



ENGLISH PAPER 2

**KABARAK HIGH
ALLIANCE BOYS
ALLIANCE GIRLS
ASUMBI GIRLS
KISII SCHOOL
KENYA HIGH
MANGU SCHOOL
MARANDA SCHOOL
MASENO SCHOOL
MERU SCHOOL
MOKASA JOINT 1
STAREHE GIRLS
STAREHE BOYS
LENANA SCHOOL
MOI GIRLS ELDORET
NAIROBI SCHOOL
FRIENDS SCHOOL KAMUSINGA**

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SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

KABARAK HIGH SCHOOL TRIAL 1

101/2

ENGLISH PAPER 2

(Comprehension, Literary Appreciation and Grammar)

TIME: 2 Hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

- i) *Write your name, school, and admission number in the spaces provided.*
- ii) *Answer **ALL** questions in the spaces provided in this paper.*
- iii) *This paper has 10 printed pages. Ensure all the pages are there before you answer any question.*
- iv) *Answer all questions in English*
- v) *Use **BLUE** ink to answer your questions.*

For Examiner's Use Only

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL	80	

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

The United Nations (UN) defines youth as those between age 15 and 24 per the African Youth charter the bracket stretches to age 35. Estimates place upwards of 70 percent of Africa's population at age thirty per cent of Africa's population at age of thirty under. These figures are often ban died about. But even a cursory reflection on the **implications** is pretty sobering.

As a child of the mid 70s and an idealist, when I reflect on the unhopeful state of the world and society I am struck by just how much grimmer the prospects are for the youth –especially in our part of the world. Inevitably worse for those that do not belong to the privileged minority classes. In a world with plentiful such reality is discomfiting to say the least.

Yet discomfiture is not something that a society and peoples that are mostly numbered and soulless care to feel. Too many hitherto abnormal things are now normalized and condoned even celebrated. Such are the times we live in. For most life's essence to experience a dignified human existence is elusive, constantly threatened, devalued and denied.

First, we have endured being ruled by mostly visionless predominantly older generations of patriarchs that did not get into public life to serve but to reign. After the initial 'windfall' of development strides in the immediate post-independence period the hallmark of our childhood was living through the worst of austerity programs of the 1980s/90s – which coincided with a pivotal life phase requiring essential investments to secure quality of life. Austerity translated for the majority into, low quality education, lack or limited access to living and sanitary conditions, grim employment prospects and so on. The imprint of austerity is a lifelong legacy of deprivation and inequities, lives prematurely nipped in the bud and unimaginable foregone possibilities. We bore the brunt of the HIV pandemic (before lifesaving antiretrovirals arrived on scene courtesy of determined struggles calling out greedy multinational pharmaceuticals and uncaring governments to shame.)

Secondly, for about half of the populace who are female, the pervasiveness of patriarchy means that no matter how much you defy odds in a quest to excel, you remain effectively relegated and suppressed into the lesser human. This **manifests** in both the public and private spheres of life.

Thirdly, if you invested your youth in the struggles for human dignity and a better society, it is humbling to watch the fruits of those struggles constantly reneged upon and undermined.

Seems to me that seizing control of agenda setting and governance (plus leadership) is non-negotiable. Youth must take this on as a fight to secure needs, interests and survival. They have to essentially seize their destiny in their own hands – no matter the counter forces. They have no choice because their actual lives and semblance of survival depend on it. It cannot be normalized that those living on borrowed time are allowed to essentially rob the youth of their lives and future.

I say this based on my active footprint (during my youth no less) on the costly (in terms of lives lost in that struggle) but totally worthwhile journey that delivered Kenya's revolutionary and dignity affirming constitution. It is no wonder this governance road map remains under-implemented and much fought.

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In exercising the right to active citizenship, youth must leverage all they can – available tech in its many facets and possibilities; **out of the box thinking**, tapping into the disposition of being unshackled by properness, conformity or shame – to forge broad and formidable alliances across class, gender and other identities – to speak and act truth to power. It is to be unbowed and fearless for they have nothing to lose. Without a doubt. Passively waiting for saviours is not an option. For there are none but yourselves.

Questions

- i) What does the writer’s use of the expression “bandied about” reveal about his/her attitude towards the statistics on youth population? 2 marks

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- ii) Comment on the irony revealed in paragraph 3. 2 marks

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- iii) Why is the word ‘windfall’ put in quotation marks? 2 marks

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- iv) What were the consequences of the austerity advocated for in the 1980s/90s for the majority? 3 marks

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v) In about 50 words, summarize the three challenges that face our society today. 3 marks

Rough draft

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Fine copy

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vi) According to the writer, what do the youth need to do to secure their future? 2 marks

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vii) Describe the tone of the writer as revealed in the passage? 2 marks

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viii) Rewrite the sentence below as instructed

1 mark

“It is no wonder this governance road map remains under-implemented and much fought.”

(Rewrite beginning: Is it....)

.....
.....

ix) What do the following words and expressions mean as used in the passage?

3 marks

- a) implications
- b) manifests
- c) out of the box thinking

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

Bembe: (*Interrupting Nicole*) The matter of *The Samaritan* is weighty. It can destroy lives. It is threatening the lives of many powerful people. They are fighting back and they will destroy your life. I am giving you a chance to secure your life. I am an officer whose duty is to protect lives. Just do what the Mayor told you. You should never fight a losing battle.

Nicole: (*Firmly*) I have made a choice to do what is right. That is not negotiable. And besides, I have no control over the App. The National Information and Communications Technology Corporation is now in charge of that App.

Bembe: (*Interrupting Nicole*) I understand that to mean you are ready for a fight. And to get us started, are you aware that the signal of your phone was at one time located at the scene of murder?

Nicole: (*In horror and rising to her feet*) That's preposterous! (*Moves towards the door*) I need to see the Principal now!

Bembe: (*Blocking the way*) And what about last night?

Nicole: What?

Bembe: The school generator.

Nicole: School generator? What about it?

Bembe: Who sold it?

Nicole: That is ridiculous!

Bembe: I thought so, too.

Nicole: (*Trying to find a way past Inspector Bembe*) I have nothing to do with the school generator!

Bembe: (*Blocking her every move*) The generator has been stolen, and you and I know who

stole it!

Nicole: Listen, Mr. Officer, do not try to fabricate anything against me. It will get you nowhere. And if you insist, this will become the darkest day in your career!

Bembe: What? Are you threatening a police officer?

Nicole: *(With a sharp and firm voice)* You must not break the law by accusing me of crimes I have not committed!

Bembe: You're just confirming some of the other accusations that have been made against you.

Nicole: Which allegations?

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 overpowered. 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 drag her on the floor) Stop. (The officers stop. There is silence. Then Bembe moves behind Nicole's table and starts pulling the drawers open, one after the other, removing and throwing papers all over the floor.) 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!

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 armpit.)*

1. Briefly explain what Nicole was told to do by the Mayor. (3marks)

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2. Summarize the circumstances that makes Bembe interrupt Nicole at the beginning of the excerpt (3marks)

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.....
.....
3. Describe the following characters as seen in the excerpt (4marks)

i) Bembe

.....
ii) Nicole

.....
4. Describe the mood portrayed in the excerpt. (3 marks)

.....
5. From your knowledge of the text, explain how the Samaritan works (3 marks)

.....
6. Identify and state the effectiveness of two styles used in the excerpt. (4 marks)

.....
7. Identify and illustrate one theme from the excerpt. (2 marks)

.....
8. You cannot fabricate crimes against me! (Begin: Crimes ...) (1 mark)

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9. Explain the meaning as used in the excerpt. (2 marks)

- i) a losing battle
- ii) prepositions

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

An aging king realized that if he died he had no one to take over his throne. He decided to adopt a son. He launched a competition and ten boys made it to the top. The king said to them, “I have one last test and whoever comes top will become my adopted son and heir to my throne.”

He gave each boy a maize seed and told them to take the seed home, plant and nature it for three weeks. Then ten boys took their seeds and ran home to plant. In one home, the boy and his parents were sad when the seed failed to sprout. The boy had done everything but in vain. His friends advised him to buy another maize seed and plant but since his parents had taught him good morals and honesty, he refused. The day came and the ten boys went to the palace. Nine of the boys were successful.

The king went round to each boy asking, “Is that what came out of the seed I gave you?” And each boy said, “Yes your majesty.” The king would nod and move down the line until the last boy in the line who was shaking with fear. The king asked him, “What did you do with the seed I gave you?” the boy said, “I planted and cared for it but it failed to sprout.”

The king went to the throne with the boy and said, “I gave these boys boiled seeds and a boiled seed cannot sprout. If a king must have one quality, it must be honesty and only this boy has passed the test.”

1. Identify and illustrate any two themes brought out in this narrative. 4marks.

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2. Discuss two roles of the king in this narrative. 4 marks.

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3. Discuss one moral lesson we learn from this narrative. 2 marks

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.....
4. Identify any three social- economic or political organization of the people from which this narrative is taken. 3 marks.

.....
.....
5. Discuss two instances of irony in this narrative. 4marks.

.....
.....
6. Describe the character trait of the king. 2marks.

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

a) You should not feed wild animals at the game park. (Rewrite beginning: Under....)

.....
b) If they had not paid my school fees, I would have gone home yesterday. (Rewrite beginning: If my school fees....)

.....
c) “We cannot wait any longer because the patient needs immediate treatment.” the doctor said. (Rewrite in reported speech.)

.....
iv) The topic on verbs follows the one on nouns. (Begin: After....)

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- b) *Fill in the blanks with the most appropriate linking words from those provided below.*
4 marks.

immediately
at first

finally
meanwhile

further
secondly

We sat in the sitting room waiting. We were (i) scared because we did not know what kind of person our mother's friend would be. (ii) we looked at the beautiful photographs on the wall without saying a word to each other. (iii)she arrived and her warm motherly smile (iv)dissipated our fears.

- c) *Fill in the blanks with the correct word to complete the sentences below. 2 marks.*

- i) Neither the children nor their mother at the wedding ceremony. (was/were)
ii) Of the two brands of perfume on offer, this one smells (better/ best)

- d) *Fill in the blanks with the correct form of the words in brackets. (3 marks)*

- i) The (spectacle) man looked very disturbed.
ii) Pouring water on steel nails is likely to (active) rusting.
iii) Your (hostile) will take you nowhere.

- e) *Punctuate the following sentences. (2marks)*

- i) Only one problem was yet to be solved transport to the stadium

.....

- ii) His brother john was finally going to graduate that week

.....

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

NAME: Index Number.....

Candidate's Signature Date:

ALLIANCE BOYS HIGH SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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

(20 MARKS)

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

Discipline is something that we have all experienced personally in different forms, seen, used on others, and is also something that many of us will go on to use later in life, both in the form of self-discipline and as something to keep children and even employees in check. It is essential to life as we know it, and we need it in its many different forms in many different situations.

The first reason that discipline is so important is that we all need to exercise self-discipline to be successful in life. Self-discipline can mean very different things to different people; for students, for example, self-discipline is often about motivating yourself and making yourself concentrate on your studies and get your assignments in time. For working people, it can be as simple as getting up on time every morning, however tired you may be and how much you may hate your job, getting to work on time and doing your job. Without this kind of self-discipline, people would not be able to enjoy academic success, or be successful in their careers either.

Self-discipline is also required for dieters and anyone doing regular exercise, because given the chance, most of us would prefer to be lazy rather than get up and exercise, and eat burgers and fries rather than healthy food. Without it, even more people would be fat and unhealthy, and a lack of self-discipline in some people certainly contributes to the obesity crisis.

Discipline is also something that needs to be used on others where necessary. If parents didn't discipline their children when they were naughty, children wouldn't grow up knowing right from wrong, or be able to become productive members of society who contribute to the system. Equally, school teachers need to be able to dish out punishments to children who don't behave themselves. Without discipline in the classroom, there would be a great deal of **disruption** and nobody would ever learn anything. Indeed, teachers who struggle to command the respect of students and who fail to use discipline effectively will often have trouble even making themselves heard in a classroom.

In the workplace, discipline is also essential to maintaining a hierarchy and dealing with employees who do not follow company policies and procedures, regularly arrive late or not at all, or treat their co-workers unfairly. Then, you have to consider that without discipline, there would be no law enforcement. Murderers would be **roaming** the streets and everybody would be stealing from each other, because there would be no consequences for their actions.

Discipline acts as a **vital** deterrent to stop children being naughty, people from missing work, and even potential criminals from stealing and killing, and for this reason it is vital in human society.

- (a) In which way can discipline be used later in the life of a person? (2marks)
- (b) What would become of naughty children if parents didn't discipline them according to the passage? (2marks)
- (c) What does self-discipline mean to a student according to the passage? (2marks)
- (d) In note form, state the reasons for discipline. (4marks)
- (e) How does absence of discipline lead to no law enforcement according to the passage? (3mks)
- (f) What **three** things does discipline restrict one from doing according to the passage? (3mks)
- (g) Equally, school teachers need to be able to **dish** out punishments to children who don't behave themselves. (1mark)

Replace the word in bold with a word with similar meaning.

- (h) Explain the meaning of the following expressions as used in the passage. (3marks)
 - i) Disruption
 - ii) Vital
 - iii) Roaming

2. EXTRACT (25 mks)

John Lara; *The Samaritan*

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

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 wrong.

Seymour: You see, the waste disposal system in our town is in a 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?

Seymour: Yes, we have to get money to fight the cases. And enough of it, I dare say!

Mossi: But that will only get us deeper into problems!

Seymour: Yes, it will; but we will be the better armed to deal with the trouble and even more of it.

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Mossi: Over my dead body! What you are suggesting is illegal? The law is very clear. A Municipal Council cannot spend any money at any time of a financial year except as provided in the national estimates, and as contained in an Appropriation Act approved by Parliament.

Ted: (*Looking at Mayor Mossi in disbelief*) What do you mean? You would rather we are prosecuted and imprisoned?

Seymour: In that case, we can submit a supplementary estimate of expenditure. That is allowed under the law.

Mossi: So long as that money will be committed to other uses, I will be blamed for the misallocation. It will get me into more trouble!

Seymour: You will be in a position to deal with the trouble. Can't you understand? You will have the money!

Mossi: (*Pointing at Seymour and Ted*) Look here, my good friends, you have in the past forced my hand into misallocating funds by making unreasonable demands.

Seymour: Which demands?

Mossi: You cannot deny that you have forced me to **concede** to endless demands ranging from regular travel with enhanced allowances for members of the Municipal Council, sitting allowances of unnecessary committee meetings, to loans and mortgages. It is as though all the money allocated to the Municipality is exclusively meant for Council Members!

Seymour: Don't start **pontificating**! You will never get away with the crimes committed under your watch if things get out hand! And you also know how much you have stolen! So you better be wise! Let's do a supplementary estimate.

Mossi: (*Hand raised and wagging his finger pointing at Seymour in anger*) I know you very well. I know those things you deal with! If you are not careful, I will have you arrested and prosecuted! I can make you see real smoke! And I can strike harder than thunder!

- (a) Where does this conversation take place and what happens before it? (3 marks)
- (b) Basing on the events that happen earlier in the play, explain the cause of the conflict in this excerpt (3 marks)
- (c) Identify and illustrate one theme brought out in the excerpt. (2 marks)
- (d) How is Seymour portrayed in the excerpt? Illustrate your answer. (4 marks)
- (e) "If you are not careful, I will have you arrested and prosecuted!" From your knowledge of the play, state any **three** accusations for which Seymour can be arrested and prosecuted. (3 mks)
- (f) Explain the effect of any **two** stylistic features used in this excerpt. (4 marks)

- (g) What is the mood of this excerpt? (2 marks)
- (h) “We just need to do some reallocation of budget line items.” *Begin*: What.... (1 mark)
- (i) Explain the meaning of the following expressions as used in the excerpt. (3 marks)
- (i) fight off
 - (ii) concede
 - (iii) pontificating

3. ORAL NARRATIVE (20 marks)

THE WARRIOR WHO HAD EIGHT LOVERS

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

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

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

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

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

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

On the ninth day the girl sang louder and louder as she traveled. Each time she sang she would listen to hear if there was any reply. Any as she listened at one time, she heard a faint voice. There was no mistake about it. It was her lover's voice. She ran and ran and after a while she found her lover. He was extremely weak and badly wounded.

When the dying warrior saw her, he told her; 'When I am finished, you take my attire and weapons home. When you get a son give them to him And with that the warrior seemed to be dying.

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

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

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

There was great rejoicing as people ran to meet the lost warrior and his young lover. On their arrival back home a big bull was slaughtered and there was a great feast. People ate and drank. And the warrior and his lover were married.

The two became man and wife and lived happily. And my story ends.

From Oral Literature. A Junior Course

By A. Bukenya and M. Gachanja,

Longhorn Kenya.

Questions

- a) What kind of a narrative is this? (2mks)
- b) Identify two instances of repetition in the passage (2mks)
- c) What are the character traits of? (4mks)

- i. the warrior
- ii. the youngest lover

- d) Give two functions of the song. (2mks)
- e) Show instances of irony in the passage (2mks)
- f) What are the economic activities of this community? (2mks)
- g) Which devices have been used to start and end this story? What are their functions? (4mks)
- h) With one proverb, summarize the teaching or moral lesson in the story. (2mks)

4. GRAMMAR (15 marks)

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

- (i) It is really annoying that capitation has not been received and there is no explanation. (Begin: That....)
- (ii) "The poet proudly claimed, "I wrote many poems during the vacation." (Rewrite in reported speech)
- (iii) the student spent three hours in the library however he could not find the book he wanted (Punctuate correctly)
- (iv) The second race was not quite as easy as the first one. (Begin: The first....)

b) Fill in the blanks with the correct word to complete the sentences below. (3 marks)

- (i) All that make-up she wears actually (distracts, detracts) from her beauty.
- (ii) Ben (lay, lied, lie) on the grass and watched a plane fly overhead.
- (iii) Could you (sent, send) a reply to them as quickly as possible?

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

- (i) She (know) that she was at fault.
- (ii) Running a marathon is a test of human (endure)
- (iii) This is a (true) remarkable achievement.

d) Rewrite the following sentences to remove ambiguity. (2 marks)

- (i) They pulled out of the senseless workers' strike.
- (ii) The girl hit the boy with a book.

e) Fill in each of the blank spaces with the correct preposition. (3 marks)

- (i) Peter had to dispense a lot of luxuries since he lost his job.
- (ii) The train goes the tunnel.

(iii) Elisha hit the baseball the fence.

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

NAME: Index Number.....

Candidate's Signature Date:

KENYA HIGH SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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.....

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1. COMPREHENSION

(20MKS)

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

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education. This demand is reciprocated by mismatched supply that is not focused on developing “**employable**” skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports-driven economies, but rather focus on skilled labour because their economic models have shifted to exporting value-added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio-economic transformation without the contribution of skilled manpower. Kenya seems to be **cognizant** of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work ready students. This is therefore a call to the government and their private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced. Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on “cramming” – reproduction of class notes in the exam papers compromise the quality of education. The results have been a **yawning** gap between the quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and other countries, human capital development, would become a key economic driver in our country. The government needs to partner with all stakeholders and come up with “**out of the box**”, holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond profits and prioritize equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now prioritize the development and implementation of a long-term growth strategy that focuses on quality, not quantity.

Questions

- a) What has created a huge demand for education according to the passage (2mks)

.....
.....

- b) What do the emerging economies rely on and why? (3mks)

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.....
c) Indeed, emerging economies are no longer relying on cheap labour. (Rewrite adding a question tag).
(1mk)

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.....
d) What advice is given to those investing in education. (3mks)

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.....
e) Why do we have emphasis on standardization in education. (2mks)

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f) In not more than 40 words, summarize the reason why the government and other sectors should partner in education. (5mks)

ROUGH COPY

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..FAIR COPY

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

i. Employable skills

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ii. Cognizant

iii. Yawning

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iv. Out of the box

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.....

QUESTION2. QUESTIONS BASED ON EXTRACT FROM SETBOOK (25MARKS)

Read the following extract from the play “The Samaritan” by John Lara and then answer the questions after.

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)

.....

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.....

b) Identify and illustrate two aspects of style in this excerpt. (4mks)

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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

QUESTION 3: ORAL LITERATURE (20 MARKS)

Read the following narrative and answer the questions after it.

Story Teller: 'I salute you the Old Men and Women of the Land.'

Audience: 'We salute you, too'

Story Teller: 'Is this where you reside?'

Audience" 'Yes, this is where we reside; it is where old age found us.'

Story Teller: 'Shall I tell you a story?'

Audience: 'O, yes.'

Story Teller: 'A good one or a bad one?'

Audience: 'A good one.'

Once upon a time, there lived a boy called Kimera of the Angare clan. He was out hunting one day when he found a grove of mango trees. He went home and told his parents about it, who then told the clan elders and all the people moved to the grove so they could eat as many mangoes as they wanted.

The Angare clan lived there for some years, but one day someone said the mango grove belonged to the Nohoho, the giant. When the grown-ups heard this, they were very frightened and did not pick any more fruits. They told the children that they must not eat the fruits any more, but the children did not take any notice. They liked mangoes and picked them when it was dark so no one could see them.

One evening before the new moon, the children went to pick the fruits as usual. As they climbed up one of the trees, they heard a horrible voice shout: 'Who are you? You have eaten the mangoes of my ancestors, you have done this for many years ... for many days and nights. If you ever come here again ...! Before the giant had finished his sentence, the children ran and ran as fast as their legs could take them. They ran back to their parents and told them about the giant. The parents did not believe the children's story but warned them again not to pick the mangoes.

For the next few days, the children kept away from the mango grove, but they soon got over their fright. They decided that they would visit the place at midday and pick some of the sweet fruits. 'If we see the giant, we will kick him,' they said. They then argued about who would kick the giant first. Some of the boys were frightened. But they all walked towards the trees, climbed up and picked as many mangoes as they could hold. Nothing happened and they climbed down again and again with the fruits.

They looked at the fruits and they were all unripe or bad. Kimera, the grandson of the great Kimera who first told the clan to move to the mango grove said: 'I am going to climb up again and pick some better fruits. This is no good Yes, you go,' said the other children. If the giant attacks you, we shall come to your help at once.' Kimera climbed up, but just as he put out his hand to pick a large mango, the huge giant Nohoho appeared! He was as big as an elephant and the whole body was covered with thick short hair. He had four eyes just under his forehead. His eyelids were like red flames and his eyes kept moving up and down or sideways.

When Kimera saw this awful sight, he screamed. The giant hit him a terrible 'whack' on his left cheek. 'Where are my helpers?' Kimera angrily asked himself. Of course, as soon as the other children had heard the 'whack' they forgot to keep the promise to kick the giant. You know what happened then. Nohoho picked up Kimera in one hand and put him in a dirty purse which was tied around his waist. Kimera cried and cried, but the giant thought what a good meal he would be. The giant went home and cooked Kimera and ate him. Each year the ripe fruits fall on the ground, but who touches them? My story ends there Nede! Nede!

a) Classify this narrative.

(2 marks)

- b) Explain **two** effects of dialogue in this narrative. (4 marks)
- c) Imagine you are to perform this narrative before an audience, Write two ways in which you would make it more interesting to your audience (2 marks)

.....

.....

- d) With illustrations from the passage, describe **one** character trait of the following: (4 marks)

i) Kimera

.....

.....

Kimera's friends

.....

.....

- e) Explain any **two** main economic activities carried out in the community. (4 marks)

.....

.....

.....

- f) What is the moral lesson of this story? (2 marks)

.....

- g) If you set out to collect an oral literature item like the one above, explain **two** problems you would expect to encounter and how you would try to solve each of them. (4 marks)

.....

.....

4. GRAMMAR (15mks)

- a) Rewrite the following sentences according to the instructions given. (4mks)

a) Tom did not go to church.

Mary did not go to church.

(Rewrite as one sentence beginning: **Neither.....**)

.....

.....

ii) "I am sick now," Juma said.

(Rewrite in reported speech)

.....

.....

iii) You will not pass your examinations if you do not work hard

(Rewrite using (unless)

iv) You will accompany me on the trip if you behave well.

(Rewrite using “on condition that”)

b) Use the correct preposition to complete the following sentences. (3mks)

- i. Tonny was accused murder.
- ii. Philip was acquitted treason.
- iii. Omollo has been charged..... handling stolen property.

c) Rewrite the following sentences correctly. (4mks)

- i. Repeat again what you told me yesterday.

- ii. My friend hit the tree as he reversed back.

- iii. The meeting was held at 10.00 am in the morning.

- iv. In my opinion, I think there are too many public holidays.

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

Visiting relatives can be boring.

- i.
- ..
- ii.
- .

e) Replace the underlined words with one word that has same meaning. (2mks)

- i. Jane passed out during athletics

-
-
- ii. Hellen takes after her mother.

GOLDLITE ONLINE SUPPLIES

KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

MANG'U HIGH SCHOOL TRIAL 1

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

TIME: 2 ½ HOURS

INSTRUCTION TO CANDIDATES.

- 1. Write your name, admission number, date and signature in the spaces above.*
- 2. Answer ALL the questions in this paper.*
- 3. All answer must be written in English and in a black or blue pen.*
- 4. This paper has 11 printed pages*
- 5. Candidates should check the question paper to ensure that all the pages are printed as indicated and that no questions are missing.*

For official use only

Question	Tested areas	Total marks	Candidate's score
1	Comprehension	20	
2	Excerpt	25	
3	Poetry	20	
4	Grammar	15	
Total		80	

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

(20 marks)

On Sunday, Eliud Kipchoge made world headlines again when he smashed his own world record with a time of two hours, one minute, and nine seconds in the Berlin Marathon. With that, he sliced 30 seconds off his previous best mark of 02:01:39 on the same course in 2018.

Kipchoge had run so fast that he crossed the line four minutes and 49 seconds ahead of his compatriot Mark Korir, time that could have seen him have a rapid shower and dried himself just as Korir came home. But there he was, saying, “My legs and body still feel young, but the most important thing is my mind-and that also feels fresh and young.” The man might bring this thing below two hours before he turns forty.

The spectacular success of Kipchoge and other distance stars from Ethiopia, Uganda, Morocco, and others, is an **allegory** of the possibility of national progress and African global competitiveness. He and his ilk have succeeded because they have taken natural resources and opportunity and turned them into world-bearing products. It is something Africa is very bad at. The Democratic Republic of Congo is said to be the most resource-rich country, but it has done bugger all with it. It is one of the poorest countries and remains mired in conflict. If you have that much natural wealth, you can buy a lot of peace and stability with it if you are smart in its use; ask the Saudis, Emiratis, and Qataris.

There have been plans to build a Grand Inga Dam on the Congo River. Its potential can provide up to 40 per cent of the continent’s electricity needs. That would be more than twice the electricity generated by the most powerful dam in the world, The Three Gorges Dam in China. Nothing has happened. The Kipchoge treatment would have that dam up, and supplying power-cut plagued South Africa and Nigeria.

Until recently, Nigeria was Africa’s largest exporter of oil. But due to corruption and sabotage, its now fourth, behind Angola, Algeria and Libya. Save for Algeria, all the other three import refined petroleum products. And Nigeria and Angola are **plagued** by fuel shortages at the fuel pump. If Nigeria had a Kipchoge touch, it would be one of the world’s leading exporters of refined fuel products.

Economists keep throwing figures about to show that Africa is de-industrialising. That could be because they are measuring the wrong thing. One of the biggest industries in Africa is whining and moaning about how Europeans, Americans, Chinese, the Gulf States, and everyone else is exploiting and rigging the global system against us.

Yes, global injustices and imperialist exploitation must be called out and resisted, but the payoff is in overcoming and bragging about it. Africa cannot continue blaming all its miseries on an evil world. Too many of us believe that it is possible to overcome the odds.

In 2019, Kipchoge demonstrated this in Vienna ineos marathon challenge. He clocked 1:59:40:02, something that had been seen as an impossibility to run a marathon under two hours. However, the historic result didn't toward an official marathon record, because he ran it under controlled near-laboratory conditions. He was the only competitor and had 41 pacesetters, divided into nine teams. That meant for every four kilometres plus, he had a fresh set of pacesetters. But, **the point had been made.**

If we were all Kipchoges, we would say Africa will be a world superpower and richest continent and just do it.

Questions

- a) According to paragraph one, what made Eliud Kipchoge to make world headlines?(1 mark)

- b) Why has Africa failed to develop, according to the passage? (2 marks)

- c) Pick a line from the passage to show that Kipchoge is of advanced age. (1 mark)

- d) Explain one instance of irony in the passage. (2 marks)

- e) Nothing has happened.

Rewrite the sentence, supplying a question tag. (1 mark)

- f) Why did Kipchoge's record of running under two hours in the Ineos 1:59 challenge fail to receive the marathon body's recognition? (2 marks)

- g) Which common problem affects Nigeria and South Africa? (1 mark)

- h) Comment on the language use in paragraph six. (2 marks)

- i) What is the author's attitude on how African countries perceive their problems? (3 marks)

- j) From the passage, what is the secret behind Kipchoge and other African athletes' success? (2marks)

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

- i) Allegory

- ii) Plagued

iii) The point had been made

QUESTION 2: QUESTIONS BASED ON EXTRACT FROM SETBOOK (25MARKS)

Read the following extract from the play “The Samaritan” by John Lara and then answer the questions after.

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.

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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!

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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.

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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)

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b) Identify and illustrate two aspects of style in this excerpt. (4mks)

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c) Discuss two themes evident in this excerpt. (4mks)

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d)Discuss one character trait of Seymour and one character trait of Mossi as presented in this excerpt. (4mks)

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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 poem and then answer the questions that follow. (20 marks)

My parents

My parents kept me from children who were rough.
 Who threw words like stones and who wore torn clothes
 Their thighs showed through rags. They ran in the streets-
 And climbed cliffs and stripped by the country streams

I feared more than tigers their muscles like iron
 Their jerking hands and their knees tight on my arms.
 I feared the salt Coarse pointing of those boys
 Who copied my lisp behind me on the road?

They were lithe, they sprang out behind hedges
 Like dogs to bark at my world. They threw mud
 While I looked the other way, pretending to smile
 I longed to forgive them, but they never smiled.

Questions

- (a) What is the poem about? (4 marks)

.....

.....

.....

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.....

- (b) Describe the character of the following: (4 marks)

- i) The speaker's parents

.....

.....

(c) Identify the persona. Illustrate.

(2 marks)

.....

.....

.....

.....

(d) Describe the tone used in the poem.

(3 marks)

.....

.....

(e) Identify and illustrate four stylistic devices used in the poem.

(4 marks)

.....

.....

(f) What is the role of the parents as depicted in the poem?

(2 marks)

.....

.....

(g) Explain the economic background of the children in the poem.

(2 marks)

.....

.....

.....

(h) Rewrite the following sentence replacing the word in bold with its opposite word.

And **climbed** cliffs and stripped by the country streams

(1 mark)

2. GRAMMAR (15 MARKS)

A. Rewrite the following sentences as instructed. Do not change the meaning.

(3 marks)

i. Njoki did not know it was a dangerous vocation. (Rewrite using: "...how...")

.....

.....

ii. Someone saw Kirimi leaving the plane in Khartoum. (Begin: Kirimi...)

.....

.....

iii. She opened the window and a bat flew out. (End in: "...a bat.")

.....
.....
B. Fill in the blanks with the correct form of the word given in brackets, (3 marks)

- i. Living in the(industry) part of the town can e very distressing.
- ii. The student was punished for treating the old lady (respect)
- iii. The mock examinations (analyse) has been completed.

C. Use the correct order of the adjectives provided in brackets to complete the given sentences
(3 marks)

- i. I enjoyed carrying my (metallic, heavy, rectangular)
box every time we opened and closed school.
- ii. Magoha married an (intelligent, American, young)
woman.
- iii. Please buy me a reasonably (cheap, big,
purple)umbrella.

D. Complete the following sentences with the appropriate collective noun. (3 marks)

- i. The cargo arrived at the port in aof ships.
- ii. The teacher talked to aof girls from class.
- iii. A of monkeys attacked the leopard.

E. Replace the phrasal verbs underlined with one word similar in meaning. (3 marks)

- i. I will work hard to make up for the wasted time.

.....
.....

- ii. Kipkorir takes after his grandfather

.....
.....

- iii. The project has really eaten into my savings.

.....
.....

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

MASENO SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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

Read the passage below and answer the questions that follow (20 MKS)

Have you ever come across classmates who can't resist the urge to steal? The urge could be so strong that they steal things that they don't even need .They might steal a book that they already have or steal items even though they have an option of borrowing or even buying.

A mental disorder called Kleptomania was uncovered in 1886 after experts discovered that a small group of thieves were stealing things that they could be obtained easily without engaging in the criminal act .It was also noted that they stealing was impulsive (not planned for) and somehow compulsive.

One difference between Kleptomania and other types of stealing is that Kleptomaniacs struggle with other underlying disorders such as anxiety ,depression or substance abuse and they use theft as a way “ treat “ or soothe themselves. A lot of people who suffer from the disorder report experiencing some sort of excitement after stealing but they also feel guilty and ashamed afterward. They are likely to steal more often when they are feeling stressed than when they are emotionally fine. Another difference is that, unlike other types of thieves, Kleptomaniacs tend to discard, give away or just keep the stolen items without ever using them.

In addition to shame and guilt, Kleptomania causes those suffering from it to isolate themselves as they lost the trust of friends and family .They end up hurting those they steal from, thus breaking relationships with people who matter. In extreme cases, they could be arrested or taken to jail.

It's been more than two centuries since the condition was discovered, which means psychiatrists and other experts have had a lot of time to innovate treatment for the disorder. Though there is no cure, therapy and some types of medication can help treat the underlying conditions that cause one to steal. Going through treatment helps one to overcome the urge to take things that do not belong to them and live a healthier lifestyle.

Unfortunately, a lot of experts say that Kleptomaniacs do not seek treatment and live with the condition secretly due to the shame attached to it. But if you are struggling with this condition, coming clean and seeking help you prevent more problems in the future. You should consider talking to a parent about it and requesting to see a specialist.

You could also try to manage the condition by identifying the things that push you to steal and adopt healthy ways to deal with stress and anxiety, such as joining sports club, exercising often and exploring your talents.

a) According to the passage, what was the discovery of experts in 1816? (3marks)

.....

b) Make notes on the difference between Kleptomaniacs and other types of thieves.(4marks)

.....

.....

.....

c) What are the characteristics exhibited by those suffering from Kleptomania? (3marks)

.....

.....

.....

d) Why do Kleptomaniacs fail to seek treatment? (1mark)

.....

.....

e) Comment on the use of one aspect of style in paragraph one. (3marks)

.....

.....

.....

f) Give two ways in which Kleptomaniacs can manage their condition. (2marks)

.....

.....

g) It's been more than two centuries since the condition was discovered. (Rewrite adding a question tag)
(1mark)

.....

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

a)Criminal.....

b)Discard.....

c)Innovate.....

2.SAMARITAN

Read the excerpt and answer the questions that follow (25 mks)

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 ate calling

Pirro:(Looking rather disappointed) but why, Your Worship? This is a blessing for out country.

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 accidently swallowed a whole toothpick!

Ramdaye: Oh, yes, I see the risk. They might spread another rumour on this platform! And you might swallow another toothpick! Yes, you will!

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 launch 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.

Mossi; (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?(2mks)

.....

.....

.....

d) Give reasons App is error proof. (4 mks)

.....

.....

.....

e) Think about it: (Rewrite using the question tag.) (1mk)

.....

f) Identify and explain any two stylistic devices used in the excerpt. (4 mks)

.....

.....

.....

g) From your knowledge of the text, identify four allegations against municipal leaders as uploaded on the APP. (4mks)

.....

.....

.....

h) 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.ORAL NARRATIVE (20 MKS)

THE FOX AND THE CROW

Read the narrative and answer the questions that follow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. “That’s for me, as I am a fox,” said Mr. Fox, and he walked up to the foot of the tree.

“Good day, Ms Crow,” he cried. “How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does. Let me hear but one song from you that I may greet you as the Queen of Birds.”

The crow lifted up her head began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Mr. Fox. “That will do,” said he. “That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future- “Do not trust flatterers!

” (Adapted from Prentice hall literature,Ed. Roger Babusci et al. Englewood Cliffs, New Jersey, 1991).

1. How would you classify this narrative? Explain your answer. (3 marks)

.....

.....

.....

2. Identify and illustrate any two character traits of the crow. (4 marks)

.....

3. What does the fox mean by “That’s for me, as I am a fox?” (2 marks)

.....

.....

4. Identify and illustrate any three stylistic features in this story. (6 marks)

.....

.....

.....

.....

5. Explain what this story reveals about human relationships. (4 marks)

.....

.....

.....

6. Explain the meaning of the word ‘caw’ as used in the story. (1 mark)

.....

.....

4. GRAMMAR (15MKS)

a) Rewrite the following sentences as instructed: (3 mks)

i) Jane is both humble and obedient. (Begin: Not only.....)

.....

.....

ii) Goods once sold will not be returned under any circumstances. (Begin : under.....)

.....

.....

iii) He will receive a warm welcome if he comes back. (Begin : Should.....)

.....

b) Complete the sentences using the correct form of the words in brackets (3 mks)

i) She filed a(sue) against her employer.

ii) The tragedy was beyond everyone's(comprehend)

iii) The driver declined to accept(liable)

c) Complete the sentences using the correct phrasal verb formed from the word given in brackets (4 mks)

i) John of the race due to injury. (pull)

ii) The fire brigadethe fire after many hours. (put)

iii) It is clear from her looks that Claire her mother.(take)

iv) The youth shouldto adults for guidance. (look)

d) Fill the blanks with suitable preposition (3 mks)

i) My uncle deals second hand clothes.

ii) The brave girl was compared a lioness.

iii) Wekesa mistook Wambui her sister.

e) Choose the correct alternative (2 mks)

i) They have remained hopeful in spite of the many(crises, crisis)

ii) Since last year, of theft has reduced. (incidence, incidents)

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

LENANA SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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

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 Ankelehe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too **vast** a problem for individuals to solve alone, and some big businesses have an **incentive** not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU's emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year — but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from *Times*, June 5, 2006)

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 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

- a) Why is the Municipal Council ready to mobilise resources to support schools in the future? (2mks)
- b) 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)
- c) 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)
- d) Identify any theme brought out in this extract. (2mks)
- e) 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)
- f) From elsewhere in the play, mention any two other evils Mayor Mossi is accused of? (2mks)
- g) Discuss any two character-traits of Mayor Mossi as brought out in the excerpt. (4mks)
- h) I would especially be delighted if the medicine for regenerating my body cells was discovered today. Rewrite in reported speech. (1mk)
- i) Identify and illustrate any aspect of style used in this excerpt. (2mks)
- j) Explain the meaning of the following words as used in the excerpt. (4mks)
 - a) outstanding
 - b) innovators
 - c) c regenerating
 - d) incredible

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 being: 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)

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

ASUMBI GIRLS ' HIGH SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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- m) 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. COMPREHENSION (20 MARKS)

Read the passage below and answer the questions that follow.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations. You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or resume with no spelling or grammatical mistakes is essential if you want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web page may cause potential customers to doubt the credibility of the web and the organization. Correct grammar, punctuation and spelling are key in written communication. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

If you are unconvinced about the importance of accurate writing, think of the clues we use to identify spam emails, 'phishing' websites, and counterfeit products: poor grammar and spelling.

Similarly, some employers state publicly that any cv or resume containing spelling or grammatical mistakes will be rejected immediately, whilst a BBC news article quotes research that calculates spelling mistakes cost online businesses 'millions' in lost sales.

Checking for poor writing and spelling mistakes should be seen as a courtesy to your readers since it can take them much longer to understand the messages in your writing if they have to think and re-read text to decipher these.

All written communications should therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors. Do not assume that spelling and grammar checkers will identify all mistakes as many incorrect words can indeed be spelt correctly (for example, when 'their' is used instead of 'there' or 'principle' instead of 'principal') or entire words may be missing. If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

Even if you know spelling and grammar rules, you should still double check your work or even better, have it proof-read by somebody else. Our brains work faster than our fingers can type the accidental typographical errors (typos) inevitably creep in.

The good news is that writing is a skill, which can be learned like any other. One trick for checking and improving your work is to read it aloud. Reading texts forces you to slow down and you may pick up problems with the flow that your eye would otherwise skip over.

As well as grammar, spelling and punctuation, it is important to remember your audience.

Always write with your audience in mind, and it can also help to bear in mind the medium in which you plan to publish. This knowledge will help you decide whether you need to write in a formal style or a more informal one, and will also help you to decide on a suitable structure.

QUESTIONS

- 1) Why are good writing skills important? (3 marks)
- 2) What effect does poor writing skills have? (2 marks)
- 3) In a paragraph of not more than 50 words, summarize the steps involved in good writing. (5mks)

ROUGH COPY

FAIR COPY

- 4) Explain the irony in paragraph three. (3mks)
- 5) 'The good news is that writing is a skill which can be learned like any other.'
Rewrite beginning with a participle (1mk)
- 6) Mention four things apart from grammar, spelling and punctuation that the writer advocates we should remember when writing. (2mks)
- 7) Explain the meaning of the following expressions as they are used in the passage. (4mks)
 - i) Counterfeit products
 - ii) Decipher
 - iii) Phishing
 - iv) Typographical errors

EXCERPT (25 Marks)

Read the following excerpt and answer the questions that follow.

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)
- 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:.....

3. POETRY. (20 MARKS)

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

THE CROP THIEVES

Tswiris! tswiri! I the person I suspect?
What have you heard that makes you suspicious?
I heard things said, rumors of weaver birds;
They ate corns in Lesiba's field and finished it
And when they left they sounded hummmm-
They said, 'listen to the numerous weaver birds
Children of the horse that ate the courtyards and the times
It is the numerous weaver birds
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 bird
Children with withered beaks
At home, it is yo! Yo!
Then 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 fire
We shall lack even a blue tongued goat!
It is numerous weaver birds; the grey ones
That go about in swarms.

QUESTIONS.

- a) What kind of oral poem is this? 2mks
- b) Explain two functions of the oral poem. 2mks
- c) Identify and illustrate two oral features of the poem 4mks
- d) What does the poem tell us about the character trait of the weaver bird 2mks
- e) Which lines show that the people will keep on suffering if they do not keep the birds away
- f) Identify and illustrate two economic activities practiced in this community 4mks
- g) What is the attitude of the singer towards the weaver bird? 2mks
- h) Explain the meaning of the following lines. 2mks
 - i) We shall lack even a blue tongued goat.
 - ii) It is the Zulus that have entered the country

GRAMMAR-15MKS

a) Rewrite the following sentences according to the instructions given without changing the meaning. 3mks

- i) Maria said the young men had stolen her sweet potatoes. (Rewrite beginning with: Maria accused.....)

- ii) It required a lot of planning and great courage to introduce free primary education in Kenya.(Begin: The....)
- iii) The judges declared that Cheptoo had won. (Finish:.....winner)

b) Explain two different meanings of the following sentence.

2mks

The chicken is ready to eat.

c) Appropriately punctuate the following sentences to indicate parenthesis.

2mks

- i) When we meet next and I am not sure when a lot of things will have changed.
- ii) Any information you have including minor details should be submitted to the office.

d) Fill in the blank spaces with the most appropriate preposition. (3 marks)

- i) My classmate insistedcoming with me for the half term.
- ii) The company was restrained from disposing.....its property by a court orders.
- iii) The fire victims writhedterrible pain as the rescuers provided first aid.

e) Use the following word as a preposition in one sentence and the other sentence as a subordinating conjunction. 2mks

Since

f) Replace the underlined word with a phrasal verb.

2mks

- i) The member of parliament cancelled the meeting. -
- ii) That child resembles her mother. -

g) Underline the adverbial clause in the following sentence.

1mk

They loaded the lorry while we waited.

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

NAME: Index Number.....

Candidate's Signature Date:

FRIENDS' SCHOOL KAMUSINGA TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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

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

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 are adequate. We don't need to belabour these matters. We need to get back to life (Dancing while still scared). 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 Basdeo) Okay, so how shall we approach this?

Basdeo: We will convene a huge political rally. The points I have given out will be among the core messages we will convey to the people at the rally. I suggest that Hon. Ted apportion 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, I 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 is 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. 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 heyou? (beseech)
(iii) It is advisable that weforgive 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 ...*)

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

MARANDA SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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2	25	
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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*, 21st 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)
- 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 (25 marks)

Read the excerpt below 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 Hon. 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: or 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

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'm 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) EAEF 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 say 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 severalon 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.

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

ALLIANCE GIRLS' HIGH SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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cc) Sign and write the **date of examination** in the spaces provided above.

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1	20	
2	25	
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4	15	
Total Score	80	

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 Ankele, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's Guardian published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too vast a problem for individuals to solve alone, and some big businesses have an incentive not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to fob off their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU's emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil

fuels. The system seemed to work for about a year — but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible calamity, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from Times, June 5, 2006)

- a) 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 the Samaritan , and answer the questions that follow.

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.

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

3. ORAL NARRATIVE (20 MARKS)

THE MAN WHO WAS PREGNANT IN THE KNEE

(Place of Origin: Kikuyu Collected by: K.P. Ndendero)

Along 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)

(a) 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. Ihim 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.

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

NAIROBI SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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

Read the comprehension below and answer questions that follows

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 behaviour that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school,, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure**. Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don't understand the basic rules of social behaviour and their mistakes are usually unintentional.

Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply may not notice a person's scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs.

However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child's life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should teach social skills with the same tone they use for teaching numeracy skills or proper hygiene.If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted

immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don't understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: "How would you feel if Emma was hogging the tyre swing?" Instead of lecturing with the word "should," offer options the child "could" have taken in the moment, such as "You could have asked Emma to join you or told her you would give her the swing after your turn. "Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, "If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?" Lastly, give the child "social homework" by asking him to practice this new skill, saying: "Now that you know the importance of sharing, I want to hear about something you share tomorrow."

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 in 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 meaning 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 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?

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)
(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)

3. Read the oral poem below and answer questions that follow (20marks)

Is the chief greater than the hunter?

Arrogance! Hunter? Arrogance!

The pair of beautiful things on your feet,

The sandals that you wear,

How did it all happen?

It is the hunter that killed the duker:

The sandals are made of hide of the duker.

Does the chief say he is greater than the hunter?

Arrogance! Hunter? Arrogance!

The noisy train that leads you a way,

The drums that precede you,

The hunter killed the elephant,

The drum head is the ear of the elephant.

Does the chief say he is greater than the hunter?

Arrogance! Hunter? Arrogance!

(Source: *Akan Oral Literature: Oral Literature in Africa* by Ruth Finnegan)

Questions:

- a. What occasion would be suitable for the performance of this oral material? **(2mrks)**
- b. For what purpose has the speaker employed many questions in this poem?(**3mrks**)
- c. How does the performer of this piece bring the superiority of the hunter?(**2mrks**)
- d. 'Does the chief say is greater than the hunter?' What sense is created by this line being repeated?(**2mrks**)
- e. Which distinguishing characteristics of oral song are discernible from this piece?(**3mrks**)
- f. Give two other examples that can be classified with the one above. **(2mrks)**
- g. Explain the meaning of this line:
Arrogance! Hunter? Arrogance! **(2mrks)**
- h. How would you describe the attitude of the speaker in this poem towards the chief? **(2mrks)**
- i. What mood would be prevalent during the performance of this poem? **(2mrks)**

4. GRAMMAR (15mrk)

(a) Rewrite the following sentences as instructed : (2mrks)

- I. He ran away .He shouted as he ran. (rewrite to endshouting)
- II. Kamau wrote an article. He posted it on the website. (Join the sentence to begin: Having...)

(b) Use the correct form of the verb in the brackets to fill in the blank spaces. (3mrks)

- I. The dog _____ on the mat.(lie)
- II. Daily nation newspaper has a humongous_____.(read)
- III. The victim said that the accident was_____ terrible.(explain)

(c) Fill the gaps with an appropriate preposition (3mrks)

- I. Suddenly, the plane was enveloped_____ a dense fog.
- II. Professor Wangari was an expert _____ conservation of environment.
- III. The parents are answerable _____ the behavior of their children

(d) Explain the difference in meaning between the following pairs of sentences (2mrks)

- I. She went and bought herself a skirt.
- II. She went and bought a skirt herself.

(e) Rewrite the sentences below according to the instructions given after each.(2mrks)

- I. I thought they were thirsty. I gave them water.(rewrite using present participle phrase)
- II. He sung so well that everyone was impressed. (Begin: so well...)

(f) In each case, give a phrasal verb that means the same as the word underlined.(3mrks)

- I. The remorseful suspect confessed after a long interrogation.
- II. Only irresponsible parents can abandon their children.
- III. Safaricom Kenya has sacked most of its employees.

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

KISII SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

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Total Score	80	

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 (25 marks)

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 Dembe 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!

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: 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)**
 - 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 estatesof theft have reduced. (incidence /incident/incidents)
 - iii) An elephant looks after.....calf (it’s/ its)

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

KAPSABET BOYS HIGH SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

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 **thirteen (13)** 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 then answer the questions that follow.

Have you ever played truancy? What lies beneath? It is not uncommon to hear tales of students escaping from school. For those who play truancy, probably, school is not an attractive place. They choose to stay outside rather than learn at school in the school hours. They still dare do even if they know that they may bear a dire consequence later. In this article, I will examine the reasons for students playing truancy. I will also discuss that students who play truancy are foolish and irresponsible.

First of all, low academic performers find learning in school boring. Students who get poor results in an exam are either lazy or not interested in studying. They like going shopping, playing games in game stations or wandering along the streets. They don't spend time on revising what they have learned in lessons. They may not understand the concepts or theories thoroughly. Later, they may even forget the topics that teachers have taught in school. They soon will lose interest in learning as they don't understand the concepts in lessons. They may find it boring to sit in the classroom. Thus, they want to run out of school to do the things they like, say watching films.

Apart from escaping from boring lessons, some students play truancy so as to challenge the school authority. Nowadays, youngsters usually are rebellious. In order to achieve the sense of excitement, they will try to break the school rules. They know it clearly that if their misbehavior is discovered by teachers or staff in school, they will receive severe punishment. They don't mind the dire consequence. Their rebellious bones drive them to follow their heart and do whatever they like. Playing truancy fulfils the curiosity of students. They like to know if the school really gets a very good security. Playing truancy is just like playing a video game. The students, themselves, are the main characters. All the people in school, including schoolmates, teachers, principal and janitors are enemies. They will be caught if their "mission" is discovered. They have to observe the surroundings carefully before going out from the main entrance. It is not an easy task! The feeling of playing truancy is amazing and fantastic. Students enjoy the feeling of breaking school rules. They feel excited as they "successfully" challenge the school rules without being discovered.

Undoubtedly, playing truancy is a foolish act. Students, in fact, are undergoing the process of self-destruction. As we all know, students will be given a demerit if they are found playing truancy. The demerit will be clearly stated in the exam report sheet. It is similar to a criminal record which is also carved on us for a whole life. We usually have to bring the exam report sheet along with us when we apply for a job. The demerit, to a large extent, reflects the low moral standard. Try to think about it, if you were the employers, would you hire this kind of person? Even if they hire you, they won't trust you. Very often, when we have once done something wrongly, people will think that we can hardly rectify our mistakes. The consequence of playing truancy is dire!

Playing truancy not only harmful to our own self, but also the staff in school. Try to imagine, although we can successfully escape from school, we may have accidents in the streets. Recently, a student who played truancy was injured in a traffic accident. The boy was crushed by a truck. The parents of the boy complained about the school. A lot of people have to shoulder the responsibility if the students are hurt. Janitors will bear the brunt of the injury. They are responsible for preventing students from going out from the main entrance. Students may escape from school when the janitors go to toilets. The janitors may be sacked as students are hurt when they are on duty. Their living of their family will be difficult as they are usually the breadwinners. They are victims of the incident.

Besides harming the **janitors**, the principal of the school has to be blamed too. As the head of a school, he/she has to bear the responsibility for the mistakes made by the staff of the school. The parents will lodge a complaint to him/her. If the students are seriously injured in accidents, he/she, in all likelihood, will be the target of the mass media. A great disturbance will be brought to him/her. He/she will live under pressure. It is unfair to him/her.

In addition, the reputation of the school will be **tarnished**. The news of students who play truancy or are involved in accidents will be widely publicized by the mass media. The public will think that the students from that school are naughty. Moreover, they will think that the school does have security problems. It will lead to a walk away by some good students as their parents are unwilling to send them to that school. Both the school and students will suffer from the selfish acts of students.

All in all, playing truancy should never be tried out. Under any circumstances, we should be considerate and must think of the **aftermath** of doing particular things. We should follow the rules. If everyone breaks the rules, our society will be in a mess. Thus, it is crucial for us to think twice before rebelling

(a) According to the first paragraph, who is a truant? (1mark)

(b) The second paragraph of the passage explores characteristics of poor academic performers. State these characteristics. (4marks)

(c) For what reasons do students play truancy? (2marks)

(d) Make notes on the effects of truancy on both the player and members of school staff. (4marks)

(e) The parents will lodge a complaint to him/her. (1mark)

Rewrite beginning with: A complaint...

(f) Janitors will bear the brunt of the injury. (1mark)

Add a tag question

(g) Discuss the writer's attitude towards truancy. (3marks)

(h) Give the meaning of the following words as used in the passage. (4marks)

- i. Undoubtedly
- ii. Janitors
- iii. Tarnished
- iv. Aftermath

2. Read the following extract and then answer the questions that follow. (25mks)

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)
- g) Inflating
- h) Misappropriate

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

(20mks)

There is no needle without a piercing point
 There is no razor without a trenchant blade
 Death comes to us in many forms
 With our feet we walk the goat's earth
 With our hands we touch God's sky
 Some future day in the heat of noon,
 I shall be carried shoulder high
 Through the village of the dead
 When I die, don't burry me under forest trees,
 I fear their thorns
 Burry me under the great shade trees in the market,
 I want to hear the drums beating,
 I want to feel the dancer's feet.

Questions

- i. With a reason, classify the song above.

(2mks)

- ii. Why does the singer choose not to be buried under forest trees? (2mks)
- iii. Where does the speaker want to be buried? Why? (3mks)
- iv. Discuss **three** social structures of the people from where the song is sourced. (6mks)
- v. I want to hear the drums beating. *Begin: What...*
- vi. With suitable illustrations, identify three aspects of style from the poem. (6mks)

4. Grammar

(15mks)

a. Write the following sentences according to the instructions given. Do not change their meanings. (3mks)

- i. It started to drizzle as soon as we started our exams.
Rewrite beginning: Hardly...
- ii. “Why do you always come late to work?” the boss asked John. “This is no longer acceptable.”
Rewrite in indirect speech
- iii. I am the one your mother warned you about.
Rewrite this statement adding an appropriate question tag

b. Replace the underlined words with a phrasal verb that conveys the same meaning. (4mks)

- i. I could not clearly understand what he meant.
- ii. It is improper to despise the less fortunate members of the society.
- iii. John rejected the gift he was given.
- iv. Did you meet your class teacher in town?

c. Complete the following sentences with an appropriate preposition. (3mks)

- i. We agreed to substitute this novel.....the encyclopedia.
- ii. What is this school coming? The results are so bad.
- iii. Nicole was wearing a silver ring her little finger.

d. Choose the better alternative from the ones given in brackets to fill the blank.(3mks)

- i. Previously, the bus attendants used to issue passengers with..... (tickets, receipts)
- ii. She padded infeet towards the door. (bare, bear)
- iii. You have aof shs 500/= because you paid shs 1000/= for the bag that costs shs 500/=.
(balance, change)

e. In the sentences below, use the correct form of the verb in brackets. (2mks)

- i. You will have to pay for the of the house. (maintain)
- ii. The workers decided to wait for the outcome of the(deliberate)

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KCSE TOP NATIONAL SCHOOLS TRIALS AND JOINT SERIES 2025

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

NAME: Index Number.....

Candidate's Signature Date:

MOI GIRLS' ELDORET SCHOOL TRIAL 1

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions to Candidates

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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.

(20marks)

Human beings are social creatures. We need the companionship of others to thrive in life, and the strength of our connections has a huge impact on our mental health and happiness. Being socially connected to others can ease stress, anxiety, and depression, boost self-worth, provide comfort and joy, prevent loneliness, and even add years to your life. **On the flip side**, lacking strong social connections can pose a serious risk to your mental and emotional health.

In today's world, many of us rely on social media platforms such as Facebook, Twitter, Snapchat, YouTube, and Instagram to find and connect with each other. While each has its benefits, it is important to remember that social media can never be a replacement for real-world human connection. It requires in-person contact with others to trigger the hormones that alleviate stress and make you feel happier, healthier, and more positive. However, for a technology that is designed to bring people closer together, spending too much time engaging with social media can actually make you feel more lonely and isolated—and exacerbate mental health problems such as anxiety and depression.

Since it is a relatively new technology, there is little research to establish the long-term consequences, good or bad, of social media use. However, multiple studies have found a strong link between heavy social media and an increased risk for depression, anxiety, loneliness, selfharm, and even suicidal thoughts.

Social media may promote negative experiences such as the feeling of **inadequacy about your life or appearance**. Even if you know that images you are viewing on social media are manipulated, they can still make you feel insecure about how you look or what is going on in your own life. Similarly, we are all aware that other people tend to share just the highlights of their lives, rarely the low points that everyone experiences. But that does not lessen those feelings of envy and dissatisfaction when you are scrolling through a friend's airbrushed photos of their tropical beach holiday or reading about their exciting new promotion at work.

It also causes the Fear of missing out (FOMO.) While FOMO has been around far longer than social media, sites such as Facebook and Instagram seem to exacerbate feelings that others are having more fun or living better lives than you are. The idea that you are missing out on certain things can impact your self-esteem, trigger anxiety, and fuel even greater social media use. FOMO can compel you to pick up your phone every few minutes to check for updates, or compulsively respond to each and every alert—even if that means taking risks while you're driving, missing out on sleep at night, or prioritizing social media interaction over real world relationships.

A study at the University of Pennsylvania found that high usage of Facebook, Snapchat, and Instagram *increases* rather than decreases feelings of loneliness. Conversely, the study found that reducing social media usage can actually make you feel *less* lonely and isolated and improve your overall wellbeing.

Human beings need face-to-face contact to be mentally healthy. Nothing reduces stress and boosts your mood faster or more effectively than eye-to-eye contact with someone who cares about you. The more you prioritize social media interaction over in-person relationships, the more you're at risk for developing or **exacerbating** mood disorders such as anxiety and depression.

About 10 percent of teens report being bullied on social media and many other users are subjected to offensive comments. Social media platforms such as Twitter can be **hotspots** for spreading hurtful rumors, lies, and abuse that can leave lasting emotional scars.

Sharing endless selfies and all your innermost thoughts on social media can create an unhealthy self-centeredness and distance you from real-life connections.

If you're spending an excessive amount of time on social media and feelings of sadness, dissatisfaction, frustration, or loneliness are impacting your life, it may be time to re-examine your online habits and find a healthier balance.

- a) What defines our social nature according to the first paragraph? (2marks)
- b) According to the author, why can interactions through social media never replace person-to-person interaction? (2marks)
- c) Show the irony in the second paragraph. (2marks)
- d) **In about 50 words**, summarize the negative effects of excessive use of social media. (6 marks)
- e) What in the passage shows that not all that glitters is gold? (2marks)
- f) *Human beings need face-to-face contact to be mentally healthy.* Rewrite this statement in the **passive voice**. (1mark)
- g) What is the **tone** of the passage? (2marks)
- h) Give the meaning of the following words and expressions as used in the passage. (3marks)
- i) On the flip side
 - ii) exacerbating iii)
 - hotspots.....

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

(25 marks)

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 last 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.
- c) Identify and illustrate two aspects of style used in the excerpt.
- d) Describe Mayor Mossi's attitude towards Hon. Basdeo.
- 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...
- 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. Read the oral narrative below and answer the questions that follow. (20 marks)

When the dog was living with his friends in the jungle, he was a very wild animal- wilder than the lion. He flouted all the laws laid down by their king. All the animals were living together and men were living together too. These

two societies were always loggerheads with each other. The population of the animal kingdom was diminishing because men were hunting and killing their members.

Within the kingdom, troubles were many and varied. Most of the complaints brought to the king were about the dog. There was nothing that could be done since the dog was about the strongest of them all. The chief of the human society summoned a meeting of his subjects and invited the king of the animals to come. At the meeting, men promised to stop killing members of the animal kingdom but one condition had to be satisfied. They wanted the animals to give them one of their members. All the animals were asked to attend a meeting convened by their king and were told what the men had said.

“Very good. Give them the dog,” some of them said. “The dog, no one else but the dog. Good riddance. Let him go to men now!”

There was a general uproar and the king was startled. He decided to put an end to the confusion by voting. The one hundred and five members present cast their votes. Eight of them wanted the fox to be given away; thirteen felt the antelope should be done away with. Twenty-one wanted the lion to go, but the others said the dog must go. The dog was dismayed. He promised to turn over a new leaf, but the animals appeared stone-hearted. Men were asked to come and take away the dog.

A few months later there was a shortage of fish in the human society. The only solution to the acute shortage was to turn to meat, but there was no meat since the peace treaty was made between men and the animals. The remaining solution was to kill the dog, but this they would not because he was a very useful member of their society.

“Let us break the peace treaty,” the chief adviser suggested.

There was no alternative but to implement the decision. Directed by the new member of their society, men killed many animals. The remaining animals were very uneasy. They felt the action was instigated by the dog. The king came to men to say he was ready to take back the dog and give another dozen animals in his place.

The dog refused to go. “I am happy in my new environment,” he asserted. The two societies have not come to terms to this day.

- a) With a reason, classify the narrative above. (2 marks)
- b) Explain two features typical of an oral narrative used in this story. (4 marks)
- c) Describe the character traits of the following: (6 marks)
 - i) The dog
 - ii) The animals
 - iii) Men
- d) Explain how the community from which this narrative is sourced were organized; (6 marks)
 - i) Socially

- ii) Politically
- iii) Economically

e) What lesson do we learn from this story? (2 marks)

4. GRAMMAR.

(15marks)

a) Rewrite the following sentences as instructed. (2marks)

- i) I had a siesta having finished eating lunch (**Begin: Having.....**)
- ii) She shut her eyes and slept. The lecture was boring. (**Rewrite the sentence to end withslept**)

b) Explain the difference in meaning between the following sentences. (2marks)

- i) Kipchoge, who won the Tokyo Olympics, is my uncle.
- ii) Kipchoge who won the Tokyo Olympics is my uncle.

c) Fill in the blanks with the correct form of the word given in brackets. (2marks)

- i) Jane contested for a seat. (governor) ii) The of the disease makes it difficult to diagnose (rare)

d) Rewrite the sentences, replacing the underlined word(s) with an appropriate phrasal verb. (3 marks)

- i) He was hit on the head very hard, but after several minutes, he started to regain consciousness again.
- ii) Songs seem to become popular in Kenya first and then spread to other East African countries.
- iii) That old Jeep had a tendency to stop functioning just when I needed it most.

e) Fill in the blanks with appropriate complex prepositions. (3marks)

- i) Many people have died in recent yearsthe declaration of human fights.
- ii) protecting people from external attack, government need to make the living conditions good. iii) Many people are ignorant their human rights.

f) Rewrite the following sentences according to instruction given. Do not change the meaning (3marks)

- i) If I were the cabinet secretary in charge of internal security, I would ensure all criminals were jailed. (Begin: Were.....)
- ii) I like Nairobi more than Machakos. (Use 'prefer')
- iii) The army has rounded all the rebels. (Rewrite in passive)