens immediately after this excerpt? (2 marks)

### **Question 3: ORAL LITERATURE**

Read the following oral narrative and then answer the questions that follow

Wanjiru was the most beautiful girl in all hills. She had milk-white teeth which made the men stop and look whenever Wanjiru and other girls of the hills were teasing each other about their new friends. Many young men came to ask Wanjiru hand in marriage but Wanjiru would not accept any ugly man. She said that all these young men were not handsome enough for her.

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

One day a young man came to **court**Wanjiru. He was very handsome indeed. And when Wanjiru heard that he had come to ask for a marriage, she loved him and was only too ready to accept him. Her parents had no objection because they also admired this handsome young man. But nobody knew that this handsome young man was an ogre in disguise.

Marriage preparations went ahead. The young man brought the dowry and was given Wanjiru to take to his home. He looked very happy to have such a beautiful bride. Nobody escorted them because the young man said that it was not necessary. He did not want his identity to be discovered. They were soon home and Wanjiru was to see so many people around. But on a second look she found that these were not people but ogres. This made her very worried and wondered what her fate would be. Now when she was told to go inside the hut that had been prepared for her, she refused, saying that she would sit outside near the entrance because that's is where brides were supposed to sit in her part of the country. Her husband gave her a stool and told her she would sit where she pleased. "I shall surely be in great trouble unless I think quickly, for these ogres will certainly want to eat me," she thought as she became more worried. All the young people she refused to marry came to her mind. "It will be a great shame when they learn that I married an ogre for his beauty". They would laugh and say that she could even marry a hyena if he was handsome enough. There was no time to lose. She had to get away from the ogre's home. She stood and took the same path that they followed from her home. And when her husband saw that she was going away, he followed singing.

Thecethecethecethece!

Where do you go now?

Thecethecethecethece!

Wanjiru come back

Not today but tomorrow I shall eat you.

Wanjiru sang loud and long

People of the nine hills

Who sold me to an ogre?

An ogre that will eat me

And my own father

You sold me to an ogre

An ogre that will eat me,

Listen to the ogre sing!

The ogre sang and the girls sang again. For a long time the two sang and sang until Wanjiru saw the ogre was very near. She climbed to the top of the tallest tree near her path. And when the Ogre saw that he could not get hold of the girl, he stood at the foot of the tree and continued with this song. Wanjiru sang even more **feverishly**. Soon however, her brother heard and recognized Wanjiru's voice. It was then he came and pierced through the back of the ogre until he was dead. Then he said to his sister. "Come down. Let us go home."

He was very angry, for they had sold Wanjiru in his absence. To be duped by an ogre into giving away Wanjiru was unforgivable. He scolded his father, "How could you and your people sell Wanjiru in my absence? I swear by my mother's clothes that neither myself nor anybody else will ever sell Wanjiru again. "Only you son who will have the authority of selling your sister again", the father responded. And so it was like that when the time for selling Wanjiru came. The tale ends there.

### **Questions**

1. Classify this narrative (2mks)
2. What made men stop and look at Wanjiru and why wouldn't she accept any of them? (2mks)
3. From the first paragraph how would you describe the character of Wanjiru. (2mks)
4. Many young men came to ask Wanjiru's hand in marriage but Wanjiru would not accept any ugly man. (Rewrite this sentence in the passive). (2mks)
5. Give a moral lesson learnt from this narrative. (1mk)
6. What is the function of the song in this narrative? (1mk)
7. Give a social activity of people from which this narrative is derived. (2mks)

8. 'I swear by my mother's clothes that neither myself nor anybody else will ever sell Wanjiru again' (Underline the indefinite pronoun in the sentence above) (1mk)

9. What is Wanjiru's attitude towards men? (2mks)

10. Explain the meaning of the following words as used in the narrative. (2mks)  
**Court**

**Feverishly**

11. To which audience is this narrative best suited and why? (2mks)

**Question 4: GRAMMAR(15 MARKS)**

**A. Rewrite each of the following sentence according to the instructions given after each.** (3mks)

(a) Joan was determined to pass K.C.S.E. She dedicated a lot of her time to studies. (Join into one sentence using 'so... that')

(b) At no time did John get to school late. (Rewrite beginning: Not...)

(c) I was not surprised that she did so well in her exams. (Begin: That she...)

**B. Fill in each blank space in the following sentence with the appropriate choice from the two given in brackets.** (3mks)

(a) Is that \_\_\_\_\_ (he/him) seating on top of a pick up?

(b) \_\_\_\_\_ (we/us) students were the first to arrive.

(c) Ndege, \_\_\_\_\_ (who/whom) he introduced to you, is a very fine actor.

**C. Use few, a few, little, a little to complete the following sentences.** (3mks)

(a) Since the cargo plane was written off, \_\_\_\_\_ was salvaged.

(b) Lulu complained she got \_\_\_\_\_ presents in her birthday.

(c) If there is tea in that flask, I would like to have \_\_\_\_\_.

**D. Fill in the blank spaces with the appropriate prepositions.**

**(2mks)**

(a) \_\_\_\_\_ Joan and Jean, there will be two other couples.

(b) We are prohibited \_\_\_\_\_ parking our bicycles at the gate.

**E. Use one pronoun from the two provided to fill the blanks in each sentence.**

**(2mks)**

(a) Give \_\_\_\_\_ (whoever/whomever) comes this information

(b) John generally likes \_\_\_\_\_ (whichever/whatever) book he is given.

**F. Punctuate the following sentences correctly.**

**(2mks).**

(a) Bob asked have you read chinuaachebe's book The trouble with Nigeria.

(b) Can you tell me asked sibi how many syllables are in the wordkeep.

Name: ..... Index No:.....

Date: .....

Signature:.....

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and grammar.)

2 ½ Hours

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**SERIES 10**

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 OFFICIAL USE

Question	Max	Candidate's Score
1	20	
2	25	
3	20	
4	15	
<b>Total</b>	80	

*This paper consists of 9 printed pages candidates should check to ensure that they have all the pages.*

---

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

## 1. READING COMPREHENSION

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

**(20 Marks)**

Now books are for reading, but men must bring to their reading a desire to learn and a power of assimilation. Reading a book without assimilating it is like eating a meal without digesting it. Reading should be active, not passive. I think it was G.K. Chesterton who said there was a great difference between the eager man who wants to read a book, and the bored man who wants a book to read. I also heard a dreadful story of a man who went to a bookshop in England and said, “Can you recommend me a book I can read while listening to the wireless?”

When students first go to a library, they may be **puzzled** as to what to read of all the different subjects. Well, Bacon tells you to look at weak places in your armor, and shows you how to fill the gaps in your knowledge. On the other hand, it is no good just trying to fill your mind with knowledge. Knowledge in itself is often useless. A mind overloaded with knowledge is like a room too full of furniture; a man cannot walk about freely in it, and look out of the windows. It is much better to concentrate on a few subjects which interest you – geography, history, art, science – and to deal lightly with others, than to march sternly and heavily through the whole range of learning, like a silly tourist going through a museum and not missing a single object. If you try to master every subject, you *may* become very wise, but you will be very inhuman and you will probably lose all your friends. So you must learn to pick and choose, and you must also learn to **browse** in a library like a camel browsing in the pasture.

If you watch a camel grazing, you will see that although he is supposed to be one of the most stupid animals in creation, he has at least one of the characteristics of a cultured man: the power to pick and choose. A student looking for mental food in a library should take the camel as his model. The camel wanders about and grazes first here and there; sometimes from a tree that is the top shelves of his library, or a bush, the middle shelves, or the grass, the bottom shelves. He bites off a twig, chews it a bit, and if he likes it he takes another bite. If he finds it tasteless or bitter, he leaves it and wanders to another tree. Sometimes after trying several trees and plants, he comes back to his first one. In the end he will probably sit down and chew it over. Mental chewing over is a very good process for a man, as physical chewing over is for a camel. It helps **digestion**.

*(Adapted from Sir Douglas Newbolt’s Inaugural Lecture to the Cultural Centre, Khartoum)*

### **Questions.**

- a) According to the first paragraph, what is the purpose of books? **(1 mark)**

.....  
.....

- b) Explain the implication of *assimilation* in reading a book? **(2 marks)**

.....  
.....

c) Why does the narrator mention G.K. Chesterton? **(3 marks)**

.....

.....

.....

d) In your own words, how does the narrator regard those who read as they listen to the radio? 2Mks

.....

.....

.....

.....

e) Explain the narrator's analogy of a crowded room in relation to knowledge. **(2 marks)**

.....

.....

.....

f) What main danger is one likely to face if one masters every subject read. **(2 marks)**

.....

.....

.....

g) Why do you think the narrator identifies a cultured man with the power to pick and choose? 2mks

.....

.....

.....



h) In **note form**, enumerate the importance of a camel to a student seeking knowledge. **(3marks)**

.....

.....

.....

.....

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

i) Puzzled.....

.....

ii) Browse.....

.....

iii) Digestion.....

.....

## 2. THE SAMARITAN By John Lara

**(25 marks)**

**Seymour:** Like who?

**Ted:** They are quite a number. Hon. Ferreira, or Mr. Key, as they call him, is the best example. This man has never seen a fence on which he can't sit, I-le can hardly ever commit to any side. We chatted at length, and he kept talking in circles, citing proverbs and idioms here and there.

**Ramdaye:** I wonder why they called him Mr. Key. I hear he can never make up his mind which door to open or in fact, whether to open any door at all!

Seymour: So, what did he say?

**Ted:** He said that what will be, will be because something certainly will be.

**Ramdaye:** Is that a proverb?

**Ted:** I have since been wondering whether it is, but he also said you don't cross the bridge until you get to it.

Seymour: Which bridge now?

**Ted:** I am not sure which bridge he meant, but I guess he must have been talking about the cases, in case we are sued.

**Ramdaye:** What an upstart he is! I hear he even has difficulties deciding what and how much to eat!

**Seymour:** You talked of different categories. What are the other

**Ted:** The other category comprises the majority. I would best describe them as the headless type.

**Ramdaye:** Headless?

**Ted:** Yes, they have brains, alright', but they don't use them.

**Seymour:** How on earth?

**Ramdaye:** You mean they're like a headless chicken?

**Ted:** Exactly! They are headless chicken. They follow 'the, leader of their ethnic group who thinks for them. And they wait for that leader to make decisions for them in all matters, including the decision to go to pee. Most members of the People's, Party of Mr. Basdeo belong here, and so do the members of Mossi's Liberal Party.

**Seymour:** I thank God I don't belong to any ethnic group,

**Ted:** Then, there is what I can best describe as the entrepreneurs, very keen on making money. They vote with the stomach, so to speak, that means they will vote the side that gives more money.

Seymour: Are you saying they demanded money to support the no confidence motion?

**Ted:** Yes, that was my understanding. I indicated funds would be available. They promised to deal as soon as money changes hands.

### Questions

a) Place this excerpt in its immediate context (4 marks)

.....

.....

.....

.....

b) Describe character of Hon, Perreira and Hon, Ted in this excerpt (4 marks)

.....

.....

.....

.....

c) Identify and illustrate two stylistic devices used in this excerpt. (4 marks)

.....

.....

.....

.....

d) What cases is Hon. Ted referring to in this excerpt? (4 marks)

.....

.....

.....

.....

e) Then, there's what I can best describe as the entrepreneurs, very keen on making money. 'Rewrite using a relative clause, (1 mark)

.....I

Identify two themes addressed in this excerpt.

.....

.....

.....

.....

f) Explain why the leaders in this excerpt are planning a vote of no confidence. (2 marks)

.....

.....

g) Explain the meaning of the following expressions as used in the excerpt. (2 marks)

i. Upstart

ii. Vote with the stomach

### **3: ORAL LITERATURE**

**(20 marks)**

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

Long long time ago animals and Birds spoke just like men do. When God had to stop them speaking, He made birds sing, like this 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 to stimulate his appetite. He stepped on the calf’s tail, stuffed it in his mouth and ‘snap’ it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.

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

a) Classify this narrative and give a reason for your answer.

(2marks)

.....

b) What two features of oral narrative are evident in this story?

(4marks)

.....

c) Identify one economic aspect of the community described in this narrative and give evidence of your answer.

(2marks)

.....

d) Describe two-character traits of the hyena as portrayed in the narrative. (4marks)

.....

.....

.....

.....

e) What is the moral of this narrative? (2marks)

.....

.....

.....

f) Write a proverb with the same moral lesson as this narrative. (1mark)

.....

.....

g) If you are asked to go and collect this story in the field, state:

1. State three things you would do before the actual field trip. (3marks)

.....

.....

.....

.....

2. State two difficulties you are likely to encounter. (2marks)

.....

.....

.....

**4. Grammar** (15 marks)

Rewrite the following sentences as instructed. Do not change the meaning. (4 marks)

i) The teachers will be marking books by the time we get to school. (Rewrite beginning:  
Books.....  
.....)

ii) The driver, and not the passengers, .....to blame for the accident. (Fill the  
blank with the correct form of the verb “be”)

- iii) The principal noticed serious laxity among the students. He warned them against such behavior.

(Combine the sentence using the present participle).

- iv) But for the neighbor's quick action, the house would have burnt down. (**Rewrite Beginning:**

Were.....

b) Use the correct form of the word in brackets to fill in the gap in each sentence (3marks)

i. That bus is ..... (*rely*) for this journey; let's use the SGR train.

ii. The ..... (appropriate) of his speech made everyone leave the hall while booing.

iii. Don't make a false ..... (assume) of his looks: he is a thief!

c) Explain the ambiguity in the sentences below. (2 marks)

The mother beat up the daughter because she was drunk.

d) Rewrite the following sentences correcting the errors in each: (3 marks)

i. Stop lying; you cannot be able to swallow four sausages!

ii. She likes football as it is more superior than hockey.

iii. Most doctors will report to work with a view of treating all the cholera patients.

e) Fill in the blanks with the correct alternative from the choices given (3marks)

i) Who.....a fire outside my house? (light/ lighted/ lit)

ii) Since the introduction of community policing in our estates ..... of theft have reduced. (incidence /incident/incidents)

iii) An elephant looks after..... calf (it's/ its)

NAME:..... INDEX NO.....  
SCHOOL:..... STREAM:..... ADM:.....  
CANDIDATE'S SIGN ..... DATE .....

101/2

**ENGLISH**

**Paper 2**

**(Comprehension, Literary Appreciation and Grammar)**

**FORM 4**

**Time: 2 ½ Hours**

## **SMARTFOCUS QUICK REVISION SERIES 2025**

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

**English paper 2**

**SERIES 11**

### **INSTRUCTIONS TO CANDIDATES**

1. Write your name, stream, admission number and index number in the spaces provided above.
2. Sign and write the date of examination in the spaces provided.
3. Answer **all** questions in this question paper in the spaces provided.

### **FOR EXAMINERS USE ONLY**

<b>Question</b>	<b>Maximum Score</b>	<b>Candidate's Score</b>
1	20	
2	25	
3	20	
4	15	
<b>TOTAL SCORE</b>	<b>80</b>	

*This paper consists of 10 printed pages. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.*

## **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**.

**For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**



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](http://livescience.com)-Tue )*

### 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)**

**The Samaritan**

**Ted:** Then finally there is the independent-minded category. This is the type that listens to and serves the people.

**Seymour:** I get you. (With contempt) I believe Hon. Yongrui, or Mr. Developer, as he is popularly known, is the best example of these.

**For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**

**Ramdaye:** I hear he's a highly disciplined man. His ancestry is mixed and it's hard to tell if he is Indo-Japanese or Indo-Chinese. He was previously a head teacher. He exerts the same school discipline in running his ward.

**Seymour:** What did he say when you talked to him?

**Ramdaye:** Sshs, shss, I hear he is terminally ill, so we don't have to worry about him. Some say he ate uninspected meat.

**Ted:** Yes, so I never got to talk to him. Hope he gets well, he's a kindly soul, you know.

**Seymour:** His political star has been rising steadily with people thinking he is the right person for the mayor's seat. Who knows, maybe Mayor Mossi gave him rat poison or some insecticide! The man can do anything to eliminate opposition against him.

**Ramdaye:** I expect the so-called Mr. Torch is also in that group of the independent-minded. I understand he is a highly educated man. People say he has many ideas that don't seem to tie up sometimes.

**Ted:** I got much the same impression because he spoke many wise things and did strange things on phone

**Ramdaye:** For example?

**Ted:** (Pointing at Hon. Ramdaye) When he heard you are against Mossi, he gave a very long short of derisive laughter

**Ramdaye:** Devil take his soul! He has never liked me.

**Ted:** I sensed as much.

**Seymour:** How did you sense that?

**Ted:** Well, we argued about who has better leadership qualities between Hon. Ramdaye and Mayor Mossi.'

**Ramdaye:** What was his choice?

**Ted:** He said there is always a winner even in a beauty contest of monkeys!

### Questions

a) Place this excerpt in its immediate context. (4 marks)

.....

.....

.....

.....

b) Describe the character of Mr. Torch and Hom Yongrui in' this excerpt. (4 marks)

.....

.....

.....

.....

c) Describe Mr Yongrui's attitude towards Hon. Ramdaye. (3 marks)

.....

.....

.....

.....

d) Explain the effectiveness of two metaphors used in the excerpt. (4 marks)

.....

.....

.....

.....

e) Identify and illustrate two themes addressed in this excerpt. (4 marks)

.....

.....

.....

.....

f) He said there is always a winner even in a beauty contest of monkeys! Rewrite adding a question tag. (1 mark)

.....

g) Explain the meaning of the following expression as used in the excerpt: (4 marks)

i. Kindly soul

ii. Contempt

iii. Political star

iv. Tie up

**1. 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 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 his 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 in this story that are characteristics of oral narratives (3mks)

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

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

c) Briefly explain the character traits of the following (4mks)

i. Hare

.....

ii. Hyena

.....

d) What moral lesson do you learn from this story? (2mks)

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

e) Identify two socio-economic activities from the community in which the narrative is taken from.

(4mks)

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

(f) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”.

(Re-write into indirect speech)

(2mks)

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

g). Describe the irony in the third paragraph

(3mks)

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

## 2. GRAMMAR (15MKS)

a) Rewrite the following sentences according to the instructions given

(3mks)

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

- i. He will not be given a driving license. He passes the road test (Rewrite as one using ‘unless’)  
.....  
.....  
.....
- ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)  
.....  
.....  
.....
- iii. 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 .....( regard) of their position in the society.

**d) Use the correct alternative to complete the sentence below (4mks)**

- i. Teaching .....(practise/practice) is not an easy job for teacher-trainees.
- 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).  
For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

NAME..... INDEX NO. ....

DATE..... CANDIDATE'S SIGNATURE.....

CLASS: .....

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 12**

### INSTRUCTIONS TO CANDIDATES

- Answer *ALL* the questions in this question paper.
- All your answers must be written in the spaces provided in this question paper
- This paper consists of **10** printed pages. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing

### For Examiners Use Only

Question	Maximum Score	Candidates Score
1	20	
2	25	
3	20	
4	15	
<b>TOTAL SCORE</b>	<b>80</b>	



## QUESTION ONE: COMPREHENSION (20MARKS)

**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.

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. (2marks)

.....

.....

.....

.....

(c) How did the ants overcome the problem of tumbling down the slope? (2marks)

.....

.....

.....

.....

(d) State how this problem was solved. (3marks)

.....

.....

.....

.....

(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) Automation - .....
- (ii) Surmounting - .....
- (iii) Parapet : .....

### **QUESTION TWO: EXCERPT (25 MARKS)**

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

**Ramdaye:** ...As I told you, it was him who approached me with the idea of impeaching Mayor Mossi. At that time, he didn't know we had already made that decision. He had promised to be here by this time. He should be coming in anytime.

**Seymour:** So, how does he want us to work together?

**Ramdaye:** It will be a coalition of Indos and all Chamber members of mixed ethnicities. He will mobilize Councilors and Aldermen allied to him to vote for you (Pointing at Seymour) as Mayor. As a member of the so-called Dougla, our hope is that Chamber Members of Indo and Afro descent will readily accept you as a compromise candidate.

**Seymour:** Did he spell out any conditions for the alliance?

**Ramdaye:** Yes, that once you become Mayor, you will immediately appoint him, Deputy Mayor.

**Ted:** (Walking towards the door) Come on guys. That's a breakthrough! Let's go to the bar for a beer to celebrate. 'I have a terrible hangover to cure. I need a cold Carib or two. (The knob of the door clicks. The door opens, and the political opposition chief, Hon. Basdeo enters. As usual, she is smartly dressed in a Sherwani suit. The quartet shakes hands.)

**Ramdaye:** (Addressing Jlon. Basdeo) We were waiting for you. I have briefed them about our discussions. We are in agreement about working together. Your appointment as Deputy Mayor is guaranteed. The next step, now that you are here, is to agree on the grounds for the vote of no confidence.

**Basdeo:** I think that doesn't matter at this stage,

**Ted:** Really?

**Basdeo:** of course! What we need at this point is to alienate Mayor Mossi from the people. You see, if people have sympathy for him, we will not succeed. So the next step is to **set people against him**

Seymour: That makes good sense.

**Ted:** how do you propose to do this?

**Basdeo:** We will get a few speakers, the most articulate, to incite the people.

**Ramdaye:** The need for equitable development in Maracas. Mayor Mossi is not development minded. We will talk about building roads. He has not built even a spoor. In fact...

**Basdeo:** (Interrupting Ramdaye) Gentlemen, development issues will neither incite nor excite the people. You need to excite people's emotions if you are to incite them. Tell them things that will annoy them, or issues that will make them afraid and they will follow you, obediently like little puppies. Give them an enemy to hate and blame for their problems and they will be on your side.

**Questions**

**a)** Place this excerpt in its immediate context. (6 marks)

.....

.....

.....

.....

**b)** Describe two-character traits of Hon. Basdeo in this excerpt. (4 marks)

.....

.....

.....

.....

**c)** Explain two themes addressed in this excerpt. (4 marks)

.....

.....

.....

.....

**d)** What is ironical about Hon, Ramdaye's comment that Mayor is not development oriented? (3 marks)

**e)** Gentlemen, development issues will neither incite nor excite the people. Rewrite in the affirmative. (1 mark)

.....

.....

**f)** Apart from irony, identify and illustrate any other style used in this excerpt. (2 marks)

Hyperbole he has not built even a spoor

.....

.....

**g)** Explain the meaning of the following words as used in the excerpt. (5 marks)

i. Impeaching

ii. Compromise candidate

iii. Quartet

iv. Set the people against him

v. Spoor

**QUESTION THREE: ORAL POETRY (20MKS)**

**Read the following oral song and answer the questions that follow:**

The Nzaiko of the Akamba  
Are you really circumcising or not?  
That I may enter into this home  
Mother Mailu, Mailu, Mailu  
Mother of child, come out  
Annoit me, annoit me down to my feet before I go.  
The circumcision man is busy now  
The reason why, I don't know  
I am fence, I protect youth  
Mother of child  
You better respond to me  
Rather than keeping quiet  
Why are you annoyed?  
Are you annoyed?  
Are you annoyed by my visit?  
I had better examine  
A gourd is inside  
I had better examine.  
A goat is inside  
I had better examine.

**Questions**

(a) Briefly explain what the oral song is about. (3mks)

.....

.....

.....

.....

(b) What aspects of society are brought out in the poem? (2mks)

.....

.....

.....

.....

(c) What evidence of circumcision ceremony is there? (1mk)

.....

.....

.....

(d) Identify and illustrate any three aspects of style used in the song? (6mks)

.....

.....

.....

.....

.....

.....

(e) Why do you think the mother of child was annoyed? (2mks)

.....

.....

.....

(f) Identify and illustrate two voices in the song? (4mks)

.....

.....

.....

.....

(g) Explain the meaning of the following expressions as used in the song. (2mks)

(i) Down to my feet

.....

(ii) I am fence, I protect youth

.....

**QUESTION 4: GRAMMAR (15MKS)**

**(a) Fill in the blank spaces in each of the following sentences with the most appropriate preposition. (3MKS)**

- (i) She will preside ..... the function.
- (ii) The exercise was conducted in accordance ..... the regulations.
- (iii) He took..... his clothes and dived into the pool.

**(b) For each of the following sentences replace the underlined phrasal verb with one word that has the same meaning. (3mks)**

- (i) Amina was commended for keeping up her good performance.

.....

- (ii) Students are advised to keep out of trouble.

.....

- (iii) It's not good to walk out on one's family.

.....

**(c) 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 using a preposition)

.....  
.....

- (iii) I will hear the music. (Begin. The music . . . .)

.....  
.....

**(d) 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).

**(e) Place the adverbs given in their natural position and order (3mks)**

- i. My telephone rang fifteen times last night. (almost)

.....

ii. I wanted to make an appearance. (merely)

.....

iii. The performance was fantastic. (absolutely)

.....



Name:..... Index No:.....

School:.....

Candidates Signature .....

Date .....

**ENGLISH**

**101/2**

**Paper 2**

**(Comprehension, Literary appreciation and Grammar)**

**Time; 2½ Hrs**

## **SMARTFOCUS QUICK REVISION SERIES 2025**

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

**English paper 2**

**SERIES 13**

### **Instructions to Candidates**

- (a) Write your name and index number in the spaces provided above.*
- (b) Sign and write the date of examination in the spaces provided above.*
- (c) Answer all the questions in this paper.*
- (d) All your answers must be written in the spaces provided in the question paper.*
- (e) This paper consists of 9 printed pages*
- (f) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*
- (g) Candidates must answer the questions in English*

### **For Examiner's Use Only.**

<b>Question</b>	<b>Maximum Score</b>	<b>Candidate's Score</b>
1	20	
2	25	
3	20	
4	15	
<b>Total Score</b>	<b>80</b>	

## 1. **COMPREHENSION** (20MKS)

**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 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 Ankenohe, 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 CO<sub>2</sub> 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 CO<sub>2</sub> 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) Provide an appropriate title for the above passage (2 marks)
- .....
- .....
- b) In note form, what are the effects of global warming. (2 marks)
- .....
- .....
- .....
- .....
- c) What, according to the passage, is the main cause of global warming? (3 marks)
- .....
- .....
- .....
- .....
- d) How does Britain encourage people to use renewable electricity? (3 marks)
- .....
- .....
- .....
- .....
- e) Paraphrase the following sentence: (2 marks)
- 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?'*
- .....
- .....
- f) Rewrite the following sentence into a statement. (2 marks)
- Why should I bother to cut down my driving ?*
- .....
- .....
- 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) emission  
.....

## 2. THE SAMARITAN (25 MARKS)

*Read the following excerpt from John Lara's play 'The Samaritan, and answer the questions that follow.*

**Basdeo:** Of course, it isn't. Politics is not about the truth gentlemen, am teaching you politics now. We have to evoke the emotions of the people.

**Ramdaye:** So, how do I record that?

**Basdeo:** Yes, call it marginalization of other communities

**Ted:** This is not politics!

**Basdeo:** That's not even enough yet. You all know very well that some parts of our Municipality are allied to Mossi because of some projects he did there. We have to hive off part of this support if we ate to isolate him.

**Seymour:** How do we do it?

**Basdeo:** The people in these areas are mostly of oriental descent. So we can create and widely circulate the story that the people of these parts are descended from the same ancestor with our people, the Indos. (Scratching his head and looking up in deep thought) Just a story... eh. .. like. .. in the beginning, there was an enormous egg, with a diameter of... like... five kilometres. When the egg broke mysteriously, Shang Ramas, the great, emerged, very thirsty.

Ted: That's an exciting fairy tale that no one can buy!

**Basdeo:** (Interrupting Ted) Don't worry, eh, yes, so when Shang Ramas went to fetch water, remember he was very handsome, he found two girls drawing water at the river. He married them promptly and settled them each on one side of the river. The girl on the Eastern side of the river became the mother of the Indo people. The other girl became the mother of all other oriental peoples.

**Seymour:** You think people will believe that?

**Basdeo:** People are very gullible! Don't you know that?

**Ramdaye:** So, what do I call that?

**Basdeo:** It is called historical revisionism.'

**Seymour:** What is that?

**Basdeo:** Don't worry, but it could mean exposing historical lies that have been concocted by Mayor Mossi to confuse the people about their heritage,

**Ted:** You are not exactly the man I thought you were!

**Basdeo:** We have to be very creative, my friends; power doesn't come by easily fact, we have to further divide Mayor Mossi's ethnic group from other races by emphasizing their differences.

(Looking up again in deep thought) We will say... eh...that., the people of Mossi 's community have a peculiar smell.. , (Moving his nose up and down in distaste) resembling that of a beetle, while other people don't smell. Unlike other people, they also tend to believe in obeah!

**Ramdaye:** So, what do I write?

**Basdeo:** Celebrating people's cultural identity,

**Rmndnye:** (Writing) Okay,

red: I think those points ate adequate We don't need to belabour these matters. We need to get back to life (Dancing while still scated) We should have some drinks, and remember today is Calypso night at Vibrations! I need to be in places!

**Seymour:** (Looking angrily at Ted) Grow up. Ted! This is not time for celebrations

**Red:** We live only once, don't we?

**Seymour:** (Ignoring Ted and turning to Basdco) Okay, so how shall we approach this?

**Basdeo:** We will convene a huge political rally. The points I have given out will be mnong the core messages we will convey to the people at the rally. I suggest that Hon. Ted apportions the topics to Councillors and Aldermen who are on our side and who are good orators. Please alert them in good time so they can prepare adequately. They have to make passionate emotional appeals.

**Ted:** Very well, I will handle it.

**Ramdaye:** I think that is settled. So when do we hold the rally?

**Ted:** I suggest next week on Friday so that it coincides with the Carnival festivities. Several single pan bands are scheduled to perform at the Atobold Stadium on Friday. We expect there will be hundreds of people clad in colourful costumes and dancing to the exciting sounds of steel pan, soca and calypso music!

**Seymour:** Oh, yes,,l agree. The Carnival is not called the greatest party in the world for nothing! There can never be a better setting for exciting crowds than the carnival! In fact, we can arrange with the artists to compose anti-Mossi slogans and have them performed in ballad style rhythms.

**Ramdaye:** Unfortunately, we may need to hold the rally much earlier. I got information that Mayor Mossi consulting his lawyers on the possibility of our arrest and prosecution.

## QUESTIONS

a) What happens just before this excerpt? (6mks)

.....  
.....

.....

.....

.....

.....

b) Identify and illustrate two stylistic devices used in this excerpt. (4mks)

.....

.....

.....

.....

.....

.....

c) Describe Hon. Basdeo's attitude towards people. (2mks)

.....

.....

.....

d) Describe the character of Hon. Basdeo and Hon. Ted in this excerpt. (4 marks)

.....

.....

.....

.....

.....

.....

e) I got information that Mayor Mossi is consulting his lawyers on the possibility of our arrest and prosecution. Rewrite using ...having. (2mks)

.....

.....

.....

f) Identify and illustrate two themes in this excerpt. (4mks)

.....

.....

.....

.....

.....

.....

g) State the events that happen immediately after this excerpt. (3mks)

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

i. Hive off

ii. Make passionate emotional appeals

iii. Carnival

iv. Prosecution

### 3. **ORAL NARRATIVE** ( 20 MARKS)

#### **THE MAN WHO WAS PREGNANT IN THE KNEE**

(Place of Origin: Kikuyu Collected by: K.P. Ndendero)

Long time ago, there was a man who was pregnant in the knee. People of his neighbourhood often told him that his knee was growing big. As time went on, the knee grew bigger and bigger. A time came when it was discovered that he would give birth. He went into a house and gave birth to three children. This man then took his three children somewhere into a cave. He gave them names, calling one girl Wanjiru.

After locking the cave from the outside, the man went to look for food so that he could feed the children. On coming back to the cave with the food, he usually sang a song so that the children could open the door for him to enter the cave. He had ordered them to close the entrance from inside, and not to open to anybody else other than himself.

He sang:

*Knee, Knee, Knee that has made me rich,  
Gave birth for me to three children  
Who I named Nyamathiriti, Nyamathangania, Nyamatuathanga  
Njiru open for me I give you food  
Which you know and which you don't know.*

Upon hearing that song, the children opened the door for him since they had recognised his voice. He entered the cave and gave them food to eat.

This routine was repeated every time the man went to look for food to feed his children. After quite some time had passed, the father of the children went to look for food as usual. He first locked the children from outside and they locked from the inside. Coming back to the cave with the food the man sang his usual song.

But Irimu had been eavesdropping, and heard the song the man sang. He therefore decided to eat those children in the cave when their father was absent. So when the father of the

children, after some days, went again to look for food, Irimu approached the door to the cave and sang with a hoarse voice.

Knee, knee, that has made me poor, has made me rich,  
Gave birth for me to three children  
Who I named Nyamathiriti, Nyamathangania , Maturiathanga,  
Njiru open for me , I give you food  
Which you know and which you dont know.

After listening to that voice, the children knew that the voice was not their father's. Wanjiru then told the ogre Go away you fool; you are not my father. The ogre went away realizing that the children would not open the door, since they had recognized that his voice was not that of their father.

After the ogre had gone away the father of the children came back with food for the children to eat. He then sang his usual song and the children recognized his voice and opened for him.

Irimu then went to a witchdoctor and said there are some children I want to eat, how will I know how to get them? The witch doctor answered, Go to the path of ants; lay your tongue there and let them bite you. Get bitten, bitten and bitten. When the tongue oozes blood it will then be able to sing like the father of those children.

Irimu then went to do as directed. He laid his tongue on the path of ants. But when he was bitten by some ants, he rose up quickly and exclaimed, Phew, phew it hurts. He went back to the witchdoctor and lied that he had really been bitten by the ants.

He then proceeded to the cave where the children were and sang with a voice that was still hoarse.

After listening to that voice the children realized that it was not their fathers, Wanjiru told him, Go away you fool, you are not our father.

Irimu had not softened his voice properly as he had been directed by the witchdoctor because he was afraid of pain. He went back to consult the witchdoctor again. The witchdoctor firmly directed him and said, Go and be bitten properly by the ants. So he went to the path of the ants and laid his tongue there. He was bitten, bitten and bitten till his tongue oozed blood and softened.

Now the father of the children sensing danger might befall his children, had advised and warned them that When you'll be taken from here while I am absent, take with you this castor oil seeds. They are kept in a pot. So when you will be removed from here, you drop the castor oil seeds, as you go, and I will follow you up to where you have been taken and I will rescue you. Have heard that Wanjiru? Yes, replied Wanjiru.

After some days had gone by, the father of the children went again to look for something to eat. The ogre having been bitten properly by the ants; came back to the cave. He softened his mouth and then sang that song;

Knee, knee that made me poor, has made me rich.  
Gave birth for me to three children  
Who I named Nyamathiriti, Nyamathangania, Maturiathanga.  
Njiru , open for me , I give you food  
Which you know and which you dont know.

Wanjiru after listening to that voice and thinking it's her father who opened the door. Irimu pushed the door open and entered the cave. He rudely ordered the children. Out we go; But Wanjiru at that moment remembered the castor oil seeds pot. She snatched it before she was



forcibly pushed outside. Wanjiru then started dropping the seeds from the door steps. She went on dropping and dropping, until the house to which they were taken. The father of those children came back to the cave with food for children to eat. But when he sang his usual song, the door was not opened. But at that moment he saw the seeds at the doorstep of the cave. He got alarmed and immediately knew that his children had been taken away. He followed the castor oil seeds until he reached a house where the seeds ended. Pretending to be a messenger sent on a mission he was welcomed into the house. He found that his children had been brought there by Irimu. But after staying there for some days, he organized a successful plan and stole his children back. They ran away and went back home to their cave. My story comes to an end.

**Questions**

- (a) Place the above oral narrative in its correct sub genre. (2marks)
- .....
- .....
- .....
- .....
- (b) Identify and illustrate one socio economic activity of the society depicted in this oral narrative (2marks)
- .....
- .....
- .....
- .....
- (c) How has the oral artist portrayed the character of the father? (4marks)
- .....
- .....
- .....
- .....
- (d) The witchdoctor’s advice to Irimu can be summed up in a general proverb.
- (i) Write down one such proverb from any community. (1mark)
- .....
- .....
- (ii) Explain its relevance to the witchdoctor’s advice. (2marks)
- .....
- .....
- .....
- .....

- (e) What feature in this story shows that it is a traditional oral narrative? (4marks)

.....

.....

.....

.....

.....

.....

- (f) Imagine you are telling this story to a group of young children. How would you make the story more interesting? (4marks)

.....

.....

.....

.....

.....

- (h) Which method do you think would be most suitable when collecting this narrative from the field? (1mark)

.....

.....

#### 4. **GRAMMAR.**

- (a) Rewrite the following sentences according to the instructions given after each. Do not alter the meaning. (2 marks)

- (i) I have never seen a more beautiful girl. (Re-write beginning: This is.....)

.....

.....

- (ii) Mango is usually punctual. (Rewrite using seldom).

.....

.....

- (b) Complete the following sentences by choosing the appropriate expressions to fill the gaps. (2marks)

- (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).

- (c) Fill in the blanks spaces with the correct forms of the words given in bracket. (4 marks)

- (i) She may consider helping the orphan on ..... (human) grounds.

- (ii) Ndeko still wants more food even after clearing a whole plateful of Ugali. His appetite is simply ..... (Satisfy).
- (iii) His ..... can only be compared to that of his great grandfather. (Mediocre)
- (iv) After the inferno, the Roche's had to buy new ..... (furnish) for their house.

(d) **Use the correct phrasal verbs in places of the underlined words and phrases. Use the verbs in brackets.** (3 marks)

- (i) It is quite evident from the boy's photographs that he resembled his mother (Take).

.....

- (ii) They all waited anxiously for the event as it was a time they met their friends. (Look)

.....

- (iii) It is not easy to declare a complete loss over a debt of more than one thousand shillings. (write)

.....

(e) **Add an appropriate question tag to each of the following sentences.** ( 3marks)

- (i) They aren't serious

.....

- (ii) They won't shut up

.....

- (iii) Let us go.

.....



Name: \_\_\_\_\_ Adm No: \_\_\_\_\_ Class: \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 14**

**102/1**

**ENGLISH**

**PAPER 2**

**Time: 2HRS 30 MINS**

### **Instructions to Candidates**

- 1. Write your name, admission number, class and date in the spaces provide.*
- 2. Answer all the questions in the spaces provided.*
- 3. Students must answer all questions in English.*
- 4. This paper consists of 7 pages. Ascertain all are printed.*

### **FOR EXAMINER'S USE ONLY**

Question	Maximum Score	Student's Score
1		
2		
3		
4		
TOTAL		

## 1: COMPREHENSION (20MKS)

*Read the passage and answer the questions that follow: -*

Reading is a fundamental skill that plays a vital role in our lives. It's not just about deciphering words on a page but about the doors it opens, the knowledge it imparts, and the worlds it allows us to explore. Reading is an essential tool for learning, expanding our horizons and fostering imaginations.

When we read, we acquire knowledge. Whether it's reading textbooks, newspapers, or online articles, we gain information that helps us understand the world. Books, in particular, are a treasure trove of knowledge. They contain the wisdom of generations, the discoveries of great minds and the stories of diverse cultures. Reading books can educate us on history, science, literature, and countless other subjects. It's like having a mentor, guiding us through the complexities of life.

Reading also broadens our horizons. It exposes us to different viewpoints, perspectives, and experiences. When we read about characters from various backgrounds or explore far-off lands through the pages of a novel, we step into their shoes and see the world from a different angle. This broadening of perspective fosters empathy and understanding, making us more tolerant and open-minded individuals.

Furthermore, reading fuels our imagination. Whether it's a fantasy novel, a science fiction story, or a compelling mystery, books transport us to envision the unimaginable. Our minds become the canvas, and words paint the pictures. It's a magical experience that ignites creativity and inspiration.

Moreover, reading is a skill that transcends academic boundaries. It's not just about scoring well on test; it's about developing critical thinking, analytical skills, and the ability to communicate effectively. A person who reads regularly, is likely to have a broader vocabulary, better writing skills, and an improved ability to express their thoughts and ideas.

In our modern digital age, reading has taken on new forms. E-books and audiobooks have made it more accessible and convenient. With just a few clicks or taps, we can access a vast library of literature. However, there's something timeless and intimate about holding a physical book, flipping its pages, and smelling the scent of paper and ink.

In conclusion, reading is not just a hobby; it's a cornerstone of education, personal growth, and cultural enrichment. It empowers us with knowledge, broadens our perspective, ignites our imagination, and equips us with essential skills. Whether we're reading for pleasure, information, or self-improvement, reading is a journey that enriches our lives and shapes us into more informed, empathetic, and creative individuals.

### **QUESTIONS**

1. How does reading foster empathy and understanding? (2mks)
2. What role does reading play in developing critical thinking and communication skills? (2mks)

3. What is the advantage of reading physical books, compared to digital formats? (1mk)
4. In note form, explain why the author says that reading is an essential tool for learning. (4mks)
5. How does reading enrich our lives and shape us as individuals, according to the passage? (2mks)
6. What does this passage reveal about the writer? (3mks)
7. Reading fuels our imagination. Add a question tag. (1mk)
8. Explain the following words as used in the passage. (5mks)
- a. Fundamental
  - b. Envision
  - c. Transcends
  - d. Timeless
  - e. Ignites

## 2. EXERPT: THE SAMARITAN

Read the following excerpt and then answer the questions that follow. (25mks)

MOSSI: Very well, my good people. (Turning to face principal and then the teachers) I thank you Madam principal and all the teachers for your continued good work, which has won this School an outstanding reputation nationally. (pauses) The subject of today's event is yet another example of the schools outstanding performance. I am genuinely impressed by Nicole and the two students. I like the issues they have highlighted in the presentation. This is a clear indication that our schools are nurturing visionaries and innovators capable of solving our Municipality practical problems. And, of course, there can be no better resource for bettering our lives, as a municipality and as a nation. In fact, and for this very reason, the Municipal council will explore the possibility of mobilising resources in support of innovation in our schools in order

to actualise the future we heard about during the presentation. I will ensure this happens because as you know, my name is Mossi-oa-Tunya, which means the Smoke that thunders. I would especially be delighted if the medicine for regenerating my body cells was discovered today. That would enable me live four hundred and twenty-two more years! How amazing! Please think mostly in this direction! (Mossi pauses, regards his audience, turning his head slowly. Then he resumes) However, we will neither launch the innovation nor present the prize today. Not because the App is terrible. No, it is in fact an outstanding innovation; so good that it could have far-reaching implications on other areas of our social, economic and political life. As municipal leaders, we need time to reflect on these implications. (pauses) I now request the teachers and students to leave as we discuss with the principal and Teacher Nicole how we will move forward with this incredible innovation.

## **QUESTIONS**

1. Why is the Municipal Council ready to mobilise resources to support schools in the future? (2mks)
  
  
  
  
  
  
  
  
  
  
2. I am genuinely impressed by Nicole and the two students. Which role does Nicole hold in the school? Who are the two students Mossi is talking about? (4mks)
  
  
  
  
  
  
  
  
  
  
3. Apart from the medicine that regenerates body cells, mention any three other things in the play that Alvita sees in her vision of the future. (3mks)
  
  
  
  
  
  
  
  
  
  
4. Identify any theme brought out in this extract. (2mks)
  
  
  
  
  
  
  
  
  
  
5. Mayor Mossi says they will neither launch the Samaritan App nor present the prize to the innovators. What reason does he give for this? (1mk)



6. From elsewhere in the play, mention any two other evils Mayor Mossi is accused of? (2mks)
7. Discuss any two character-traits of Mayor Mossi as brought out in the excerpt. (4mks)
8. I would especially be delighted if the medicine for regenerating my body cells was discovered today. Rewrite in reported speech. (1mk)
9. Identify and illustrate any aspect of style used in this excerpt. (2mks)
10. Explain the meaning of the following words as used in the excerpt. (4mks)
- a. outstanding
  - b. innovators
  - c regenerating
  - d. incredible

### **3. ORAL SONG**

**Read the following oral song and then answer the questions that follow.**

Listen

My husband  
In the wisdom of the Lang'o  
Time is not stupidly split up,  
Into seconds and minutes

It does not flow  
Like beer in a pot  
That is sucked  
Until it is finished

It does not resemble  
A loaf of millet bread  
Surrounded by hungry youths  
From a hunt  
It does not get finished  
Like vegetable in the dish

A lazy youth is rebuked  
A lazy girl is slapped  
A lazy wife is beaten  
A lazy man is laughed at  
Not because they waste time  
But because they only destroy  
And do not produce

And famine  
Invade your villages  
And women take their baskets  
To go and beg food  
In the next village  
Strangers will sleep with them

They will have your wives

And what you say?

### QUESTIONS

[a] classify this song [2marks]

[b]who is the singer of this song. [2marks]

[c]Explain socio-economic activities practised by the community from which the song is derived from. [4 marks]

[d] Identify and illustrate three features that qualify this to be an oral poem[6marks]

[e]what is the dominant tone of this song? [2marks]

[f]what main value do we learn from this community. [2mks]

[g]what is the attitude of people from this community towards lazy people. [2mks]

### **4. GRAMMAR**

*1) Rewrite the following sentences according to the instructions given. (4mks)*

a. They were so exhausted that they could not stay awake. (Rewrite using 'too')

b. If I had an eight-to-five job, I \_\_\_\_\_ piano lessons. (take) Fill the gap with the correct tense of the verb given in brackets.

c. I think we are being followed by somebody. (Rewrite in the active voice)

d. The telephone rang without stopping. (Replace the underlined words with one word)

2. Complete the following sentences using the appropriate form of the word in brackets. (2mks)

a. The winner of the race jogged \_\_\_\_\_ around the stadium waving the Kenyan flag. (pride)

b. The beautiful scenery was \_\_\_\_\_. (awe)

3. Correct the errors in each sentence below. (2mks)

a. I went for shopping yesterday.

b. How do you hope to get the lost child between so many people?

4. Complete each of the following sentences with one of the words in brackets. (2mks)

a. They saw \_\_\_\_\_ animals in the park than they expected. (less, fewer)

b. After walking for three kilometres, they were lucky to get \_\_\_\_\_ water from the stream. (little, a little)

5. Replace the underlined word with an appropriate phrasal verb beginning with the word given in brackets. (2mks)

a. We hope our plan succeeds. (pull)

b. Over the holiday my friends visited me. (call)

6. Explain the meaning of the underlined idiomatic expression. (1mk)

Mary told her trainer that she was going to throw in the towel if she did not win the fight.

7. Punctuate the following sentence in two different ways to convey two different meanings. (2mks)

**Otieno said Mary is absent today.**

Name:..... Adm No..... Class :.....

School:.....Candidates Signature.....

Date :.....

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 15**

**101/2**

**Time: 2 ½ hours**

**FORM FOUR**

### **INSTRUCTIONS TO CANDIDATES**

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

### **For examiners use only**

Question	Maximum score	Candidate's score
1 Comprehension	20	
2 Excerpt	25	
3 Oral Literature	20	
4. Grammar	15	
<b>Total score</b>	<b>80</b>	

*This paper consists of 11 printed pages. Candidate should check to ascertain that all pages are printed as indicated and that no questions are missing.*

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

## COMPREHENSION

(20 marks)

**Read the passage below and then answer the questions that follow.** Gender is probably the most important social issue in the world today. It affects and influences every aspect of our lives: politics, economics, religion and leisure. People in the 21<sup>st</sup> Century strongly believed that every project must get the gender dimension right in order to succeed. But what is gender? Basically, gender is the expectation that people should do or not do certain things according to their sex. Every normal human being is either female or male. This is sex and it is a biological fact. Indeed, sex is the most conspicuous difference between human beings.

The moment we look at a person, we can tell whether that person is a man or a woman, a boy or a girl. The question is if society should use this biological difference to tell people what they should or should not do. Yet, since time immemorial, this is what human communities all over the world have done. Some African societies bring up their boys to believe that men must be fighters, take whatever they want – by force if necessary and never cry. If anyone asks why they should or should not do this and that, the ready answer is always: you are a man, and that's what men are supposed to do. Girls are told to be gentle and quiet, to obey men, not to climb trees and not to eat certain kinds of food. A girl who asks why she should not climb trees or speak loudly in public is told, you are a woman, and women don't do that. In other words, society is always telling us what we can do and what we cannot do just because we are men or women. In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called 'chefs' are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female. On the face of it, there is nothing wrong with sharing roles – indeed, there are many cases where it is logical to expect that certain people should do or avoid some activities. For example, it would not be safe for a woman in advance stages of pregnancy to go hunting wild animals or grazing livestock many miles away from home. However, this should not be taken as a blanket excuse to declare that all women must not hunt wild animals. The problem is even worse when some people use gender roles to exploit or oppress other people. Men for example, have for a long time invoked gender roles to force women to do certain things and to prevent them from doing things the women may want to do. This oppressive practice may be called gender imposition, and it may be seen in all aspects of society. In social relations, boys and girls are segregated from the earliest years of life. Members of each sex are strictly drilled into what 'feminine' or 'masculine' in behaviour, speech, dress and every activity. Boys and girls are told what work they should or should not do, what places they

can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are boys or girls. By the time a person is in his or her teens, he or she has learnt – from both example and direct teaching by older members of society – what exactly is expected of him or her as a man or a woman. These gendered roles often suggest that men should lead and command in everything, be 'tough' – meaning hard and even cruel – and 'strong', which often means aggressive and violent. The women on the other hand, are required to be soft and kind, submissive and unquestioningly obedient to men. Even in public affairs, such as politics or religion, the gendering of roles leads to some

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

curious situations. In some places of worship for example, men and women are strictly separated. Several denominations do not permit women to preach in public or to be ordained as priests or pastors. Politics is widely regarded as a man's field.

Some societies insist that a woman cannot be a leader, like President or Army commander. The nagging question, which many women and enlightened men are asking today is: Why not? This is the challenge to the conventional gendering of roles. Is there any logical reason why a man should not change the nappies of his child, or go into the kitchen and cook? Why can a talented woman not become a top soccer or rugby player, or a bishop or a top business executive? Is it fair to prevent people from eating such nutritious foods as chicken and eggs simply because they are women? Should children be denied the right to inherit their parents' property on the grounds of sex? Is it not pathetic seeing men inflict beastly violence on their wives and children, or one another simply because men are expected to be 'tough' and 'strong'?

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

### Questions

(a) According to the passage, what is the difference between gender and sex? (2 marks)

.....

.....

.....

.....

.....

(b) What is gender imposition? (1 mark)

.....

.....

.....

(c) How are gender roles passed on? (1 mark)

.....

.....

.....

(d) Add a question tag to the following:  
Any girl can climb a tree as smartly as any boy..... (1 mark)

(e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles. (1 mark)

.....  
.....

(f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women. (6 marks)

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

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

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

(h) Change the following question into a statement: (1 mark)  
Should children be denied the right to inherit their parents' property on the grounds of sex?



.....

.....

.....

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

.....

.....

.....

- (j) Explain the meaning of the following as they are used in the passage. (3 marks)
- (i) Segregated
  - (ii) Absurdities
  - (iii) Blanket excuse

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

**Narine:***(Addressing the gathering with a strong, firm voice)* Your Worship, the Mayor, Hon. Mossi, distinguished guests, ladies and gentlemen. I am **delighted** to welcome you to this ceremony in which we officially launch, in our great Municipality, the winning innovation in this year’s Secondary Schools’ National Innovation Competition. On this occasion, we will also present a prize to Alvita and Montano, our very own students here in Sagrada Secondary School, who created the winning innovation. *(Looking at the Mayor)* We thank you very much, Your Worship, for gracing this event. *(Narine pauses, and then turns to the visitors.)* Your Worship, ladies and gentlemen, I will now invite Nicole, the Ethics and Innovation Teacher, to introduce the innovation. Ms Nicole, please. *(Students clap as Nicole walks to the podium. She is a young, tall, light – skinned lady of medium build, a renowned beauty and an uncompromising moralist. She is sporting a wavy side ponytail hairstyle and is smartly dressed in black skirt and white blouse.)*

**Nicole:***(Adjusts the microphone and clears her throat)* Your Worship, distinguished guests, ladies and gentlemen. I am most humbled to introduce an innovation that has captured the imagination of our Municipality. I couldn’t think of a better way to introduce the innovation than through a short skit that Alvita, Montano and I will stage in front of you, welcome. *(The podium is pushed aside and the trio: two students – Alvita and Montano – and Nicole take seats at the centre stage. There is silence as Montano closes his legs and begins to swing on the chair without making a full circle.)*

**Montano:** Tell me, Alvita, what can we do as a society to ensure you have a good future? Right now it seems extremely bleak. I **shudder** to think about it.

**Alvita:**How do you know my future is extremely bleak?

**Montano:** Well, yesterday, I was seated under the tree behind the classroom, thinking.

**Alvita:** And then?

**Montano:** I travelled into the future – about fifty years from now. And guess what? I saw you working at a corner in a city as a cobbler. You looked severely battered and your nose was permanently running, if I remember well.

**Alvita:** Me a cobbler? Was it a nightmare that you had or a hallucination?

**Montano:** No, it is called travelling into the future. You close your eyes and try to figure out how your future will look like, given past and current trends. You can also travel into the past. One time I travelled into the past until I was back in my mother’s womb. And I sat there, mesmerised.*(Demonstrating, folding his legs and arms in a foetal position.)* It was very dark in there!

**Alvita:** Oh, what a strange thing to do! But a cobbler, you said?

**Montano:** You were actually fortunate to have a source of income, as a cobbler. Millions of young people were loitering aimlessly in the streets and villages without gainful employment. All of them were poor, hungry and angry.

**Alvita:** You are rarely serious, Montano. You mean with all my education I couldn’t get a good job?

**Montano:** You see Alvita; our country has been and is producing more graduates each year than the number of jobs it is able to create. At this rate, what do you think will be the situation over a period of fifty years?*(Pauses, then continues)* I was in no better position, Alvita. I was earning my livelihood as a pannist with a not – so – popular steel band at that time. But joblessness was not even my main concern.

### Questions.

- a. Explain what has happened before the excerpt. (2mks)

.....

.....

- b. From elsewhere in the text, what winning innovation is Narine referring to in the excerpt. (2mks)

.....

.....

- c. Identify and illustrate two styles used in the excerpt. (4mks)

.....

.....

.....

.....

For marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

d. Identify and illustrate two character traits of Nicole. (4mks)

.....

.....

.....

.....

e. Identify two themes brought out in the excerpt above.(4mks)

.....

.....

.....

.....

f. According to Montano why does the future look bleak? (2mks)

.....

.....

.....

g. Answer the questions below as instructed. (3mks)

i) I travelled into the future – about fifty years from now. (Add a question tag)

.....

ii) Change the following sentence into passive voice.

We will also present a prize to Alvita and Montano.

.....

h. Was it a nightmare that you had or a hallucination? Rewrite beginning:( It.....)

.....

i. Give the meaning of the following words as used in the excerpt. (4mks)

i) Delighted:.....

ii) Shuddered.....

iii) Severely.....

iv) Loitering:.....

## 2. 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 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 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 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)

.....

.....

.....

.....

.....

(f) Explain the moral lesson of this story. (2marks)

.....

.....

.....

(g) If you were to collect the above from the informant,

i. What methods of data collection would you use? (3marks)

.....

.....

.....

.....

ii. What challenges are you likely to face? (3marks)

.....

.....

.....

.....

**GRAMMAR. (15 marks)**

**4. a) Complete the following sentences using the most appropriate preposition. (3 marks)**

- i) The wild animal was oblivious ..... the trap.
- ii) The police officer was an expert ..... catching criminals.
- iii) My uncle deals ..... second hand clothes.

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

- i) "Where is my assignment?" the angry teacher demanded  
(Begin: The angry)

.....

.....  
ii) So fearful is she that she cannot go out of their house at night.

(Rewrite using too)

.....  
.....

iii) The principal is teaching Form two East. (change the sentence into the passive form)

.....  
.....

**c) Fill the blank spaces with the appropriate form of the word in brackets. (4 marks)**

i) The government should not only build roads but also schedule their.....

(Maintain)

ii) I would like to renew my..... (Subscribe)

iii) We need to consider his..... (Argue)

iv) The queen's ..... impressed everybody. (Elegant)

**d) Replace the underlined words with the appropriate phrasal verb. (3 marks)**

i) The strike has been cancelled.

ii) The leader postponed the meeting

iii) The students liked him at once.

**e) Explain the meaning of each idiomatic expression.**

i) Living from hand to mouth.

.....  
.....

ii) A bitter pill to swallow.

.....

.....



NAME.....ADM NO.....  
SCHOOL.....CANDIDATES SIGN.....  
CLASS.....DATE.....  
ENGLISH  
101/2  
PAPER 2  
TIME: 2 ½ HOURS

## SMARTFOCUS QUICK REVISION SERIES 2025

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

**English paper 2**

**SERIES 16**

*(Comprehension, literary, Appreciation and Grammar)*

### INSTRUCTIONS TO CANDIDATES

1. Write your name and index number in the spaces provided above
2. Sign and write date of examination in the space provided.
3. Answer ALL questions in this paper.
4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.
5. Answer all questions in English.

### FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1. Comprehension	20 marks	
2. The excerpt	20 marks	
3. Poetry	20 marks	
4. Grammar	20 marks	
<b>Total</b>	<b>80 marks</b>	

## 1. COMPREHENSION

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

Most of the 10 million Kenyans threatened with starvation are not where you thought they would be. They are not the drought-stricken rural areas. They are instead, in the country's urban centers, huddled in the informal settlements famously known as slums.

New official report lays bare the reasons for Kenyans hunger-and they go beyond rain failure. Drought is only one of the growing numbers of causes of hunger threatening nearly 10 million people in the country. The Kenya food security update-released this week-says that the highest number of people who are likely to starve are low-income earners who live in urban informal settlements.

According to the February 2009 survey, 4.1 million people in Nairobi and Mombasa slum are threatened with starvation because of reduced earnings resulting from the loss of employment after the elections violence.

Matters have been made a lot worse by rising food prices. In the slums, 37 percent-or nearly four in every 10-of the households reported having only one meal a day. And adults are required to be of good behavior by restricting the food portion they consume. People are running into debt, moving elsewhere or selling whatever belongings they have to survey according to the survey.

Ironically, this population is receiving the least help from the government, aid workers and good Samaritans who are lining up to give donations everywhere. "The unfortunate reality is that intervening organization tend to respond to emergencies fairly quickly and have less enthusiasm for funding and implementing non-food interventions that are, at the minimum, mitigative in nature," says the reporter. It is jointly published by the government, the world food programmer the United States Agency for International Development and the Famine Early Warning Systems Network.

As the global economics crisis bites and its effect are felt at home, it is unlikely that the rains-in whatever quantity-will **alleviate** the suffering of the urban hungry. The army of the manual workers, domestics and office support staff, security guards and idlers is hungry.

If they are not fed- and urgently, too-Kenyans urban middle class can expect a spike in **larceny** and other petty crimes, all to their detriment. Not to forget the public face of the famine, those affected by the extended drought season are only 2.5 million- and they have among their number some 850,000 school-age children.

Another 1.9 million people are faced with starvation because they are affected by HIV/AIDS- either directly or have lost a breadwinner to the condition. A shocking admission in the report is that there are 150,000 people displaced after the elections who are in transit camps close to their homes but cannot

return or farm. This number receive food rations from the UN World food Program Emergency Operation.

Officially, the government claims that is has moved 255,000 people out of camps for the displaced. With 150,000 people displaced after the election depending on **donor dole**, the resettlement efforts has only benefited 105,000 people.

This number constitutes 16 percent of the revised total of 663,000 displaced people which is the official figure from the Ministry of Special Programmes. Obviously, truth is something that makes the coalition Government extremely uncomfortable that it spends most the time **sugarcoating** it.

Questions

- a)

Where are most starving Kenyans assumed to be?

(1mk)
- b)

What steps are victims of hunger taking for their survival?

(4mks)
- c)

What are likely consequences of hunger on Kenyans urban middle class?

(2mks)
- d)

Rewrite the following sentence beginning: (Rising.....)  
Matters have been made a lot worse by rising food price.

(1mk)
- e)

What according to the passage is wrong with the approach taken by the groups assisting the hungry?

(2mks)
- f)

Make notes on the reason for Kenya’s hunger.

(4mks)

g) Why is the rain unlikely to alleviate the suffering of the urban hungry? (2mks)

.....  
.....

h) Explain the meaning of the following expressions as used in the passage. (4mks)

i) Alleviate- .....

ii) Larceny- .....

iii) Donor dole .....

iv) Sugarcoating  
.....

2. Read the following extract from the play “The Samaritan” by John Lara and then answer the questions after. (25 marks)

**Seymour:** (*Springing to his feet with clenched fists*) That cannot be possible. Nobody can write that kind of thing about me in this world!

**Harvester:** (*Looking at Ted and Seymour*) Copies of indisputable documentary evidence to that effect were all over today’s newspapers and are being shared in all media platforms.

**Seymour:** (*Resuming his seat and swearing with trembling voice*) Those are fake documents! These are all barefaced falsehoods! And I can assure you one thing: Those behind the allegations now have their appointment with fate! Certainly!

**Ted:** (*Sitting properly and looking up for the first time*) **Supply of air?** I am beginning to think this is serious. Could we end up in Baneta Express Prison?

**Harvester:**(Turning pages of his note book) But that is only one of the allegations, there are many more, including drug trafficking, grabbing of public land, **inflation** of the cost of municipal projects, use of proxies to secure municipal tenders, undertaking shoddy public works, murder and gang warfare. The information is very detailed on the people and companies involved.

**Mossi:** There is a lot of personal information on municipal leaders on that evil thing, too; including lifestyles of individual municipal officials, where they live, the kind of houses they live in, their businesses, the vehicles they own, other properties in their possession, when the properties were acquired, and a lot of other personal details I don’t want to mention here. (*Looking at Bembe*) There was a lot of talk yesterday on the Madingo Golf Club, with everyone Wondering where you got the money to put it up.

**Bembe:** (*Sitting up with an expression of horror on his face*) The Madingo Golf Club? No! I have always been very **discreet** about my private affairs! How did they get the Information it is mine?

**Mossi:** You see, there is hardly anything on earth you can do without somebody knowing About it. You should also remember that those we regard as our friends are Sometimes wolves in sheep’s clothing. And they may have a lot of information about us, which could be damaging!

**Bembe:** This might be our worst nightmare!

**Mossi:** What worries me most is the recent formation of a lobby group, an amorphous virtual group, comprising mostly of lawyers, calling itself *The Samaritan*. It is calling upon the people to volunteer as witnesses and help in the prosecution of those involved in corruption and abuse of office in the Municipality. They are also planning to **petition** the Local Government Minister, the Prime Minister, and the Chief Justice to take action. The situation is not pretty at all.

**Ted:**(*Looking at Justice Jaden*) Can such online allegations form a strong basis for prosecution and conviction?

**Jaden:**(*Adjusting his eyeglasses*) Yes, they can; provided there are valid documents supporting the allegations.

**Bembe:** (*Throwing his hands in the air*) I think we have no choice other than ban that thing within Maracas Municipality! The Municipal Council needs to pass a by-law to that effect urgently. I will enforce it immediately!

**Jaden:** (Adjusting his eyeglasses and then his tie) I think we need to be careful and strategic. On what basis do you ban it? And how can you police the use of mobile phones to ensure the ban is effective?

**Seymour:** We can think creatively about that. For example, we can claim that municipal authorities are concerned that suspect Apps, particularly spy Apps, are finding their way into our municipality. This may lead to theft of confidential information such as bank account details. We can also cite issues of cyberbullying and the sharing of pornographic materials in schools.

## QUESTIONS

- a) What is Seymour referring to at the beginning of the excerpt? (2mks)

.....

.....

.....

- b) Identify and illustrate two aspects of style in this excerpt. (4mks)

.....

.....

.....

.....

.....

.....

.....

- c) Discuss two themes evident in this excerpt (4mks)

.....

.....

.....

.....

.....

.....

.....

- d) Discuss one character trait of Seymour and one character trait of Mossi as presented in this excerpt. (4mks)

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

e) From your knowledge of the rest of the play, what two things does Mossi suggest could be done to control the use of the Samaritan App? (2mks)

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

f) From your knowledge of the rest of the play, briefly explain the origin of the Samaritan App. (4mks)

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

g) Explain the meaning of the following words and phrases as used in the excerpt (5mks)

- i) Supply of air.....  
ii) inflation.....  
iii) discreet.....  
iv) amorphous.....  
v) petition .....

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

### **LISTEN**

Listen

I My husband

In the wisdom of the Lang'o

Time is not stupidly split up,

Into seconds and minutes

It does not flow

Like beer in a pot

That is sucked

Until it is finished

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

It does not resemble  
A loaf of millet bread  
Surrounded by hungry youths  
From a hunt  
It does not get finished  
Like vegetable in the dish

A lazy youth is rebuked  
A lazy girl is slapped  
A lazy wife is beaten  
A lazy man is laughed at  
Not because they waste time  
But because they only destroy  
And do not produce

And famine  
Invade your villages .  
And women take their baskets  
To go and beg food  
In the next village  
Strangers will sleep with them  
They will have your wives  
And what you say?

### **Questions**

a) Classify this song. (2mks)

.....

.....

.....

.....

.....

b) Who is the singer of this song? (2mks)

.....

.....

.....

c) Explain socio- economic activities practiced by the community from which the song is derived from? (4mks)

.....

.....

.....

.....

.....

d) Identify and illustrate three features that qualify this to be an oral poem. (6mks)

.....

.....

e) What is the dominant tone of this song? (2mks)

.....

.....

f) What main value do we learn from this community? (2mks)

.....

.....

g) What is the attitude of people from this community towards lazy people. (2mks)

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

i) Because Mary had a sore throat, people did not expect her to sing. (begin Having.....)

ii) All the people present expressed satisfaction with the decision.  
(Begin None.....)



.....  
.....  
iii) No one likes to be sick. (use .....being)  
.....  
.....

iv) I think we are being following by somebody  
(Rewrite in the active voice)  
.....  
.....

**b) Complete each of the following sentences using the correct form of the word in brackets.**

(4mks)

ii) There was a wild.....when the artist started his performance.  
(applaud)

iii) I wonder why the bell is being.....this early. (ring)

iii) She displayed a lot of .....in the way she handled the matter. (expert)

iv) Your explanation is based on too many..... (presume)

**c) Complete each of the following sentences by filling in the blank space with the correct preposition.**

(3mks)

i) My brother deals .....second hand clothes.

ii) I congratulated him .....his performance

iii) We heard the new .....the radio.

**d) Replace the underlined words with the appropriate phrasal verb beginning with the word given in brackets.**

(2mks)

i) We hope our plan succeeds (come)  
.....  
.....

ii) Over the meeting my friends visited me  
.....

**f.) Explain the meaning of the underlined idiomatic expression.**

(2mks)

i) Bill was on pins and needles during the party.  
.....  
.....

ii) Mary told her trainer that she was going to throw in the towel if she did not win the fight.

**GOLDLITE ONLINE EDUCATIONAL SERVICES**  
**SMARTFOCUS QUICK REVISION SERIES 2025**  
*Kenya Certificate of Secondary Education. (K.C.S.E)*

Name ..... Admission number .....

Candidate's Signature.....Date.....

**SERIES 17**

**101/2**

**ENGLISH**

**Paper 2**

*(Comprehension, Literary Appreciation and Grammar)*

**Time: 2½ Hours**

**Instructions to students**

- Write your **name**, **admission number** and **class** in the spaces provided.
- Sign and write the date of the examination in the spaces provided.
- Answer **all** questions in the spaces provided in **blue ink**.
- All your answers must be written in the spaces provided in this question paper.
- This paper consists of **10 printed** pages.
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing
- Candidates must answer all questions in **English**

Question	Maximum Score	Student's Score	Examiner's Initials
1	20		
2	25		
3	20		
4	15		
TOTAL	80		

1. *Read the following passage and then answer the question that follow* (20 marks)

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 payers. 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 **override's** 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 instances, 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 the resources; we have the manpower, and the capacity to make things move.

(a) What should African countries do to fight corruption? (3 marks)

.....  
.....

(b) Explain how Africans can open up rural areas. (1 marks)

.....  
.....

(c) What do you understand by the term '*genuine poverty alleviation strategies*'? (1 mark)

.....  
.....

(d) Why is appropriate technology useful? (1 mark)

.....  
.....

(e) How can African government improve cash flow in their economies? (2 marks)

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

(f) In **not more than 50 words**, write a summary on the various ways of fostering development in African countries. (5 marks)

**Rough copy**

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

.....

.....

.....

(2 marks)

.....

.....

.....

.....

(1 mark)

.....

.....

i)     stashed .....

ii) disparity .....

iii) overrides .....

**Mossi:** (*Pacing about on the stage, turns to face the Principal and Nicole.*) I am afraid we may not continue with this thing. Oh, I have already forgotten what you are calling

**Mossi:** Don't you see it? It might turn out to be platform for misinformation, lies and witch hunt You see, last year someone spread a rumour that had died, Me just sent a text message on some social media and it spread like wild bush fire and do you I know almost died? During that time i accidentally swallowed a whole toothpick!

**Basdeo:** (To Mayor) The way I see it, that App will be a people's platform! And it will have far-reaching implications whether you launch it or not.

**Mossi:** (Casting a stern look at Mr. Basdeo) I need time to think about it. I will raunch it at my own convenient time. (Turning to Nicole and the Principal) There are no two ways for now. Halt any activities regarding that thing until my office gives further guidance.

(Ramdaye nods in approval. Other guests exchange knowing glances in silence)

**Narine:** Your Worship, the President of the Republic is scheduled to officially launch the App at the national level early next year when schools reopen. We presently have some ongoing activities in preparation for it. I doubt whether this process can be stopped.

**Harvester:** (Looking at the Principal and Nicole alternately) Is that so?

**Mossi:** (Looking at the Principal) The President?

**Narine:** Yes, Sir.

**Ramdaye:** Why have you kept us in the dark about it?

**Narine:** The Mayor's office has been duly informed, Sir.

**Mossi;** (Looking at Narine) Oh yes, I remember! But you never explained that kind of thing it was! No, you still have to stop it!

**Pirro:** I think that is beyond their powers, Your Worship. (Looking at Mr. Pirro) This thing we are talking about is a school project under their control! (Turning to face the principal) It is, therefore, within your powers to find a way around it. You are at the centre of it! Figure out a way, like writing to the Ministry of Education indicating that there are some fundamental errors in it that you need to attend get what i mean?

**Nicole:** I am afraid, Your Worship, the assessment of the innovations was done by senior officers at the Ministry of Education. Experienced software engineers Were involved. It passed all the tests, and no errors were found,

## QUESTIONS

a) Place this excerpt in its immediate context. (4 marks)

.....

.....

.....

.....

b) Why is Mayor Mossi adamant to launch the App? (2 marks)

.....

.....

.....

.....

c) From elsewhere in the play, what is the name of the App and how is it a people's platform? 1mk

.....

.....

.....

.....

d) give reasons App is error-proof. 4mks

.....

.....

.....

.....

e) Think about fit: (Rewrite using the question tag.) 1 mk

.....

.....

f) Identify and explain any two stylistic devices used in the excerpt. 4mks

.....

.....

.....

.....

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

- i. Far-reaching Implications .....
- ii. Halt .....
- iii. Kept us in the dark .....
- iv. Figure out a way.....

3. *Read the oral poem below and then answer the questions that follow.* (20 marks)

Bob bob, bobbing wagtail  
Coming bobbing along.

Take your shield Little Girl Twin  
And we go kill the Herdsmen  
But the Herdsmen have done no harm  
When they slaughtered their ox  
They gave me a piece of bone  
Take that to your mother Little Girl Twin  
And I will take this to my father.

As I went trudging along

Eagle came and struck me  
And I plucked a feather from him  
From whom did you pluck the feather?  
I plucked it from Sharp-Sharp-Claws  
And where is Sharp-Sharp-Claws gone to?  
He is gone to the papyrus patch  
This is no papyrus patch  
This is only a bogey marsh.

The plucky plucking woman  
Where she plucks her hoe from  
Is where she plucks beans from  
Like this: *kku!*

- (a) Classify the above song. (2 marks)

.....

.....

.....

.....

- (b) Who is singing in the song? Give a reason. (2 marks)

.....

.....

.....

- (c) Identify and illustrate **two** features that make this an oral song. (4 marks)

.....

.....

.....

.....

.....

- (d) Describe the **tone** the singer uses as the song is performed. (2 marks)

.....

.....

.....

- (e) State any **two** functions of the song (2 marks)

.....

.....



(f) Explain **one** economic activity from the community in which the song is picked from. (1 mark)

.....

.....

.....

(g) Explain the **two** voices singing in the poem (2 marks)

.....

.....

.....

.....

(h) Summarize what the singer is singing about. (3 marks)

.....

.....

.....

.....

(i) With illustration identify the moral values emphasized in the community. (2 marks)

.....

.....

.....

.....

**4. Grammar (15 marks)**

(a) For each of the sentences below, use the word given in brackets to form a **phrasal verb** and fill in the blank. (2 marks)

i) The teacher was keen not to be ..... for the students' tricks. (**take**)

ii) I cannot ..... with an untidy person. (**put**)

(b) Fill in the blanks in the following sentences using the correct form of the word given in brackets after each. (2 marks)

i) My elder brother has greatly suffered because of his ..... (**naïve**)

ii) ..... between neighbors is a deterrent to development. (**enemy**)

(c) Rewrite the following sentences as instructed after each (4 marks)

i) The team has been looking into the matter. (**Begin:** The matter...)

.....

.....

ii) The dog was hit by a speeding car while crossing the road. (**Begin:** Crossing ....)

.....  
.....  
iii) Peter is taller than..... ( use either **I or me**)  
.....  
.....

iv) "These people," said the principal, "are here to pay your school fees." ( Rewrite in **reported speech**)  
.....  
.....

(d) Use the right **relative pronoun** to complete the following sentences. (2 marks)

i) This is the man to .....I gave the book.

ii) The farmer ..... cow stole into my garden has been arrested.

(e) Complete each of the sentences below using appropriate **articles**. (**a, an, the**)  
(3 marks)

i. Janet knows how to play .....flute

ii. I am working hard so that I can join .....university in South Africa.

iii. I was asked to read .....eulogy of my grandmother on short notice.

(f) Explain two different meanings of the following sentence (2 marks)

Judas told his friend that he is a traitor.

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

Name ..... Admission number .....

Candidate's Signature.....Date.....

**GOLDLITE ONLINE EDUCATIONAL SERVICES**

**Kenya Certificate of Secondary Education**

**SMARTFOCUS QUICK REVISION SERIES 2025**

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

**English paper 2**

**SERIES 18**

**(COMPREHENSION, EXCERPT, ORAL LITERATURE AND GRAMMAR)**

**TIME: 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	
5	15	
Total score	80	

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

## Question 1

Read the passage below and answer the questions based on it (20marks)

### *Recognising attitude*

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

You should have seen her walk in with elegance and style. Even those who had no taste for beauty and art quickly realized that she stood out among the beauty contestants. This was not an ordinary beauty contest like the previous ones. The competition had moved from the mere focus on outside beauty; it required brains too. When it came to answering the questions, Atieno did not disappoint the audience. She was eloquent and **articulate**, answering the questions intelligently and with precision. What is more, Atieno was cool and composed. She struck an image of one who was sure of herself and her subject. She spoke on how she would plough back the prize money to educate girls in her village and help orphans ravaged by the HIV/ AIDS pandemic. When she finished speaking, I could not help but join the rest of the audience in giving Atieno a standing ovation. To me, she was the **epitome** of perfection, a marriage of beauty and brains.

I loved the appearance and the experience of the judges. Their **resumes** spoke of people who were widely travelled and had vast experience, thus they knew what to look for in the contestants. I had no doubt that they would give a fair judgment. We waited with bated breath for the judges to come back from their consultations to announce the winner. Soon we became restless as people began whispering and murmuring. When it took a bit longer, word even begun going round that the judges had disagreed on who the winner was.

Finally, the judges emerged. Looking at their faces, my instincts told me something was amiss. Without wasting time, Judge Dulo dropped the bomb shell: "The winner of Miss Kenya Beauty Contest 2023 is Mzalendo Lukenya!" Shouts of disapproval filled the room. Even the minister for Culture and Social Services who is known for his level-headedness shook his head in disapproval. Finally the master of ceremonies calmed the audience and the judges called the winner on stage. When she appeared, the hall was filled with **ululation** and shouts of jubilation as song and dance filled the hall. I saw the minister wipe a tear from his left eye. The judges and the contestants had played a trick on us! Mzalendo Lukenya was actually Atieno! They had agreed not to associate her with any tribe in Kenya, hence the use of the name Mzalendo Lukenya. There were more shouts, music and dance in the hall. Indeed, this was a pageant of 'Beauty and Brains.'

## Questions

a. Why was this contest different from any other? (1 mark)

---

---

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

b. Identify a sentence in the last paragraph that indicates that all was not well. (1mk)

---

---

c. Using illustrations from the passage describe the writer's attitude towards Atieno (3mks)

---

---

d. Identify and illustrate a stylistic device dominating the last paragraph (2mks)

---

---

e. Why do you think the minister wiped a tear from his left eye? (2mk)

---

---

f. In a paragraph of not more than 30 words describe Atieno (5marks)

---

---

---

---

---

---

---

g. Re-write the following sentences according to the instructions given after each (1mks)

(i) Atieno did not disappoint the audience(Re-write in passive voice)

---

---

ii. I had no doubt they would give a fair judgement (Rewrite using "fairly") (1mk)

---

---

h. Give the meaning of the following words as used in the passage (3mks)

i. Epitome\_\_\_\_\_

ii. Resume\_\_\_\_\_

iii. ululations \_\_\_\_\_

iv. Articulate\_\_\_\_\_

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

## **Question 2. EXCERPT**

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

**Seymour:** Money, money, money! And more money.

**Ted:** You mean we give money to the two students and the teacher?

**Seymour:** No, mobilise enough money to fight any cases that might be brought up against us and if necessary, enough for dealing in other ways with those who insist on pursuing us.

**Ramdaye:** Good idea, but I have loans and projects. I don't think I can raise any money now.

**Bembe:** I, too, just finished the Madingo Golf Club recently. I am as broke as a church mouse.

**Ted:** I cannot raise a meaningful amount, either.

**Harvester:** If that is the case, they why can't we find a way of averting the court cases from coming up in the first place?

**Ramdaye:** How can we do that?

**Harvester:** Restitution.

**Ted:** What is that?

**Harvester:** It's an idea that Struck me as I was having a walk along the beach yesterday. We can conduct a truth and reconciliation exercise.

**Bembe:** How will that work?

**Harvester:** We will announce a grace period within which everyone in the Municipality should come clean, confess their mistakes. give back what they have acquired irregularly, forgive one another and then open up a new chapter Of honesty in the conduct of our municipal affairs. (Chuckling) That has never happened anywhere. in the world!

**Harvester:** It can be our local initiative. I know the tmth can set us free.

**Harvester:** Isn't restitution an admission of guilt? How can I incriminate myself? And in any case, what if you are accused of crimes Other than acquiring wealth irregularly?

**Ted :** I doubt whether restitution is a good idea.

**Ramdaye:** That takes us back to the idea of raising money to fight the cases. We may have to procure loans or sell some of our properties.

**Seymour:** Since we all do not have money, why can't we find a way Of getting that money from the Municipal Fund?

**for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free**

**Mossi:** Municipal Fund? How?

**Seymour:** We just need to do some reallocation of budget line items.

**Ted:** I agree. We must set aside some money to take care Of investigators, lawyers, prosecutors and judges if things go

**Seymour:** You See, the waste disposal system in our town is in terrible state. There is garbage all over the place and the drains are broken. As we speak, it is a serious health hazard. We can justify reallocation of funds on the need to address this problem. In reality, we will use some of the funds to fight Off cases that are without a doubt coming.

**Mossi:** (Surprised and in disbelief) What?

### QUESTIONS

a) Briefly explain what happens just before the events in the excerpt. (3 marks)

---

---

---

b) What does Hon. Seymour imply when he says they need to mobilise enough money. if necessary, enough for dealing in other ways with those who insist on pursuing them? (2 marks)

---

---

---

c) Identify with appropriate illustrations two-character traits of Hon. Seymour brought out in the excerpt. (4 marks)

---

---

---

d) (i) I doubt whether restitution is a good idea. (Rewrite in the reported speech) (1 mark)

(ii) It can be our local initiative. (Add a question tag) (1 mark)

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

(iii) We just need to do some reallocation of budget line items. (Rewrite in the passive) ' (1 mark)

e) Discuss two thematic concerns of the writer raised in the excerpt. (4 marks)

---

---

---

---

f) Pick out and illustrate two stylistic devices used in the excerpt. (4 marks)

---

---

---

g) Explain the meanings of the following words used in the excerpt. (3 marks)

---

---

---

h) Briefly explain what happens shortly after the events in the excerpt. (2 marks)

---

---

---

**Question 3. ORAL LITERATURE**

*Read the narrative below and then answer the questions that follow. 20mks*

**THE CRUEL STEP – MOTHER**

Once upon a time, there was a man and wife who had a baby girl. Unfortunately, the wife died and so, the man married again. He got another girl with the second wife.

The two girls became extremely close, so close that whenever the mother sent one on an errand, the other was sure to accompany her. The mother, however, did not like the child of the deceased. She would always show her dislike by denying her certain favours. Her feelings became so bad that she decided to get rid of the girl. To do this, she dug a hole in her bedroom on a day when the husband was absent and covered the hole with a cow's hide. She then called her daughter and sent her to the house of a friend

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free



some kilometers away. As usual, the two girls wanted to go together but the woman refused, giving the excuse that she wanted to send the other one elsewhere.

After the departure of her daughter, she called the other girl and sent her for her snuffbox in the bedroom. Unaware of what lay ahead, the girl eagerly rushed into the room only to fall into a hole! The mother very quickly filled the hole with soil, completely disregarding the girl's screams for help.

When the daughter came back, she merely assumed that the absence of her dear companion was justified. After hours of waiting, she, however, became impatient and questioned the mother.

'Where is my sister?' she asked.

'But she followed you. As soon as she did what I wanted, she ran after you. Now stop bothering me,' the mother retorted.

Time passed and the now anxious girl went round calling out the name of the other one, but all in vain. Alas.... She cried the whole night and the next day and refused to touch any food. The father helped in the search but to no avail.

After three days, the girl still cried and called the other one. She then heard a very weak voice responding in song:

*Maalya Maalya*

*Maalya Maalya*

*Na mwenyu niwe mwai iiee malya,*

*Ekwinza muthiko iiee malya,*

*Wakwisa kunthika iiee malya*

*Wakwisa kunthika iiee malya*

*(Maalya Maalya*

*And your mother is the wise one iiee malya,*

*She dug a grave iiee malya,*

*For interring me in iiee malya.)*

The girl dashed towards the direction of the voice, repeated her cries and again got the same response. She came to the conclusion that whoever was responding was definitely underground somewhere in the house. Immediately the father came that day (before the arrival of the mother), she told him what had happened. After hearing the song, the father dug up the place and pulled out an extremely weak and disfigured daughter. All three wailed and wailed. Eventually, the father gave her a mixture of blood from a goat and milk to drink after which she vomited all the soil she had eaten. He gave her some more of the mixture on after which he hid her.

When the wife eventually came back, the man did not let her get into the house but sent her for a cow in a far off place. He explained away his action by telling her that he had decided to host a feast for relatives (including his in-laws). In the meantime, he sent for all of them. When the woman came back with the

**for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)**

**and download for free**

cow, she found everyone waiting for her. Uneasy now, she sat down in the place she was shown by her husband. He then stood up and after welcoming all, reminded them of the lost daughter. He then called upon the wife to explain the circumstances leading to the sad episode. She hauntingly repeated the now commonly known story. When she sat down, the husband told this woman's daughter to repeat her earlier wails after which all heard:

*Maalya Maalya*

*Maalya Maalya*

*Na mwenyu niwe mwai iiee malya,*

*Ekwinza muthiko iiee malya,*

*Wakwinsa kunthika iiee malya.*

All were surprised to hear the words of the other girl's song and at that moment, the 'dead' girl joined them. The woman was as though paralysed by shock.

The husband then explained the truth of the matter and told his in-laws to take their daughter with them. They said that if that was what she had done to the girl, they couldn't have such a monster in their house. The woman was disowned by all and chased away.

### **QUESTIONS**

(a) To which audience and when can such a story be told? (2mks)

---

---

(b) Explain three features of style employed in the narrative. (6mks)

---

---

---

---

---

c) Contrast the character of the mother and her blood daughter. (4mks)

---

---

---

(d) Explain two problems you are likely to encounter when collecting materials for such a genre. (4mks)

---

---

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

---

---

(e) What does the author mean by the following sentences as used in the passage?

(i) “When the daughter came back, she merely assumed that the absence of her dear companion was justified.” (1mk)

---

---

(ii) And your mother is the wise one iiee Malya. (1mk)

---

---

(f) What is the moral lesson of this narrative? (2mks)

---

---

**Question 4. GRAMMAR**

**15mks**

*a) Rewrite the following sentences according to the instructions given without changing the meaning. (4 marks)*

(i) He was dismissed for negligence rather than incompetence.

*(Begin: Negligence ...)*

---

(ii) As we grow older, we tend to give less respect to our elders.

*(Rewrite: The older ..... elders.)*

---

(iii) Alice was angered by her husband. She decided to leave the home immediately.

*(Join into one sentence using a past participle.)*

---

(iv) Did the darkness frighten you?

*(Rewrite in the passive voice.)*

---

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke)  
and download for free

b) *Use the correct form of the verb given in bracket.* (2 marks)

- (i) Measles \_\_\_\_\_ not common among adults. (be)  
(ii) The contestants have \_\_\_\_\_ across the channel. (swim)

c) *Use the appropriate word derived from those given in brackets in the blank spaces.* (3 marks)

- (i) Your \_\_\_\_\_ to your uncle's illness is shocking.  
(ii) The beautiful scenery was \_\_\_\_\_ (awe)  
(iii) He is a spontaneous and \_\_\_\_\_ speaker. (wit)

d) *Add a question tag to the following sentences.* (2 marks)

- (i) Come here \_\_\_\_\_  
(ii) It might rain \_\_\_\_\_

e) *Fill in the blank spaces in each of the sentences below with appropriate prepositions to complete the phrasal verb.* (3 marks)

- (i) At first no one liked the song, but it soon got \_\_\_\_\_  
(ii) After writing the fair copy, cross \_\_\_\_\_ the rough draft.  
(iii) Sometimes Mary gets \_\_\_\_\_ with her bad behaviour without being punished.

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

- (i) He hit the woman with a walking stick.

---

---

---

Name ..... Admission number .....

Candidate's Signature.....Date.....

**GOLDLITE ONLINE EDUCATIONAL SERVICES**  
**Kenya Certificate of Secondary Education**  
**SMARTFOCUS QUICK REVISION SERIES 2025**  
*Kenya Certificate of Secondary Education. (K.C.S.E)*  
**English paper 2**  
**SERIES 19**  
*(Comprehension, literary, Appreciation and Grammar)*

**INSTRUCTIONS TO CANDIDATES**

1. Write your name and index number in the spaces provided above
2. Sign and write date of examination in the space provided.
3. Answer ALL questions in this paper.
4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.
5. Answer all questions in English.

**FOR EXAMINERS USE ONLY**

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1. Comprehension	20 marks	
2. The excerpt	20 marks	
3. Poetry	20 marks	
4. Grammar	20 marks	
<b>Total</b>	<b>80 marks</b>	

## 1. COMPREHENSION

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

Most of the 10 million Kenyans threatened with starvation are not where you thought they would be.

They are not the drought-stricken rural areas. They are instead, in the country's urban centers, huddled in the informal settlements famously known as slums.

New official report lays bare the reasons for Kenyans hunger-and they go beyond rain failure. Drought is only one of the growing numbers of causes of hunger threatening nearly 10 million people in the country. The Kenya food security update-released this week-says that the highest number of people who are likely to starve are low-income earners who live in urban informal settlements.

According to the February 2009 survey, 4.1 million people in Nairobi and Mombasa slum are threatened with starvation because of reduced earnings resulting from the loss of employment after the elections violence.

Matters have been made a lot worse by rising food prices. In the slums, 37 percent-or nearly four in every 10-of the households reported having only one meal a day. And adults are required to be of good behavior by restricting the food portion they consume. People are running into debt, moving elsewhere or selling whatever belongings they have to survey according to the survey.

Ironically, this population is receiving the least help from the government, aid workers and good Samaritans who are lining up to give donations everywhere. "The unfortunate reality is that intervening organization tend to respond to emergencies fairly quickly and have less enthusiasm for funding and implementing non-food interventions that are, at the minimum, mitigative in nature," says the reporter. It is jointly published by the government, the world food programmer the United States Agency for International Development and the Famine Early Warning Systems Network.

As the global economics crisis bites and its effect are felt at home, it is unlikely that the rains-in whatever quantity-will **alleviate** the suffering of the urban hungry. The army of the manual workers, domestics and office support staff, security guards and idlers is hungry.

If they are not fed- and urgently, too-Kenyans urban middle class can expect a spike in **larceny** and other petty crimes, all to their detriment. Not to forget the public face of the famine, those affected by the extended drought season are only 2.5 million- and they have among their number some 850,000 school-age children.

Another 1.9 million people are faced with starvation because they are affected by HIV/AIDS- either directly or have lost a breadwinner to the condition. A shocking admission in the report is that there are 150,000 people displaced after the elections who are in transit camps close to their homes but cannot return or farm. This number receive food rations from the UN World food Program Emergency Operation.

Officially, the government claims that is has moved 255,000 people out of camps for the displaced. With 150,000 people displaced after the election depending on **donor dole**, the resettlement efforts has only benefited 105,000 people.

This number constitutes 16 percent of the revised total of 663,000 displaced people which is the official figure from the Ministry of Special Programmes. Obviously, truth is something that makes the coalition Government extremely uncomfortable that it spends most the time **sugarcoating** it.

Questions

a) Where are most starving Kenyans assumed to be? (1mk)

.....  
.....

b) What steps are victims of hunger taking for their survival? (4mks)

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

c) What are likely consequences of hunger on Kenyans urban middle class? (2mks)

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

d) Rewrite the following sentence beginning: (Rising.....)  
Matters have been made a lot worse by rising food price. (1mk)

.....  
.....

e) What according to the passage is wrong with the approach taken by the groups assisting the hungry? (2mks)

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

f) Make notes on the reason for Kenya’s hunger. (4mks)

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

- g) Why is the rain unlikely to alleviate the suffering of the urban hungry? (2mks)  
.....  
.....
- h) Explain the meaning of the following expressions as used in the passage. (4mks)
- i) Alleviate- .....
- ii) Larceny- .....
- iii) Donor dole .....
- iv) Sugarcoating .....

2. **READ THE FOLLOWING EXCERPT THEN ANSWER THE QUESTIONS THAT FOLLOW.**

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

**Ramdaye:** Aaa, aah, aah, aah that was serious mayhem! It never occurred to us that Mayor Mossi would violently disrupt our meeting. The message is now very clear: he will not allow any meeting to discuss his ouster,

**Seymour:** It certainly was. The hooligans were very brutal. (Demonstrating) But I drew my gun and refused to run away. I dared them to touch me!

**Ted:** One of them aimed a rock at my head. I never thought anybody could handle such a huge stone. It flew past my head like a rocket-propelled grenade. It missed my head by the thickness of a pig's bristle!

**Seymour:** (Looking at Hon. Ramdaye) I was shocked you could run as you did, at your age! You whizzed past me like an express train! I never thought you would ever come to a stop!

**Ted:** I doubt they were just hooligans.

**Seymour:** Yes, their organisation and speed suggest there is more than meets the eye. It was like a military operation.

**Ted:** And there was smoke all over: burning tyres, papers, mattresses and sacks, combined with tear gas smoke. Sadly, we never anticipated this. I think the Mayor is a good organiser.

**Ramdaye:** He is called Mossi-oa-Tunya, the smoke that thunders! He is a master schemer and a go-getter!

**Seymour:** It is very clear that we are at war. We need to carry on with our plan, to the last detail. We will not be cowed! We must mobilise the entire Municipal Council to pass the no confidence motion against him. (Looking at Hon. Ted) And, to get down to business, you remember we tasked you to talk to Councillors and Aldermen and assess whether they will support the no confidence motion.

**Ted:** Yes, you did, and as you know, our political landscape comprises Councillors and Aldermen of mixed ethnicity as well as those of the Afro and Indo descent.

**Ramdaye:** Oh, yes, it does. So?

**Ted:** I was on the phone almost all night and very little support was forthcoming. I assumed wrongly that we could whip up racial and class prejudice to get many of them to support us. How mistaken I was!



After talking to them, I realised that our chamber members are of different categories that we must keep in mind even as we seek to woo them to support our cause.

**QUESTIONS**

- a) Briefly recount the events leading to this excerpt. (2 marks)  
.....  
.....  
.....  
.....
- b) Why does Hon. Ted doubt the brutal young man who disrupted their morning meeting to discuss the mayor’s ouster were just hooligans? (2 marks)  
.....  
.....
- c) Discuss two-character traits of Hon. Seymour and one of Ted brought out in the excerpt. (6 marks)  
.....  
.....  
.....  
.....
- d) What two themes are evident in the excerpt? (4 marks)  
.....  
.....  
.....  
.....
- e) Single out and illustrate two features of style employed in the excerpt. (4 marks)  
.....  
.....  
.....  
.....
- f) (i) I never thought you would ever come to a stop! (Rewrite beginning: How...) (1 mark)  
  
(ii) One of them aimed at a rock at my head. (Add a question tag)  
  
(iii) Yes, their organisation and speed suggest there is more than meets the eye. (Write replacing the underlined word with a phrasal verb. (1 mark)  
  
(iv) I dared them to touch me. (Report) (1 mark)

g) Explain the meanings of the following words used in the excerpt. (3 marks)

(i) Ouster

(ii) Whizzed

(iii) Go-getter

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

**LISTEN**

Listen

I My husband

In the wisdom of the Lang'o

Time is not stupidly split up,

Into seconds and minutes

It does not flow

Like beer in a pot

That is sucked

Until it is finished

It does not resemble

A loaf of millet bread

Surrounded by hungry youths

From a hunt

It does not get finished

Like vegetable in the dish

A lazy youth is rebuked

A lazy girl is slapped

A lazy wife is beaten

A lazy man is laughed at

Not because they waste time

But because they only destroy

And do not produce

And famine

Invade your villages .

And women take their baskets

for marking schemes inbox 0724351706 or visit our website [www.goldlitekcserevision.co.ke](http://www.goldlitekcserevision.co.ke) and download for free

To go and beg food  
In the next village  
Strangers will sleep with them  
They will have your wives  
And what you say?

**Questions**

a) Classify this song. (2mks)

.....

.....

.....

.....

.....

b) Who is the singer of this song? (2mks)

.....

.....

.....

c) Explain socio- economic activities practiced by the community from which the song is derived from? (4mks)

.....

.....

.....

.....

.....

d) Identify and illustrate three features that qualify this to be an oral poem. (6mks)

.....

.....

.....

.....

.....

.....

.....

.....

e) What is the dominant tone of this song? (2mks)

.....

.....

.....

f) What main value do we learn from this community? (2mks)

.....  
.....  
.....  
.....  
g) What is the attitude of people from this community towards lazy people. (2mks)

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

i) Because Mary had a sore throat, people did not expect her to sing. (begin Having.....)

.....  
.....  
.....  
.....  
ii) All the people present expressed satisfaction with the decision.  
(Begin None.....)

.....  
.....  
.....  
.....  
iii) No one likes to be sick. (use .....being)

.....  
.....  
.....  
.....  
iv) I think we are being following by somebody  
(Rewrite in the active voice)

.....  
.....  
.....  
.....  
b) Complete each of the following sentences using the correct form of the word in brackets.

(4mks)  
ii) There was a wild.....when the artist started his performance.  
(applaud)

iii) I wonder why the bell is being.....this early. (ring)

iii) She displayed a lot of .....in the way she handled the matter. (expert)

iv) Your explanation is based on too many..... (presume)

c) Complete each of the following sentences by filling in the blank space with the correct preposition. (3mks)

- i) My brother deals .....second hand clothes.
- ii) I congratulated him .....his performance
- iii) We heard the new .....the radio.
- d) Replace the underlined words with the appropriate in phrasal verb beginning with the word given in brackets. (2mks)**
- i) We hope our plan succeeds (come)  
 .....  
 .....
- ii) Over the meeting my friends visited me  
 .....
- f.) Explain the meaning of the underlined idiomatic expression. (2mks)**
- i) Bill was on pins and needles during the party.  
 .....  
 .....
- ii) Mary told her trainer that she was going to throw in the towel if she did not win the fight.  
 .....  
 .....

**THIS IS THE LAST PRINTED PAGE!**