

KCSE 2025 TOP SCHOOLS MOCKS

ENGLISH

To encourage academic excellence, top-performing national schools collaborate on the “National Schools” joint mock exam compilation. The goal of this collaborative effort is to push students and enhance their readiness for national exams through the use of challenging tests. The goal of participating schools' resource and strategy sharing is to raise student achievement and promote an achievement-focused culture.

(INCLUSIVE OF BOTH PAPER 1, 2 & 3)

MOCK TRIALS 1-10

For Marking Schemes

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MWALIMU CONSULTANCY

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 1

101/1

ENGLISH

PAPER 1

TIME: 2 HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- Write your **Name**, **Admission number** and **Class** in the spaces provided above.
- **Sign** and write the **date** of examination in the spaces provided above.
- Answer **all** questions in this question paper.

FOR EXAMINER'S USE ONLY:

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL SCORE	60	

1. FUNCTIONAL WRITING

“You have read the novel “**Fathers of Nations**” by **Paul B. Vitta** and really enjoyed and are now ready to tackle it in **K.C.S.E 2025**. You overheard some of your friends in your form four class complaining that it should have not been included as one of the texts to be done in the **K.C.S.E** Examinations. Write a book review encouraging them to read since it will be examined in this year’s final examinations.

2. CLOZE TEST

The broadened freedom of speech bestowed upon people ----- the rise of social media platforms does have its merits, as many now -----a platform where they can ----- their concerns about injustices within the society. -----, everything has its good things and bad things as ----- . The freedom on social media has also rendered these avenues -----grounds for hate ----- . Many use it to promote their bigoted ideology. They encourage hatred ----- warring individuals or parties simply because they are ----- to the views, beliefs, or behavior that differ from ----- .

3. ORAL SKILLS

Read the oral poem below and respond to the questions that follow.

A BAREFOOT BOY

A barefoot boy! I mark him at his play...
For May is here once more, and so is he,...
His dusty trousers, rolled half to the knee,
And his bare ankles grimy, too, as they:
Cross- hatchings of the nettle, in array
Of feverish stripes, hint vividly to me
Of woody pathways winding endlessly
Along the creek, where even yesterday
He plunged his shrinking body – gasped and shook
Yet called the water ‘warm’ with never lack
Of joy. And so, half enviously I look
Upon this graceless barefoot and his track,...
His toe stubbed..., his big toe-nail knocked back
Like unto the clasp of an old pocketbook.

- i) Identify and illustrate two devices that make the poem musical. (2mks)
- ii) How would you effectively recite line 13 of this poem? (2mks)
- iii) Which word would you stress in line 12? Give a reason. (2mks)
- b) One of the features in listening skills is maintaining a meaningful eye-contact with the speaker.
Why do you think it is important to do so? (3mks)
- c) Consider the following oral literature item.
Mi moet moet a moita (There is a wound in a calf's stomach)
- i) Classify the above genre (1mk)
- ii) Identify and illustrate two features of sound in the above genre. (2mks)
- iii) Explain what is lost if the item above is translated from its original language. (2mks)
- iv) Give one role of the above item (1mk)
- d) Underline the silent letter(s) in the following words (3mks)
- | | |
|-----------------|-------------|
| i) sword | iv) bouquet |
| ii) debris | v) victual |
| iv) grandmother | vi) corps |
- e) Which is the odd one out in the following groups of words based on the underlined sounds? (3mks)
- | | | | |
|------------------|----------------|---------------|-------------------|
| a) <u>beer</u> | <u>bare</u> | <u>bear</u> | <u>pair</u> |
| b) <u>tough</u> | <u>giraffe</u> | <u>dough</u> | <u>photograph</u> |
| c) <u>honest</u> | <u>honour</u> | <u>heifer</u> | <u>heir</u> |
- f) For each below, provide another that is identical in pronunciation. (4mks)
- | | |
|----------|------------|
| i) clue | iii) board |
| ii) sole | iv) tear |
- e) Imagine you are the leader of a discussion group in your class. How would you ensure that the discussion is fruitful. (5mks)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 1

101/2

ENGLISH

PAPER 2

TIME: 2½ HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- Write ***your name*** and ***admission number*** in the spaces provided.
- Sign and write the ***date*** of examination in the spaces provided above.
- Answer ***all*** questions in this question paper.
- Answers to all questions ***must*** be written in the spaces provided in this booklet.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORES	CANDIDATE'S SCORES
1	20	
2	25	
3	20	
4	15	
Total Score	80	

1. COMPREHENSION

Read the passage below and answer the questions that follow

(20marks)

Africans are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of life. The biggest challenge however, is to identify ways and means of creating an environment that is likely to encourage development in Africa.

Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement genuine poverty alleviation strategies. Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Governments should foster exploitation and management of natural resources by providing an enabling environment. Having stable governments may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the taxpayers. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return it or face the full force of the law. Again, people known to have **stashed** money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, African countries must find a way of solving their internal conflicts without involving the international community; after all, we are all brothers with a common cause. The need to unite and exist as unitary states should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The African union should be strengthened to enable it to arbitrate intra and inter – states disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity.

Another solution would be to develop rural –based economies since the bulk of our population lives in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in rural areas. Similarly, mining concerns should establish processing plants near mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of rural – urban migration. Setting up industries in the rural areas will necessitate development of infrastructure, which will open up the rural areas for business. This will further encourage agricultural expansion and increase food production to counter perennial food shortages in Africa. For instance, development of dairy and beef processing industry in the rural areas will encourage development of sustainable livestock keeping and probably bring to an end the loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the **disparity** between the rich and the poor.

We could also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africans should tap the local expertise to develop technologies appropriate to our needs. Home – grown technology should

enable us alleviate Africans food insecurity for utilizing river and lake water for irrigation and by harvesting wind and solar energy.

Lastly, our regional economic units such as ECOWAS, SADC and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market.

The people of Africa should continually seek a better life. We have the resources; the manpower and the capacity to make things move.

QUESTIONS

- a) From paragraph 1, what is the author's opinion of Africans? (2marks)
- b) What should African countries do to fight corruption? (3marks)
- c) Explain how Africans can open up rural areas (3marks)
- d) We have the resources; the manpower and the capacity to make things move.
(Rewrite adding a question tag) (1mark)
- e) Using information in the passage, summarize the ways of fostering development in African countries in **not more** than 50 words. (5 marks)
- f) What is the tone of the last paragraph of this passage? Give reasons from the passage to support your answer. (3marks)
- g) Explain the meaning of each of the following expressions as used in the passage. (3marks)
 - i) stashed
 - ii) disparity
 - iii) fuel animosity.

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

NICOLE: Why can't you have him prosecuted? We all know we are in the most seismically active area in the Caribbean. Aren't we sitting on a time bomb?

MOSSI:(in a low tone) shsss...shsss...can you even dare mention that? Haven't you heard how dangerous he is? I am sure you have heard his name mentioned several times in connection with the mysterious disappearance of people in this town. He is the man behind the murderous black swan gang. This gang is responsible for most of the shootings and violence you read about in our newspapers all the time. What's more, he has been selling drugs, I think all his life. He is responsible for our municipality's reputation as a key location in narcotics trafficking. And he has ruined lives! In fact, if you know of any child who has dropped out of school because of drugs, or has become a cabbage because of drugs, or has died because of drugs, or roams

aimlessly in the streets because of drugs, or has lost their minds, or has become whatever else you can think of because of drugs, that's the work of Seymour! And you know what?

NICOLE: Yes?

MOSSI: The people elected him overwhelmingly! He gave out a lot of drug money, of course! And as you know, he intimates people with his law degree. But in truth, he never studied law and does not know a single word in law! He went downtown and got a degree certificate printed. So, in reality he knows as much law does as he goat and he is! (pauses) you see now what I am saying? A council chamber of people's representatives that should be populated by men and women of honor is now a congregation of robbers, pirates, nymphomaniacs, murderers and drug dealers.

Nicole: I keep wondering, Sir, why wouldn't you, as Mayor, have these people charged in court if you have always had this information? Haven't you abducted your duty by not having them prosecuted in court?

MOSSI: Prosecuted them? Where? Taken them to our courts? Before our judges? Don't you know these judges are themselves worse than temple robbers? Don't you know they are part of this syndicate? Why can't you understand my situation? I can't change anything as Mayor. Do you know what is happening right now, for example?

NICOLE: I have no idea.

MOSSI: The councilors and Alderman are being mobilized against me. A section of the municipal leadership is demanding that I approve a budget reallocation so as to give each council member money to fight court cases that might come up against them following the exposures in the Samaritan. All this money will end up in pocket of the judges and lawyers. If I don't do this, they will pass a vote of no confidence in me. Thereafter, they will reallocate the budget to cater for their interests.

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

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

Questions

- a. Briefly explain what happens just before this excerpt? (3 mks)
- b. From your knowledge of the text, why is Mossi having the above conversation with Nicole (3 mks)
- c. According to the excerpt, who is in charge of the Black Swan gang mentioned in this excerpt? (1 mk)
- d. Explain any two thematic concerns raised in this excerpt? (4 mks)
- e. Identify and illustrate any two-character traits of Nicole as revealed in this excerpt? (4 mks)
- f. How are the people responsible for the evils that have befallen them according to this excerpt? (3mks)
- g. Identify and illustrate any two aspects of style used in this excerpt? (4 mks)

f. Explain the meaning of the following words as used in this excerpt? (3 mks)

- i. addicted
- ii. reputation.....
- iii. syndicate.....

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

A long, long time ago, there was a man and his wife. They had built their hut in the middle of the forest but they had fenced round the homestead to keep wild animals from entering the compound. Now this man used to go to the smithy to join the other smiths in ironwork. This time, when he went, he left his wife heavy with child.

In this forest, there was a big ogre. As soon as the man went away the ogre came into the compound with a heavy load of firewood. When he brought the load to the compound, he dropped it outside with a big thud of this firewood.

He went inside the hut where he made some porridge. He drank it. To the expectant woman he said, “Woman with child, take this. You don’t want, I shall eat it for you.” And he ate all the porridge. Now this happened everyday for many days and the expectant mother grew as weak as the reeds by the riverside. When the time came for her delivery, the ogre crudely assisted her but he did not give her food.

Now the woman continued to be starved and grew weaker and weaker. She became very worried yet she did not lose heart. Every day she used to spread her castor oil seeds in the sun for she hoped to make oil for the child’s skin.

One day when she had spread her castor oil seeds in the sun, a dove came and helped herself to some seeds. The woman said to her, “You always come here to eat my seeds. Will you go if I send you?”

Said the dove, “let me eat my fill and then you can send me wherever you want. The dove ate until she had had enough.

“Where do you want to send me?”

“Go to the smithy and when you see the smiths ,sing these words:

Mutuiukutuaisaangalalai x2

Mukauniwasyaiyeisaangalalai

Avyuviiawaniyiimu iii saangalalai

Yisikuyanakwivua iii

Saangalalaisa.

(Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre
Which eats all it has prepared)
And the dove went to the smiths and sang the song:
Blacksmith smithing on your iron x 2
Your wife has given birth
Assisted by an ogre
Which eats all it has prepared.
“What is this thing – of a – bird saying, disturbing our work?” said one man throwing a stone at the dove. But the dove perched herself on another tree and sang again.
Blacksmith smithing on your iron x 2
Your wife has given birth
Assisted by an ogre
Which eats all it has prepared.
This time the men said;
“Haiya, perhaps this bird has a message for us. Who of us left his wife heavy with a child?”
Said one man, “I left my wife heavy.”
“Eei, take your things. Go home. This message might be yours. Your wife might have given birth and she is in danger.”

At home, the ogre was still tormenting the woman. He used to go to the shamba, dig out the sweet potatoes, prepare them and offer them to her when they were already in his mouth, “Woman with child take this. You don’t want it, I’ll eat it for you.”

One day when the sun stood in the middle of the compound, her husband arrived from the smithy. He hid himself in the darkest corner of the hut and awaited the ogre. When the ogre arrived he cooked, ate all the food and slept on the naked floor. From his mouth came green, yellow and red foam that was a sign that he was fast asleep.
It was then that the blacksmith came down and speared him through and through until he was dead. Then the man and his wife moved and built a new home in another place.

QUESTIONS

- a) Classify the above narrative and give a reason for your classification. (2marks)
- b) In the story, what shows that the ogre never intended to share the food with the woman? (2 marks)
- c) Discuss any two features in the story that qualify it as a traditional oral narrative. (4 marks)
- d) With an illustration for each, describe two character traits of the ogre (4 marks)
- e) Of what use is the song in the story? (2mark)
- f) What is the livelihood of the people from which this story is derived? (4marks)
- g) What moral lesson do you learn from this story? (2marks)

4. a) Rewrite the following sentences according to the instructions after each. (4marks)

- i) It is bad manners to spit on the ground. (Rewrite using a gerund)
- ii) It is a pleasant surprise to meet you again after all these years. (Rewrite beginning: What.....)
- iii) Kathundai likes eating rice more than taking coffee. (Begin: Kathundai prefers)
- iv) There were very few boys in our class. (useany.....)

b) Fill in each blank space with the correct form of the word in brackets. (3 marks)

- i) It is not possible to spell a word from her (pronounce).
- ii) Do not wait for the bus, it comes to this town very (regular).
- iii) The hunt for the murderers has been (intense)

c) Complete each of the following sentences using the correct phrasal verb formed from the word given in brackets (3 marks)

- i) It was so dark that I could hardly the person lurking in the darkness.
(make)
- ii) The nurse was sothat she threw the file onto the doctor's desk (work)
- iii) The number of AIDS patients in Kenya is (come)

d) Fill in each of the blank spaces with an appropriate word. (3marks)

- i) The burglar was accused being an accomplice in the theft.
- ii) The banana was shared the three girls.
- iii) The book is hiddenthe view of passers – by.

e) Choose the correct word to fill in the blank spaces. (2 marks)

- i) I came here with Don and(she ,her)
- ii) Between you and (I, me) who is more generous?

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 1

101/3

ENGLISH

PAPER 3**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO THE CANDIDATES**

- a) *Answer three questions only*
- b) *In question three choose only one of the optional set texts you have prepared on.*
- c) *Where a candidate presents work on more than one optional text, only the first one to appear will be marked.*
- d) *Each of your essays must not exceed 450 words.*
- e) *All answers to be written in the answer booklet provided.*

FOR EXAMINER'S USE ONLY

	QUESTIONS	TOTAL MARKS	SCORES
1	Imaginative writing	20	
2	Compulsory set text	20	
3	Optional set text	20	
	TOTAL	60	

Answer three questions only**1. Imaginative Composition****(20 marks)***Either*

a) Write a story beginning with; “*The noise from the neighbourhood was so loud...*”

Or

b) Write a story to illustrate the proverb; All that glitters is not gold

2. The Compulsory Set Text**(20 marks)****Fathers of Nation by Paul. B. Vitta,**

Long suffering and injustices make an individual too willing to join a movement that brings forth change. Drawing your illustrations from the text *Fathers of Nations* by P. Vitta, write an essay validating the statement.

3. Optional Set Texts**(20 marks)***Answer one question only***Either****a. The Short Story: A Silent Song and Other Stories (ed) Siundu Godwin**

In a society today, some people who have power end up abusing it " Drawing illustration's from Naquib Mahfouz *A man of Awesome Powers*, justify the above statement.

Or**b. The Play; Adipo Sidang'; Parliament of Owls**

For every decision we make we should always prepare to face the consequences. Using valid illustrations from the play *Parliament of Owls*, write an essay to support this statement.

Or**c. The Novel: Kazuo Ishiguro; An Artist of the Floating World**

Whenever war happens, it leaves devastating effects to both people and property among other casualties. Show the truth of this statement using relevant examples from *An Artist of the Floating World* by Ishiguro Kazuo

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 2

101/1

ENGLISH

PAPER 1

TIME: 2 HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

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- *Sign* and write the *date* of examination in the spaces provided above.
- Answer *all* questions in this question paper.

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QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL SCORE	60	

FUNCTIONAL WRITING 20 MARKS.

Your friend Mr Isaboke Micah who lives in the United States of America has sent you an email saying that he will be coming over for Christmas Holiday. Reply the email and copy a recipe of a dish you would prepare him once he comes.

CLOZE TEST (10 MARKS)

Fill in the blank spaces in the following passage with the most suitable word.

Every tree tells _____ story, but some are beyond eloquent, holding memories, embodying belief, marking sorrow. _____ hold trees in our imagination, where they grow in strange, wonderful ways _____. Forests inhabited by fantasy and also _____. Our fears. In fable _____ well as in legend, a forest shelters spirits, witches, and _____. Upon a time, a big bad wolf. We incorporate the rich metaphors _____ trees provide: We turn _____ a new leaf and branch out; ideas blossom _____. Bear fruit. Though our momentum is sapped, our resolve remains deep-rooted, and yet _____ are times when we can't see the forest for the trees.

Adapted from National Geographic March 2017

ORAL SKILLS (30MARKS)

Read the following Acoli song and then answer the questions that follow

If death were not there,
Where would the inheritor get things?
The cattle have been left for the inheritor;
Ee, how would the inheritor get things?
The iron-roofed house has been left for the inheritor;
Ee, if death were not there,
How would the inheritor get rich?
The bicycle has been left for the inheritor;
The inheritor is most lucky;
Ee, brother, tell me,
If death were not there,
Ugly one, whose daughter would have married you?
A wife has been left for the inheritor;
Ee, inheritor, how would you have lived?
The house has been left for the inheritor,
If death were not there,
How would the inheritor get things?

QUESTIONS.

- i. Identify and illustrate any two sound patterns used in the song (2mks)
- ii. Explain their effectiveness. (2mks)
- iii. If you were to perform the song, which words would you stress in line 1 and why? (2mks)
- iv. Underline the silent letter in the following words (4mks)
- a) Greenwich
- b) Porcelain
- c) Isthmus
- d) poignant

B . *Imagine a friend of yours is addressing an audience. Barely before he has gone halfway through his speech, everyone appears restless and some people begin to walk out.*

- a. Tell him why the audience was not paying attention (2mks)
- b. What should your friend do to avoid a similar situation when giving speeches? (2mks)
- c. What advise would you give the audience to make them good listeners? (3mks)

C. *Describe the intonation patterns you would use in the following sentences.* (3mks)

- a. The children repeated their song.
- b. I will not leave my child here, I will take her with me.
- c. What is the importance of syllabus in songs?

D. *If you were to participate in a debate contest, explain how you would ensure you win over the audience* (5mks)

- i. Give one tongue-twister in your tongue and then translate into English (1mk)
- ii. Give two sound images that are likely to be found in your tongue-twister (2mks)
- iii. What role do tongue-twisters play in oral communication? (2mks)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 2

101/2

ENGLISH

PAPER 2**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- Write ***your name*** and ***admission number*** in the spaces provided.
- Sign and write the ***date*** of examination in the spaces provided above.
- Answer ***all*** questions in this question paper.
- Answers to all questions ***must*** be written in the spaces provided in this booklet.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORES	CANDIDATE'S SCORES
1	20	
2	25	
3	20	
4	15	
Total Score	80	

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

The world has a weight problem. Within the past decade, obesity rates have shot up by 50 percent, rising from 200 million people in 1995 to 300 million in 2003. Even places more familiar with famine than fat are starting to worry about their waistlines. Africa now has weight loss clinics. In a recent survey in India-home to half the world's undernourished population-55 percent of women between 20 and 69 were found to be overweight. Twenty percent of Chinese adults are overweight. Brazil's childhood-obesity rate has jumped to 23.9 percent in a generation- four times the growth rate for youth in the United States. In March 2003, the International Obesity task force revealed that 1.7 billion of the planet's 6 billion people were overweight or obese. How did we all get so fat? The problem stems from the collision of a number of modern trends; rising affluence and urbanization; the proliferation of conveniences like cars, computers, fast food and television; and the 21st century work culture, with its desk jobs and long hours. In rich countries, the familiar mantra of low-fat diet and exercise is routinely ignored. In the developing world, where health education is frequently non-existent, people are particularly vulnerable to the glamour of American burgers and the comforts of the couch. Rural migrants to cities are suddenly confronted with market-stall snacks and McDonald's. In newly industrialized countries packaged foods and fast food chains are promoted as an index of **affluence**.

The consumption of foods high in fat, sugar and salt-combined with increasingly **sedentary** lifestyles-is worrying health experts. And it is killing us. Diet-linked diseases- chiefly heart disease, cancer, diabetes and hypertension, now account for more than half of all deaths in Arab countries. In Barbados, more than 60 percent of hospital and drug-service budgets go toward coping with obesity-related illnesses. In Chinese hospitals, the number of patients suffering from weight-related diseases has increased by 30 percent. The problem is so persuasive that the World Health Organization has declared obesity a global epidemic.

In many places, obesity and related illnesses such as diabetes are growing fastest among children and teenagers. These may be because those groups are more vulnerable to the excesses of their new found liberation. Teenagers from rich homes have cars and can go to restaurants with their friends, and consume high-fat fast food. Nutritionists also blame food marketing and the proliferation of supermarkets for the rise in childhood obesity. Ultimately, diabetes is incurable. Although changes in lifestyles and diet can help stem the progression of the disease, it never disappears. Most patients are on insulin a decade after diagnosis. The best long-term hope for reversing the trend is for society to get its weight problems under control.

QUESTIONS

- (a) What is this passage about? (1mark)
- (b) What is achieved by the use of figures in paragraph one? (2marks)
- (c) From the information given in paragraph two, how can society get the weight problem under control? (3marks)

(d) According to the passage, what are the indications of the increasing danger of obesity?

(3marks)

(e) In about 50 words summarize what the passage says about obesity in children and teenagers.

(6marks)

Rough copy

Fair copy

(f) In what way is the modern lifestyle a curse rather than a blessing?

(3 marks)

(g) Explain the meaning of the following words as used in the passage.

(2 marks)

(i) Affluence

(ii) Sedentary

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

Mossi: Please take your seats. (*Inspector Bembe and Mr. Harvester resume their seats*) As you all know, The Samaritan crisis has snowballed into a huge nightmare since our meeting a week ago. I called you here as my dependable allies so that we can agree on how to handle the unfolding crisis.

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

Mossi: What did you say?

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

Mossi: Did you say sugar? That is a bit dangerous. You may need to eat some salt every now and then. But above all, don't worry, you are not alone. (Holding his head with both hands) I also temporarily lost consciousness when I learned that my Deputy, Seymour and Ted are mobilising Councillors and Aldermen to pass a vote of no confidence in me. I fear they will send me to prison. I now see Baneta Express Prison each time I close my eyes. It is such a damned place! I can even smell the revolting stench of the cells though I have never been there!

Harvester: That could be an ill omen.

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

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

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

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

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

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

Mossi: Do you think there is evidence for that?

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

Mossi: It is the porcupine!

Bembe: The porcupine?

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

- a) Where is this conversation taking place? (1mk)
- b) Which unfolding crisis is Mossi referring to? (2mks)
- c) In your own words, explain the relationship between corruption and municipal capture. (2mks)
- d) Identify and illustrate **two** character traits of Mossi evident in the excerpt. (4mks)
- e) Explain the theme of abuse of office as seen in this excerpt. (4mks)
- f) Comment on the prevailing mood in this excerpt. (3mks)
- g) Explain the effectiveness of any **two** styles as brought out in the excerpt. (6mks)
- h) I am not scared. (Add a question tag) (1mk)
- i) Give the meaning of the following phrase and word as used in the excerpt. (2mks)

Giving me the willies

Distinct

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

A man had two daughters from two different wives. One of his daughters was motherless, her mother died when she was still a baby. The mother of the other daughter did not like the motherless girl. She did not like her because her daughter loved the step sister more than she loved her. The woman therefore thought out some ways of eliminating her.

One day the woman made an arrangement with a hyena. The hyena was to go and wait for the two girls somewhere in the bush. To the motherless girl she would tie a band like a bangle on the left arm and to her daughter she would tie one on the right arm. After the hyena had gone to wit, she called the two girls, tied the bands accordingly and sent both of them to go and visit one of their

aunts. She directed them to follow the path where she asked the hyena to wait for them. On the way the woman's daughter suggested that they should exchange the bangles.

“Why should my mother tie your bangle on the left arm, when everybody else wears theirs on the right arm?” he complained and took her bangle and put it on her step sisters right arm and took the one she was wearing and put it on her left arm. They went on with their journey. They had gone half-way through the journey when the hyena came and caught the woman's own daughter and ate her up. The motherless child was terrified and grew hysterical. She cried endlessly. Her grief was so great that she refused to go away from the scene of her sisters tragic death. She wished to die too; to be eaten up by the hyena which had eaten her dear friend and sister. She cried, wailed, wept and grieved for her dear sister, so much that if sorrow expresses by the living would bring back the dead, Awino's sister Nyawino would have returned to life. After the kill, the hyena had gone away but Awino would not leave, She stayed on the spot wailing.

“Aai, what are you doing here alone in the bush?” Some travelers asked her. “We were two, and we were going to visit our aunt but my sister has been eaten up by a hyena,” she cried. The travelers saw her futile determination. They could not leave her there and in any case they were convinced that the parents should know. “No, you go home and take the news of the death of your sister home.” The people advised her more persuasively until she accepted to go home.

She arrived home, tired and wet with tears and sweat. She explained to her father what had happened. He became furious and called his wife to explain. but she was so full of grief that she could not talk. The elders were then called. It was agreed unanimously that the woman must be banished from the village because of her jealousy and wickedness. She left the village with regret and shame.

QUESTIONS

- (a) **Identify** and illustrate **four** oral features in this narrative. (4 marks)
- (b) Explain **two** aspects of the culture of the community from which this narrative is drawn. (4 mks)
- (c) What do we learn about the character of Nyawino from this narrative. (4 marks)
- (d) Describe the mood of this narrative. (3 marks)
- (e) Explain the role of the travelers in the narrative. (2 marks)
- (f) “She left the village crying with regret and shame.” (1 mark)

(Rewrite beginning; Crying.....)

- (g) What moral lesson do we learn from the narrative in relation to Awino's conduct? Illustrate your answer. (2 marks)

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

- (i) All the farmers got a good harvest this year. (rewrite beginning: Not)

(ii) The old ways are changing. This should be clear to everybody.

(Rewrite as one sentence beginning: That.....)

(iii) Mrs. Mambo said that wall was very badly painted.

(Rewrite in direct speech)

(iv) When I finished eating, I went to bed.

(Rewrite using the word 'having')

(b) Complete each of the sentences correctly using the verb in brackets. **(3 marks)**

(i) I.....if I had known.(go)

(ii) Shelaw for six years now.(study)

(iii) If people.....more reasonable, there would be no wars.(be)

(c) Explain the two different meanings in the following sentence.(2 marks)

Kamaru hates visiting relatives.

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

(i) Can you change this.....powder form now?(in,into)

(ii) My reason for going isI am needed there.(because,that)

(iii) “..... now seven O'clock”, she said.(its,it's)

(e) Use the correct form of the word in brackets to fill in the blank space in each of the sentences below.(3 marks)

(i) This man.....(hero)saved the boy from drowning.

(ii) Her.....(reveal)shocked everyone.

(iii) They were annoyed by the.....(warrant)search of the houses.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 2

101/3

ENGLISH

PAPER 3**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- 1. Answer **three questions only** on the answer sheets provided*
- 2. Question **one** and **two** are compulsory*
- 3. In question **three**, choose only **one** of the optional texts which you have prepared on.*
- 4. Each of your essays **must not** exceed 450 words (2 pages)*
- 5. Your answers must be written in English*

FOR EXAMINERS USE ONLY.

QUESTION	MAXIMUM	CANDIDATE'S SCORE
1	20	
2	20	
3	20	
Total Score	60	

1. IMAGINATIVE COMPOSITION**(20 marks)****Either**

(a) Write a composition beginning:

*As the man approached, I knew I had seen him somewhere...***Or**

(b) Write a composition on the following topic:

*Ways of eliminating drug abuse among the youth.***2. FATHERS OF NATIONS by Paul. B. Vitta****(20 marks)**

Individuals' tribulations in a country are usually caused by inept leadership. With clear illustrations from Paul B. Vitta's *Fathers of Nations*, write a composition to validate this statement.

3. The Optional Set Text**(20 marks)**

Answer any one of the following three questions.

Either**a) A SILENT SONG AND OTHER STORIES Edited by Godwin Shiundu**

Urban people face various challenges. Prove how true this statement is basing your illustrations on Meja Mwangi's *Incident in the Park*.

Or**b) AN ARTIST OF THE FLOATING WORLD By Kazuo Ishinguro**

Write an essay on the negative effects of war as portrayed in the novel.

Or**c) PARLIAMENT OF OWLS By Adipo Sidang**

Write an essay on oppression as brought out in *Parliament of Owls*.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 3

101/1

ENGLISH

PAPER 1**TIME: 2 HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

Instructions to candidates

- 1) Write your name and index number in the spaces provided.*
- 2) Sign and write the date of the examination.*
- 3) Answer all the questions in this question paper*
- 4) All your answers must be written in the spaces provided.*
- 5) Candidates should answer all the questions in English.*

QUESTIONS	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL		

1. Imagine you had some guests from Sweden who visited you to celebrate your birthday. They enjoyed the special meal that you had prepared for them. One of them has requested for the recipe. Send it by e-mail. (20mks)

4. CLOZE TEST (10MKS)

Fill in the blank spaces with the most appropriate words.

A new research title “Underage drinking in Kenya”, has1.....that nearly one third of form four students aged below 18 years take alcohol2..... As our society ponders this sad3....., the urgent message to children who are taking alcohol4..... do not drink another sip. Advice to those children is to strongly say “no”.5.....irresponsible behavior, to alcoholism, there are many.....6.....effects of alcohol. It is wrong and illegal for children to drink alcohol.

This report also states that 46 percent of the children received7.....first pint from friends and8..... Do you offer alcohol to a child? As a parent or guardian, do you nurture9.....? How much time do you spend with them? Notably,10.....of guidance and supervision are stimuli to underage drinking.

5. ORAL SKILLS (30MKS)

Read the poem below and answer the questions that follow

Make me a grave where’re you will,
In a lowly plain, or a lofty hill;
Make it among earth’s humblest graves,
But not in a land where men are slaves.

I could not rest if around my grave
I heard the steps of a trembling slave;
His shadow above my silent tomb
Would make it a place of fearful gloom

I could not rest if I heard the tread
Of a coffle going to the shambles led,
And the mother's shriek of wild despair
Rise like a curse on the trembling air
(by Frances Ellen Watkins Harper)

QUESTIONS

- a) Describe the rhyme scheme of the poem above. (2mks)
- b) Apart from rhyme, mention two other ways they have achieved rhythm (4mks)
- c) Mention two ways in which you would know that your audience is fully participating during the recitation of the poem above. (2mks)
- d) How would you say the last line of the poem? (2mks)
- e) Indicate whether the following items have a falling or a rising intonation. (4mks)
- i) Get out now!
- ii) The man was accused of theft.
- iii) How did you find the English exam?
- iv) Could he have left?
- f) Underline the silent letters in the following words. (4mks)
- i) Corps
- ii) Parliament
- iii) Leopard
- iv) Fracas
- g) Provide a homophone for each of the following words. (4mks)
- i) Bury
- ii) Claws
- iii) Guest
- iv) Male
- h) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence mean (3mks)
- i) The lady in a red dress lost her purse
- ii) The lady in a red dress lost her purses

iii) The lady in a red dress lost her purse.

i) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)

i) Said Head Gate Led

ii) Face Phrase Shepherd Phase

j) *Below is a dialogue between Muthomi and James who are candidates. Read it and answer the questions that follow.*

Muthomi: James, I'm worried about my performance in English. It's not encouraging.

James: Ah! I'm happy with mine in Biology. I got an A in the last exam.

Muthomi: I really don't know what to do about English, maybe...

James: I don't like History and P.E teacher. He thinks he is the only one who can a pick-up truck.
My mum told me she would be buying one soon.

Muthomi: (Trying to bring him back to the topic) Tell me James, how do you revise English?

James: Oh! Is that Betty? She promised to bring me a movie. (Calling out) Betty! Betty! (The runs after her)

a) Identify the shortcomings in the dialogue above (3mks)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 3

101/2

ENGLISH

PAPER 2

TIME: 2½ HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- Write ***your name*** and ***admission number*** in the spaces provided.
- Sign and write the ***date*** of examination in the spaces provided above.
- Answer ***all*** questions in this question paper.
- Answers to all questions ***must*** be written in the spaces provided in this booklet.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORES	CANDIDATE'S SCORES
1	20	
2	25	
3	20	
4	15	
Total Score	80	

1. COMPREHENSION

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

Technology is basically the way we execute the discoveries of science and **blend** it with our own needs. Technology is a general term used to refer to the different tools, machines, and equipment we use in everyday life. These tools and equipment have been invented by man to make the tasks faster, easier and more comfortable.

Since the invention of the wheel and the use of microchips in computers and mobiles, technology has come a long way. Man has reached the moon and explored the outer space just because of the advancement in the aeronautics field. Even in primitive occupations such as agriculture, there have been so many technological advancements with modern tools such as traction engine and steam tractor technology which has helped us make progress.

Although there have been countless examples where technology has changed our lives, there are some which are considered as revolution for mankind. The technology used in the field of robotics is one such fine example. Nowadays robots are being used by people and industries all over the world for various purposes. They are also used in places which are otherwise considered harmful for humans thereby protecting us. One such area is the cleaning and managing of radioactive waste.

Artificial Intelligence (AI) is another field which is a classic example of the technological advancement man has achieved. Who could have imagined that a machine would be capable of thinking like us? That is what AI has been successful in doing. It is an intelligent machine capable of behaving like us. It can do activities such as problem-solving, planning, learning and even reasoning. Today AI is used in all major areas such as warfare, security, healthcare and communication. On top of this, it is far more efficient than us and has a lower rate of error.

Technology has its own importance in our lives. Without technological advancement, our lives would not be simpler and faster. The modernization that the world is witnessing today has all been possible because of the technological developments in different fields. Moreover, it has helped in reducing the risks people had to undertake in many sectors such as mining. With new tools available, the tasks are less risky and are more efficient as well.

Although technological advancements are important for us, it is also true that we seem to be over-dependent on them nowadays. The use of mobiles was meant to be able to keep in touch in difficult times. But now we see kids too much involved in the different applications on mobiles and killing their valuable time. In addition, many crimes have been reported through the misuse of digital technology. Also, it has been seen that many people lack the basic education required to ensure the proper use of the technology available today. In fact, most of them use it for the sake of fashion and hence end up misusing it. People have been so dependent on technology that they no longer want to do any kind of manual activity. Even for small works that can be done manually, people prefer to do it through technology. This has resulted in making humans mentally as well as physically dormant.

Technology is surely a **boon** for mankind. It is all the more important for the economic growth of a country. Modern technologies have in fact succeeded in reducing the human effort and the risk in doing a lot many things. But, still, it is for us to see how best we make use of the technology available to us.

While on one hand we can make use of technological advancements of nuclear energy to generate electricity and help many villages lighten us, on the other hand the same nuclear energy can be used to create bombs which can cause **mammoth** destruction. Similarly, robots and other technological advancements have served as a good servant to us but the moment it becomes the master it can wipe all humanity from the earth.

QUESTIONS

- (i) What is technology according to the passage (2marks)
- (ii) State two prominent ways in which technology has changed lives according to the passage. (2marks)
- (iii) How has technology been important to human beings according to the passage?(3marks)
- (iv) How has advancements in the field of aeronautics changed this field? (2marks)
- (v) Make notes on the drawbacks of technology. (4marks)
- (vi) Technology is surely a boon for mankind. (1mark)

Begin: Surely.....

- (vii) Discuss the writer's mixed thought on technology? (3marks)
- (viii) Explain the meaning of the following words and phrases as used in the passage.(3marks)
 - (a) Blend
 - (b) Mammoth
 - (c) Boon

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

Bembe: (*Nodding*) Do you know that we all have a legal and moral duty to obey our leaders? Isn't it criminal to disobey the Mayor?

Nicole: I have an obligation to do what is right, not to obey blindly. Leaders must not tell us to do the wrong things....

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 the 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! You cannot fabricate crimes against me! (*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's 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 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!

a) Explain what happens before this extract. (2marks)

b) Basing your answer on the extract, identify one among the means used by those in power to silence opposition, giving illustration for your answer. (3marks)

c) Identify and illustrate character traits of: (4marks)

i) Nicole

ii) Bembe

d) Comment the stylistic devices used in the above extract (4marks)

e) With reference to the rest of the play, what became of Nicole after the arrest by Inspector Bembe? (4marks)

f) Are you threatening a police officer? Change the interrogative into a statement. (1mark)

g) Give the meaning of the following words and phrases as used in the extract: (3marks)

i) Obligation

ii) Fight a losing battle

iii) Fabricate

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

TOUCH BY HUGH LEWIN

When I get out
I'm going to ask someone
Touch me
Very gently please
And slowly,
Touch me
I want
To learn again
How life feels

I've not been touched
For seven years
For seven years
I've been untouched
And I've learned
To know now
The meaning of
Untouchable.
Untouchable – not quite
I can count the things
That have touched me.

One: fists
At the beginning
Fierce mad fists
Beating beating
Till I remember
Screaming
Don't touch me
Please don't touch me

Two: paws
The first four years of paws
Every day
Patting paws, searching
Arms up, shoes off
Legs apart-
Probing paws, systematic
Heavy indifferent
Probing away
All privacy.

I don't want fists and paws

I want
To want be touched
Again
And touch.
I want to feel alive
Again
I want to say
When I get out
Here I am
Please touch me.

(From poets to the people, edit by Barry Feinberg)

QUESTIONS

- (a) Where do you think the person is? Briefly explain your answer. (3marks)
- (b) What do you the persona means by “touch”? (3marks)
- (c) Using two illustrations, describe the persona’s experience during the seven years(4marks)
- (d) What is the significance of the word ‘paws’? (2marks)
- (e) Which device does the poet use to reinforce the theme? (2marks)
- (f) Explain the meaning of the following words as used in the poem. (2marks)
1. Prodding
2. Indifferent.
- (g) What does the poet use to reveal about human need? (4marks)

4. GRAMMAR

- (b) In the sentences below, use the correct form of the words in brackets. (2marks)
- (i) You will have to pay for the of the house. (maintain)
- (ii) The support staff decided to wait for the outcome of the (deliberate)
- (c) Rewrite the sentences according to the instruction given without changing its meaning. (2mks)
- (a) A good thing about our small town is that the crime rate is low.
Begin:
That.....
- (b) My father would not allow us to attend night parties under any circumstances. (*Begin:*
Under.....)
- (d) Explain the difference in meaning of each of the following pairs of sentences. (2marks)
- Even I attend the graduation ceremony
I even attended the graduation ceremony
- (e) Choose the more appropriate pronoun to fill in the blank spaces. (2marks)
- (a) Chebet thanked her aunt, fromshe had received the phone. (whom, who)
- (b) Either you orwill be the leader on the trail. (me, I)

(f) Rewrite by correcting the errors in the sentences.

(2marks)

(a) Lets decide whom will start the game.

(b) It's news are not difficult to understand

(g) **Replace the underlined idiomatic expression using a single word.**

(1mark)

The student complained that her father was close-fisted

(h) Replace the phrasal verbs underlined in the sentences below with one word that means the same.

(2marks)

1. It is wrong to look down on students from other schools.

2. Bicoty takes after her father.

(i) Choose the correct order of adjectives in brackets to fill in the gaps.

(2marks)

(a) My.....laptop is very efficient.

(small, old, ugly, grey, Samsung)

(b) Oloisudori gave Resian an expensive ring in a box. (metal, square, small)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 3

101/3

ENGLISH

PAPER 3**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO THE CANDIDATES:-

- Answer **THREE QUESTIONS** in this paper
- ❖ Question 1a or 1b (20mks)
- ❖ Question 2 is compulsory (20 mks)
- ❖ Question 3a or 3b or 3c (20mks)
- Where a candidate presents work on more than one optional text, only first one to appear will be marked.
- All answers to be written in the answers booklet provided.

For Examiners Use Only.

Question	Maximum	Candidate's score
1	20	
2	20	
3	20	
Total Score	60	

Answer Three Questions Only

1. Imaginative Composition (Compulsory)

(20 marks)

Either

(a) Write a composition beginning:

As I walked along the lonely path that evening, it was evident that I will reach home late...

OR

(b) Write a composition that explains the saying:

“Pride comes before a fall.”

2. The compulsory set text

(20 marks)

"Betrayal pervades every level of the society." Basing your illustrations on *Fathers of Nations* by Paul B. Vitta, write a composition to show the truth of this assertion.

3. The Optional Set Texts

(20 marks)

Either

(a) **The Short Story**

A silent song and other stories Godwin Siundu (Ed.)

Failure to listen and heed good advice by people around us can result in suffering. Drawing your illustrations from Stanley Gazemba's "Talking Money," justify this assertion. **(20 marks)**

OR

(b) **Drama**

Adipo Sidang' Parliament of Owls

“Women and people from minority groups can rise against all odds to bring change without necessarily using violence.” Basing your argument on Adipo Sidang's *Parliament of Owls*, write an essay to support this statement.

Or

(c) **The Novel**

Kazoo Ishiguro, An Artist of the Floating World

War has a way of affecting property and people's lives. Drawing examples from the life of Masuji Ono in Ishiguro's *An Artist of the Floating World*, write an essay to show the truth of this statement.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 4

101/1

ENGLISH

PAPER 1**TIME: 2 HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- a) Write your name and admission number in the spaces provided*
- b) Write the date of examination in the provided spaces*
- c) Answer all questions in this paper*
- d) All your answers must be written in the spaces provided in this paper.*
- e) Candidates should check and ensure that all the pages are printed as indicated and that no question(s) are missing.*

FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1 Functional Skills	20	
2 Cloze test	10	
3 Oral skills	30	
Total score	60	

1. Imagine that you are the Organizing Secretary of **Micah Isaboke's** Graduation Party. Mr Isaboke has graduated with a First Class Honours Degree from the University of Nairobi.

a) Design an invitation card to be sent to the guests (12mks)

b) Write a congratulatory note to Isaboke to be presented on that day (8mks)

2. Cloze test (10 MKS)

Fill each blank space in the following excerpt with the most appropriate word.

Speakers often try to appeal to their audiences by speaking casually or by using “street language.” (1), however, can be shocking to an audience not expecting (2)..... Use good judgment. While shocking language might (3) your audience's attention, it can also quickly turn (4)..... most people.

Obscene language is (5) language that offends by going (6) common standards of (7) Since (8) is what is considered, speakers must avoid any (9)..... that their words might be (10) as indecent.

3. ORAL SKILLS (30MKS)

Read the poem below and answer the questions that follow

Make me a grave where'er you will,
In a lowly plain, or a lofty hill;
Make it among earth's humblest graves,
But not in a land where men are slaves.

I could not rest if around my grave
I heard the steps of a trembling slave;
His shadow above my silent tomb
Would make it a place of fearful gloom

I could not rest if I heard the tread
Of a coffin going to the shambles led,

And the mother's shriek of wild despair
Rise like a curse on the trembling air
(by Frances Ellen Watkins Harper)

QUESTIONS

- a) Describe the rhyme scheme of the poem above. (2mks)
- b) Apart from rhyme, mention two other ways they have achieved rhythm? (4mks)
- c) Mention two ways in which you would know that your audience is fully participating during the recitation of the poem above. (2mks)
- d) How would you say the last line of the poem? (2mks)
- e) Indicate whether the following items have a falling or a rising intonation. (4mks)
- i) Get out now!
- ii) The man was accused of theft.
- iii) How did you find the English exam?
- iv) Could he have left?
- f) **Underline the silent letters in the following words.** (4mks)
- i) Corps
- ii) Parliament
- iii) Leopard
- iv) Fracas
- g) **Provide a homophone for each of the following words.** (4mks)
- i) Bury
- ii) Claws
- iii) Guest
- iv) Male
- h) **The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence mean** (3mks)
- i) The lady in a red dress lost her purse
- ii) The lady in a red dress lost her purses
- iii) The lady in a red dress lost her purse.

i) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)

i) Said Head Gate Led

ii) Face Phrase Shepherd Phase

j) Below is a dialogue between Muthomi and James who are candidates. Read it and answer the questions that follow.

Muthomi: James, I'm worried about my performance in English. It's not encouraging.

James: Ah! I'm happy with mine in Biology. I got an A in the last exam.

Muthomi: I really don't know what to do about English, maybe...

James: I don't like History and P.E teacher. He thinks he is the only one who can a pick-up truck. My mum told me she would be buying one soon.

Muthomi: (Trying to bring him back to the topic) Tell me James, how do you revise English?

James: Oh! Is that Betty? She promised to bring me a movie. (Calling out) Betty! Betty! (The runs after her)

a) Identify the shortcomings in the dialogue above (3mks)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 4

101/2

ENGLISH

PAPER 2**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- a) Write your name and admission number in the spaces provided*
- b) Write the date of examination in the provided spaces*
- c) Answer all questions in this paper*
- d) All your answers must be written in the spaces provided in this paper.*

FOR EXAMINERS USE ONLY

Question	Maximum score	Candidate's score
1 Comprehension	20	
2 Excerpt	25	
3 Oral Literature	20	
4. Grammar	15	
Total score	80	

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

Gender is probably the most important social issue in the world today. It affects and influences every aspect of our lives: politics, economics, religion and leisure. People in the 21st Century strongly believed that every project must get the gender dimension right in order to succeed. But what is gender? Basically, gender is the expectation that people should do or not do certain things according to their sex. Every normal human being is either female or male. This is sex and it is a biological fact. Indeed, sex is the most conspicuous difference between human beings.

The moment we look at a person, we can tell whether that person is a man or a woman, a boy or a girl. The question is if society should use this biological difference to tell people what they should or should not do. Yet, since time immemorial, this is what human communities all over the world have done. Some African societies bring up their boys to believe that men must be fighters, take whatever they want – by force if necessary and never cry. If anyone asks why they should or should not do this and that, the ready answer is always: you are a man, and that's what men are supposed to do. Girls are told to be gentle and quiet, to obey men, not to climb trees and not to eat certain kinds of food. A girl who asks why she should not climb trees or speak loudly in public is told, you are a woman, and women don't do that. In other words, society is always telling us what we can do and what we cannot do just because we are men or women. In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called 'chefs' are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female. On the face of it, there is nothing wrong with sharing roles – indeed, there are many cases where it is logical to expect that certain people should do or avoid some activities. For example, it would not be safe for a woman in advance stages of pregnancy to go hunting wild animals or grazing livestock many miles away from home. However, this should not be taken as a blanket excuse to declare that all women must not hunt wild animals. The problem is even worse when some people use gender roles to exploit or oppress other people. Men for example, have for a long time invoked gender roles to force women to do certain things and to prevent them from doing things the women may want to do. This oppressive practice may be called gender imposition, and it may be seen in all aspects of society. In social relations, boys and girls are segregated from the earliest years of life. Members of each sex are strictly drilled into what 'feminine' or 'masculine' in behaviour, speech, dress and every activity. Boys and girls are told what work they should or should not do, what places they can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are boys or girls. By the time a person is in his or her teens, he or she has learnt – from both example and direct teaching by older members of society – what exactly is expected of him or her as a man or a woman. These gendered

roles often suggest that men should lead and command in everything, be ‘tough’ – meaning hard and even cruel – and ‘strong’, which often means aggressive and violent. The women on the other hand, are required to be soft and kind, submissive and unquestioningly obedient to men. Even in public affairs, such as politics or religion, the gendering of roles leads to some curious situations. In some places of worship for example, men and women are strictly separated. Several denominations do not permit women to preach in public or to be ordained as priests or pastors. Politics is widely regarded as a man’s field.

Some societies insist that a woman cannot be a leader, like President or Army commander. The nagging question, which many women and enlightened men are asking today is: Why not? This is the challenge to the conventional gendering of roles. Is there any logical reason why a man should not change the nappies of his child, or go into the kitchen and cook? Why can a talented woman not become a top soccer or rugby player, or a bishop or a top business executive? Is it fair to prevent people from eating such nutritious foods as chicken and eggs simply because they are women? Should children be denied the right to inherit their parents’ property on the grounds of sex? Is it not pathetic seeing men inflict beastly violence on their wives and children, or one another simply because men are expected to be ‘tough’ and ‘strong’?

To avoid such absurdities, advocates of gender equity demand that sex should not be the main consideration in dealing with people. Assigning roles to people on the grounds of biological differences is a form of evil discrimination, like racism. A more sensible way of dealing with men and women is to take them strictly on the basis of their individual abilities. A human being is a human being, whether man or woman and each should be given every opportunity to realize his or her full human potential. An enlightened approach to gender equity is suggested by the old English saying “What’s good for the goose is good for the gander”.

QUESTIONS

- (a) According to the passage, what is the difference between gender and sex? (2 marks)
- (b) What is gender imposition? (1 mark)
- (c) How are gender roles passed on? (1 mark)
- (d) Add a question tag to the following:
Any girl can climb a tree as smartly as any boy..... (1 mark)
- (e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles. (1 mark)
- (f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women. (6 marks)
- (g) In not more than three sentences, paraphrase the author’s argument. (3 marks)
- (h) Change the following question into a statement: (1 mark)
Should children be denied the right to inherit their parents’ property on the grounds of sex?

- (i) What is the meaning of the following: “What is good for the goose is good for the gander.” (1 mark)
- (j) Explain the meaning of the following as they are used in the passage. (3 marks)
- (i) Segregated
 - (ii) Absurdities
 - (iii) Blanket excuse

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

Narine: (*Addressing the gathering with a strong, firm voice*) Your Worship, the Mayor, Hon. Mossi, distinguished guests, ladies and gentlemen. I am **delighted** to welcome you to this ceremony in which we officially launch, in our great Municipality, the winning innovation in this year’s Secondary Schools’ National Innovation Competition. On this occasion, we will also present a prize to Alvita and Montano, our very own students here in Sagrada Secondary School, who created the winning innovation. (*Looking at the Mayor*) We thank you very much, Your Worship, for gracing this event. (*Narine pauses, and then turns to the visitors.*) Your Worship, ladies and gentlemen, I will now invite Nicole, the Ethics and Innovation Teacher, to introduce the innovation. Ms Nicole, please. (*Students clap as Nicole walks to the podium. She is a young, tall, light – skinned lady of medium build, a renowned beauty and an uncompromising moralist. She is sporting a wavy side ponytail hairstyle and is smartly dressed in black skirt and white blouse.*)

Nicole: (*Adjusts the microphone and clears her throat*) Your Worship, distinguished guests, ladies and gentlemen. I am most humbled to introduce an innovation that has captured the imagination of our Municipality. I couldn’t think of a better way to introduce the innovation than through a short skit that Alvita, Montano and I will stage in front of you, welcome. (*The podium is pushed aside and the trio: two students – Alvita and Montano – and Nicole take seats at the centre stage. There is silence as Montano closes his legs and begins to swing on the chair without making a full circle.*)

Montano: Tell me, Alvita, what can we do as a society to ensure you have a good future? Right now it seems extremely bleak. I **shudder** to think about it.

Alvita: How do you know my future is extremely bleak?

Montano: Well, yesterday, I was seated under the tree behind the classroom, thinking.

Alvita: And then?

Montano: I travelled into the future – about fifty years from now. And guess what? I saw you working at a corner in a city as a cobbler. You looked **severely** battered and your nose was permanently running, if I remember well.

Alvita: Me a cobbler? Was it a nightmare that you had or a hallucination?

Montano: No, it is called travelling into the future. You close your eyes and try to figure out how your future will look like, given past and current trends. You can also travel into the past. One time I travelled into the past until I was back in my mother’s womb. And I sat there,

mesmerised. (*Demonstrating, folding his legs and arms in a foetal position.*) It was very dark in there!

Alvita: Oh, what a strange thing to do! But a cobbler, you said?

Montano: You were actually fortunate to have a source of income, as a cobbler. Millions of young people were **loitering** aimlessly in the streets and villages without gainful employment. All of them were poor, hungry and angry.

Alvita: You are rarely serious, Montano. You mean with all my education I couldn't get a good job?

Montano: You see Alvita; our country has been and is producing more graduates each year than the number of jobs it is able to create. At this rate, what do you think will be the situation over a period of fifty years? (*Pauses, then continues*) I was in no better position, Alvita. I was earning my livelihood as a pannist with a not – so – popular steel band at that time. But joblessness was not even my main concern.

Questions.

- a. Explain what has happened before the excerpt. (2mks)
- b. From elsewhere in the text, what winning innovation is Narine referring to in the excerpt. (2mks)
- c. Identify and illustrate two styles used in the excerpt. (4mks)
- 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.....) (4mks)
- i. Give the meaning of the following words as used in the excerpt.
 - i) Delighted:.....
 - ii) Shuddered.....
 - iii) Severely
 - iv) Loitering:.....

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The greedy ogre ate banana stalks

Not my family;

The greedy ogre ate a dog

Not Obunde Magoro!
The greedy ogre ate banana stalks
Not my family;
Now come and get Obunde,
His children and wife.

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

My story ends there.

QUESTIONS

- (a) Classify the above narrative. (2marks)
- (b) Whom do you consider to be the champion in this story? Why? (2marks)
- (c) Where do you think the pace setting of the story? Give a reason. (2marks)
- (d) Compare Obunde and the ogre as they are presented in this story. (2marks)
- (e) Illustrate **two** features of the story that makes it an oral narrative. (4marks)
- (f) Explain the moral lesson of this story. (2marks)
- (g) If you were to collect the above from the informant,
 - i. What methods of data collection would you use? (3marks)
 - ii. What challenges are you likely to face? (3marks)

GRAMMAR.

(15 marks)

4. a) Complete the following sentences using the most appropriate preposition.(3 marks)

- i) The wild animal was oblivious the trap.
- ii) The police officer was an expert catching criminals.
- iii) My uncle deals second hand clothes.

b) Rewrite the following sentences according to the instructions given after each. (3 marks)

- i) "Where is my assignment?" the angry teacher demanded
(Begin: The angry)
- ii) So fearful is she that she cannot go out of their house at night.
(Rewrite using too)
- iii) The principal is teaching Form two East. (change the sentence into the passive form)

c) Fill the blank spaces with the appropriate form of the word in brackets. (4 marks)

- i) The government should not only build roads but also schedule their.....
(Maintain)
- ii) I would like to renew my..... (Subscribe)
- iii) We need to consider his..... (Argue)
- iv) The queen's impressed everybody. (Elegant)

d) Replace the underlined words with the appropriate phrasal verb. (3 marks)

- i) The strike has been cancelled.
- ii) The leader postponed the meeting
- iii) The students liked him at once.

e) Explain the meaning of each idiomatic expression.

- i) Living from hand to mouth.
- ii) A bitter pill to swallow.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 4

101/3

ENGLISH

PAPER 3**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- a) Write your name and admission number in the spaces provided*
- b) Write the date of examination in the provided spaces*
- c) Answer all questions in this paper*
- d) All your answers must be written in the spaces provided in this paper.*

FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1 Imaginative Composition	20	
2 Compulsory Text	20	
3 Optional Text	20	
Total score	60	

1. Imaginative Composition (COMPULSORY)**(20 marks)***Either*

a) Write a composition that has the following words: *friends, police, court, jail*.

Or

b) Write a composition on the following statement: "Technological advancement has impacted negatively on the society, especially the youth."

2. COMPULSORY SET TEXT**(20 marks)**

Seeking revenge results in more pain. Using illustrations from Fathers of Nations, write an essay to support this statement.

3. Optional texts**(20 marks)**

a) **The Novel: Kazuo Ishiguro, *an Artist of the Floating World*.**

War is a social evil that should be avoided at all costs owing to its adverse consequences. Validate the statement referring to Kazuo Ishiguro's novel *An Artist of the Floating World*.

or

(b) **The Short Stories Godwin Shiundu, 'A silent Song and other stories'**

In a society today, some people who have power end up abusing it " Drawing illustration's from Naquib Mahfouz *A man of Awesome Powers*, justify the above statement.

or

c) **Parliament of owls by Adipo Sidang'**

Discuss how Adipo Sidang' has addressed oppression in the play 'Parliament of Owls'.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 5

101/1

ENGLISH

PAPER 1

TIME: 2 HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- Write your *Name*, *Admission number* and *Class* in the spaces provided above.
- *Sign* and write the *date* of examination in the spaces provided above.
- Answer *all* questions in this question paper.

FOR EXAMINER'S USE ONLY:

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL SCORE	60	

1. You are the secretary of Debating Club in your school, recently the club held a meeting and the following issues were discussed;

- a) Election of officials
- b) Income generating activities in the club
- c) Preparation for the great debate.

In the meeting, 8 members were present, 3 including the vice chairperson sent apologies and the whereabouts of 2 members were unknown. The club patron also attended the meeting. Apart from the main issues, members raised some issues from the previous meeting. Write down the minutes of the meeting.

2. Fill in the blank with the most appropriate word (10 marks)

It is undeniable that our education system.1..... Kenya has done a lot for students. Our literacy 2..... has risen tremendously over the 3.....thirty years. More youths are leaving school for the work force at 4..... educational levels. The majority of Kenyans have had the 5..... of primary education, something most of our grandparents do not 6.....

However, there are still 7.....which need improvement in our educational system.

There is need for enough space experimentation 8.....the cultivation of genuine interest.9.....is required is a real understanding and appreciation of the subject,10.....merely high marks.

3. a) i) Provide homophones for the following words (3marks)

- i) Coup
- ii) Brooch
- iii) Muscle

b) Assign intonation to the following sentences. (3 marks)

- i) I think we are completely lost
- ii) We will be able to go, won't we?
- iii) She bought a house

c) Write down a word with a silent letter as indicated. (3marks)

i) **p**

ii) **s**

iii) **n**

b) Identify the odd one out based on the pronunciation of the underlined letter(s). 3 marks

i) Quay, quaint, quack, quality

ii) Chain, Charter, Flinch, Champion

iii) Sachet, Packet, Ticket, Thicket

c) Explain the different meanings of the sentence below when different words are stressed as indicated: *Wafula saw the thieves enter the house.* 2 mks

i) Wafula

ii) House d) i) Your class had invited a former student, now employed by a top company to give a talk on 'succeeding in the corporate world'. However, during the talk, you realize that most of your classmates are not concentrating. List four things on the part of the **speaker** that contributed to this. **(4marks)**

ii) Suggest two non-verbal cues you would advise the speaker to employ to enhance the delivery of the message (2marks)

e) Read the narrative below and answer the questions that follow.

WHY THE OWL IS NOT KING OF THE BIRDS (INDIAN TALE)

WHY is it that Crows torment the Owls as they sleep in the daytime? For the same reason that the Owls try to kill the Crows while they sleep at night
Listen to a tale of long ago and then you will see why.

Once upon a time, the people who lived together when the world was young took a certain man for their king. The four-footed animals also took one of their numbers for their king. The fish in the ocean chose a king to rule over them. Then the birds gathered together on a great flat rock, crying: "Among men there is a king, and among the beasts, and the fish have one, too; but we birds have none. We ought to have a king. Let us choose one now."

And so the birds talked the matter over and at last they all said, "Let us have the Owl for our king."

No, not all, for one old Crow rose up and said, "For my part, I don't want the Owl to be our king. Look at him now while you are all crying that you want him for your king. See how sour he looks right now. If that's the cross look he wears when he is happy, how will he look when he is angry? I, for one, want no such sour-looking king!"

Then the Crow flew up into the air crying, "I don't like it! I don't like it!" The Owl rose and followed him. From that time on the Crows and the Owls have been enemies. The birds chose a Turtle Dove to be their king, and then flew to their homes.

- i) You have been asked to narrate the above story to a group of young people. What **four** things would you do to attract their attention? (2marks)
- ii) If you were narrating the above story to young children, how do you ensure you sustain their attention for the entire course of the narration? (2marks)
- iii) How would you say the line "I don't like it! I don't like it!"? (2marks)

f) Read the following telephone conversation and answer the questions that follow.

Secretary: (Phone rings) Hello, Purpose Drive Secondary school, may I help you?

Caller: I want to speak to the principal.

Secretary: May I know who is calling please?

Caller: (Impatient and irritated) I have said I want to speak to the principal, period

Secretary: Excuse me I am sorry He is in a meeting with the board of management, could you please call later, Sir?

Caller: (Shouting) are you stopping me from talking to your boss, do you know who I am? Had you even heard of the supplier of your stationery?

Secretary: (Politely) Oh, Mr. Erickson? I am sorry you cannot talk to him now call after an hour or may I take a message to him please?

Caller: (Bangs the receiver)

- i) Identify two instances that show the caller lack of telephone etiquette. (2 marks)
- ii) How can you tell that the secretary observes professional conversational skills in the above telephone conversation? (2 marks)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 5

101/2

ENGLISH

PAPER 2**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- Write your name and index number in the spaces provided.
- Sign and write the date of the examination in the spaces provided above.
- Answer **all** the questions in this paper.
- All your answers must be written in the spaces provided in this question paper.

FOR EXAMINER'S USE ONLY

Question	Max Score	Student's Score
1	20	
2	25	
3	20	
4	15	
Total Score		

1. COMPREHENSION

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

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out. Charges were trumped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister. Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... “God will provide” I had worked half a century to bring salvation to other people. It would probably be appropriate to say, “Physician heal thyself.” Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation ‘in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.’ God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

(From: Joseph W. Abruquah, The Catechist, London – 1965)

QUESTIONS

- a) What was the narrator's occupation before he was taken ill? (1 mark)
- b) Mention **four** factors responsible for the narrator's dismissal from his duty. (2 marks)
- c) Justify the narrator's bitter attitude in the third paragraph. (3 marks)
- d) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness..... “God will provide.” (2 marks)
- e) Basing your argument on one major failing of the narrator, why should you not be sympathetic with his situation (2 marks)

- f) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer. (3 marks)
- g) The narrator uses the word 'salvation' to elicit two implications. Explain these two implications. (2 marks)
- h) Quote a statement in the last paragraph that hints at the narrator's sense of remorse (1 mark)
- i) My congregation was deeply sympathetic but started making representations for my transfer.
(Rewrite this sentence beginning: Much as (1 mark)
- j) Explain the meaning of the following words and clause in the passage (3 marks)
- (i) Mudslinging
 - (ii) Obscurity
 - (iii) Physician heal theyself

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

MOSSI: Very well, my good people. (Turning to face principal and then the teachers) I thank you Madam principal and all the teachers for your continued good work, which has won this School an outstanding reputation nationally. (pauses) The subject of today's event is yet another example of the schools outstanding performance. I am genuinely impressed by Nicole and the two students. I like the issues they have highlighted in the presentation. This is a clear indication that our schools are nurturing visionaries and innovators capable of solving our Municipality practical problems. And, of course, there can be no better resource for bettering our lives, as a municipality and as a nation. In fact, and for this very reason, the Municipal council will explore the possibility of mobilising resources in support of innovation in our schools in order to actualise the future we heard about during the presentation. I will ensure this happens because as you know, my name is Mossi-oa-Tunya, which means the Smoke that thunders. I would especially be delighted if the medicine for regenerating my body cells was discovered today. That would enable me live four hundred and twenty-two more years! How amazing! Please think mostly in this direction! (Mossi pauses, regards his audience, turning his head slowly. Then he resumes) However, we will neither launch the innovation nor present the prize today. Not because the App is terrible. No, it is in fact an outstanding innovation; so good that it could have far-reaching implications on other areas of our social, economic and political life. As municipal leaders, we need time to reflect on these implications. (pauses) I now request the teachers and students to leave as we discuss with the principal and Teacher Nicole how we will move forward with this incredible innovation.

QUESTIONS

1. Why is the Municipal Council ready to mobilise resources to support schools in the future? (2mks)
2. I am genuinely impressed by Nicole and the two students. Which role does Nicole hold in the school? Who are the two students Mossi is talking about? (4mks)

3. Apart from the medicine that regenerates body cells, mention any three other things in the play that Alvita sees in her vision of the future. (3mks)
4. **Identify** any theme brought out in this extract. (2mks)
5. Mayor Mossi says they will neither launch the Samaritan App nor present the prize to the innovators. What reason does he give for this? (1mk)
6. From elsewhere in the play, mention any two other evils Mayor Mossi is accused of? (2mks)
7. **Discuss** any two character-traits of Mayor Mossi as brought out in the excerpt. (4mks)
8. I would especially be delighted if the medicine for regenerating my body cells was discovered today. Rewrite in reported speech. (1mk)
9. Identify and illustrate any aspect of style used in this excerpt. (2mks)

3. ORAL POETRY

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

Ha! That mother who takes her food alone
Ha! That mother before she has eaten
Ha! That mother she says, “lull the baby for me”.
Ha! That mother, when she has finished eating,
Ha! That mother, she says, “give the child to me.”

QUESTIONS

- a) What type of oral poem is this? (2 marks)
- b) Explain briefly what the above oral poem is about (4 marks)
- c) Who is the speaker in the above oral poem? (2 marks)
- d) What is the speaker’s attitude towards the mother? (2 marks)
- e) What evidence is there to show that this is an oral poem? (6 marks)
- f) State **two** functions of the above oral poem. (2 marks)
- g) Mention **one** feature that is characteristic of this sub-genre (2 marks)

4. GRAMMAR (15 marks)

- a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning (4 marks)
 - i) “I get up at six o’clock every morning.” Said my friend (Rewrite in indirect)
 - ii) It is possible to buy bread here. (Rewrite beginning: There is)
 - iii) My sister is older than me. (Rewrite using ‘I’)
 - iv) The guard refused a student admittance. (Rewrite the sentence in the passive form)

b) Complete each of the sentences with an appropriate question tag. (3 marks)

- i) It's very cold,
- ii) You are free,
- iii) They haven't come yet,

c) Use the correct form of the word in brackets to fill in the blank space in each of the sentences below. (3 marks)

- i) Peter sang yesterday(melody)
- ii) The state will undertake the (maintain) of the road.
- iii) Her argument was obviously (error)

d) Choose the correct alternative from the words given in brackets after each sentence. (4 marks)

- i) The boys left (their, there) books in the field.
- ii) All matatus have hiked the (fair, fare)

e) Rewrite the underlined phrasal verbs with appropriate verbs in each sentence. (2 marks)

- i) Juma's performance did not measure upto the expected standards.
- ii) Mary walked out on her family

f) Rewrite the following sentence to remove gender bias. (1 mark)

The steward is in the restaurant

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 5

101/3

ENGLISH**PAPER 3****TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

101/3

ENGLISH**PAPER 3****(Creative Compositions and Essays Based on Set Texts)****2 ½ HOURS.****INSTRUCTIONS TO CANDIDATES**

- (a) Answer **three** questions only.
- (b) Questions one and **two** are compulsory.
- (c) In question three choose only **one** of the **optional texts** you have prepared on
- (d) Where a candidate presents work on more than **one optional text**, only the **first one** to appear **will be marked**.
- (e) Each of your essay must not exceed **450 words**.
- (f) All answers should be written in the booklet provided.
- (g) This paper consist of **two** printed pages.

Answer **three** questions only.

1. Imaginative Composition (Compulsory)

(20 marks)

EITHER

a. Write a composition that has the following: explosion, crowd, siren and hospital

OR

b. Write a composition on the following statement:

“Technological advancement has impacted negatively on the society, especially the youth.”

2. The Compulsory Set Text.

Rejection can be a source of agony to an individual. Write an essay in support of the statement in reference to the novel *The Fathers of the Nations* by Paul B.Vitta **(20Marks)**

3. The Optional Set Texts.

(20 marks)

Answer any **one** of the following two questions.

Either

a) The Short Story:

When one is given power, he/she should use it only for good but more often than not people use it for wrong purposes. Support this statement basing your argument from Naguib Mahfouz's '**A Man of Awesome Power**'

(b)'Sometimes intentions become part of self-delusion' With close reference from the Novel **Artist of the Floating world**, show the truth of this statement.

(c)"Life is full of ironies." Using illustrations from ***Parliament of Owls***, by **Adipo Sidang**, write an essay to justify this statement.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 6

101/1

ENGLISH

PAPER 1**TIME: 2 HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- 1) Write your name, index number, signature and date in the spaces provided above.
- 2) Answer **ALL** the questions in this paper.
- 3) All answers must be written in the spaces provided in this question paper.

FOR OFFICIAL USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL SCORE	60	

1. FUNCTIONAL WRITING**(20 marks)**

Imagine that you are the secretary of the Drama club in your school. The club is organizing an Annual Drama club party. The chairperson of the club in the previous year was a candidate and performed exemplary well in the KCSE and was admitted in one of the public universities in Kenya.

a) Design an invitation card to be sent to her.

(12 marks)

b) Write a congratulatory note to her to be presented that day.

(8 marks)**CLOZE TEST****(10 marks)**

Read the passage below and fill in each blank space with an appropriate word.

Many of our villages are greatly (1)_____ by the rising rate of insecurity. Barely does a day (2)_____ before one hears of burglary here or a car-jacking there. Majority of the (3)_____ are innocent citizens (4)_____ have, toiled for years to acquire the property they have. What is particularly (5)_____ is that despite the efforts of the authorities (6)_____ still needs to be done. Although the police (7)_____ has come up with the idea of community policing, a lot still remains to be done. Sometimes it's (8)_____ for people to reveal the identity of the culprits even if they are members of their families. (9)_____, this is the only way we can root out the bad elements from our communities. (10)_____ this doesn't happen, we will always cry over spilt milk.

2. ORAL SKILLS**(30 marks)**

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

Keep it Dark
Keep it dark!
Don't tell your wife
For your wife is a log
Who will burst into flame!
Keep it dark!

Keep it dark!
Don't tell your wife
For your wife is a pot
That is blown by the breeze
And then bang!
It's all out and about

QUESTIONS

- a) Identify **two** aspects that make the poem to be categorized as oral. (2 marks)
- b) Which aspect of style enhances the message? (1 mark)
- c) How would you make the recitation of this poem lively? (2 marks)
- d) How would you recite the second line of the first stanza? (1 mark)
- e) Which words would you stress in the third line of the first stanza? Explain. (1 mark)

II. Identify the word with a different sound. (4 marks)

- a) Exciteded Packete Laugheded
 Measure Pressure
 Arch Monarchy
- b) Leaff Dough Roughh

III. Read the items below and answer the questions that follow.

- a) Hurry hurry has no blessings.
- b) He who laughs last laughs the loudest.

QUESTIONS

- a) Name the category to which the items belong. (1 mark)
- b) Identify and illustrate **two** aspects of sound used in each of the items above. (4 marks)
- c) Give **two** characteristics of the above genre. (2 marks)

IV. Provide the homophones of these words. (2 marks)

- i) Bow.....
- ii) Fir.....
- iii) Tale.....
- iv) Eight

V. You intend to take part in a debate. What should you observe before and during the debate? (4 marks)

VI. Read this interview and fill the missing parts. (6 marks)

Interviewer: (1 mark)

Interviewee: I am fine, thank you.

Interviewer: Welcome and be seated.

Interviewee:..... (1 mark)

Interviewer:..... (1 mark)

Interviewee: I only know Mr. Tembo, who was once our principal. It is a surprise to find him in this panel.

Interviewer:..... (1 mark)

Interviewee: I believe I will be a big asset to your company. I have done sales and marketing and it is my intention to promote the products of this company.

Interviewer: (1 mark)

Interviewee: I have a lot of experience in this field since I worked in the same capacity just before I went to the university for my post graduate studies.

Interviewer: Alright we will get in touch with you as soon as possible.

Interviewee:..... (1 mark)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 6

101/2

ENGLISH

PAPER 2

TIME: 2½ HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- Write **your name** and **admission number** in the spaces provided.
- Sign and write the **date** of examination in the spaces provided above.
- Answer **all** questions in this question paper.
- Answers to all questions **must** be written in the spaces provided in this booklet.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORES	CANDIDATE'S SCORES
1	20	
2	25	
3	20	
4	15	
Total Score	80	

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

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

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily. It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly correlated to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress on to students. Participating

In class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always helping the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements.

Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way he understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only been titled for a good mark, but also away to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies effectual for him/herself, and in extremely exceptional occasions even invent innovate new strategies.

QUESTIONS

(a) What does the writer faults in the students thinking according to the first paragraph? **(2marks)**

(b) Explain the three strategies that are key to success. **(6marks)**

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

Begin if..... **(1mark)**

(d) The key to achieving academic success cannot be directly correlated to one specific area.

Rewrite the sentence adding a question tag

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

(f) **According** to the passage, identify attributes that help a student become a successful learner?

(3marks)

(g) Explain the meaning of the following words and phrases as used in the passage. **(4marks)**

i) Detrimental

ii) Correlated

iii) Effectual

iv) Exceptional

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

Seymour: (Springing to his feet with clenched fists) That cannot be possible. Nobody can write that kind of thing about me in this world!

Harvester: (Looking at Ted and Seymour) Copies of indisputable documentary evidence to that effect were all over today's newspapers and are being shared in all media platforms.

Seymour: (Resuming his seat and swearing with trembling voice) Those are fake documents! These are all barefaced falsehoods! And I can assure you one thing: Those behind the allegations now have their appointment with fate! Certainly!

Ted : (Sitting properly and looking up for the first time) **Supply of air?** I am beginning to think this is serious. Could we end up in Baneta Express Prison?

Harvester: (Turning pages of his note book) But that is only one of the allegations, there are many more, including drug trafficking, grabbing of public land, **inflation** of the cost of municipal projects, use of proxies to secure municipal tenders, undertaking shoddy public works, murder and gang warfare. The information is very detailed on the people and companies involved.

Mossi: There is a lot of personal information on municipal leaders on that evil thing, too; including lifestyles of individual municipal officials, where they live, the kind of houses they live in, their businesses, the vehicles they own, other properties in their possession, when the properties were acquired, and a lot of other personal details I don't want to mention here. (Looking at Bembe) There was a lot of talk yesterday on the Madingo Golf Club, with everyone wondering where you got the money to put it up.

Bembe: (Sitting up with an expression of horror on his face) The Madingo Golf Club? No! I have always been very **discreet** about my private affairs! How did they get the information it is mine?

Mossi: You see, there is hardly anything on earth you can do without somebody knowing about it. You should also remember that those we regard as our friends are sometimes wolves in sheep's clothing. And they may have a lot of information about us, which could be damaging!

Bembe: This might be our worst nightmare!

Mossi: What worries me most is the recent formation of a lobby group, an amorphous virtual group, comprising mostly of lawyers, calling itself *The Samaritan*. It is calling upon the people to volunteer as witnesses and help in the prosecution of those involved in corruption and abuse of office in the Municipality. They are also planning to **petition** the Local Government Minister, the Prime Minister, and the Chief Justice to take action. The situation is not pretty at all.

Ted: (Looking at Justice Jaden) Can such online allegations form a strong basis for prosecution and conviction?

Jaden: (Adjusting his eyeglasses) Yes, they can; provided there are valid documents supporting the allegations.

Bembe: (Throwing his hands in the air) I think we have no choice other than ban that thing within Maracas Municipality! The Municipal Council needs to pass a by-law to that effect urgently. I will enforce it immediately!

Jaden: (Adjusting his eyeglasses and then his tie) I think we need to be careful and strategic. On what basis do you ban it? And how can you police the use of mobile phones to ensure the ban is effective?

Seymour: We can think creatively about that. For example, we can claim that municipal authorities are concerned that suspect Apps, particularly spy Apps, are finding their way into our municipality. This may lead to theft of confidential information such as bank account details. We can also cite issues of cyberbullying and the sharing of pornographic materials in schools

QUESTIONS

- a) What is Seymour referring to at the beginning of the excerpt? (2mks)
- b) Identify and illustrate two aspects of style in this excerpt. (4mks)
- c) Discuss two themes evident in this excerpt (4mks)
- d) Discuss one character trait of Seymour and one character trait of Mossi as presented in this excerpt. (4mks)
- e) From your knowledge of the rest of the play, what two things does Mossi suggest could be done to control the use of the Samaritan App? (2mks)
- f) From your knowledge of the rest of the play, briefly explain the origin of the Samaritan App. (4mks)
- g) Explain the meaning of the following words and phrases as used in the **excerpt** (5mks)
 - i) Supply of air
 - ii) inflation
 - iii) discreet
 - iv) amorphous
 - v) petition

3. Read the poem below carefully and answer the questions that follow.

WHAT'S IMPORTANT IN LIFE?

The Years have passed by,
In the blink of an eye,
Moments of sadness,
And joy have flown by.

People I loved,
Have come and have gone,
But the world never stopped,
And we all carried on.

Life wasn't easy,
And the struggles were there,
Filled with times that it mattered,
Times I just didn't care.

I stood on my own,
And I still found my way,
Through some nights filled with tears,
And the dawn of new days.

And now with old age,

It's become very clear,
Things I once found important,
Were not why I was here.

And how many things,
That I managed to buy,
Were never what made me,
Feel better inside.

And the worries and fears,
That plagued me each day,
In the end of it all,
Would just fade away.

But how much I reached out,
To others when needed,
Would be the true measure,
Of how I succeeded.

And how much I shared,
Of my soul and my heart,
Would ultimately be,
What set me apart.

And what's really important
Is my opinion of me,
And whether or not,
I'm the best I can be.

And how much more kindness,
And love I can show,
Before the Lord tells me,
It's my time to go

By Pat Fleming

1. Who is the persona in the poem above? (2 marks)
2. What subject matter is addressed in the poem? (3 marks)
3. Give evidence from the poem suggesting that time has elapsed so quickly. (3 marks)
4. Paraphrase verse 6 of the poem. (2 marks)
5. Describe the attitude of the persona toward the subject matter. (3 marks)
6. Identify and explain the stylistic device employed in the last verse of the poem. (2 mks)
7. With old age, it's become very clear. Rewrite ending with: old age) ` (1 mark)
8. Explain the meaning of the following as used in the poem. (4 mks)
 - i) Plagued.....
 - ii) I stood on my own, through some nights filled with tears
 - iii) True measure.....

GRAMMAR 15 MARKS

A. Fill in with the most suitable prepositions

1. They acquainted Jean _____ Italian prepositions.
2. It was naive _____ you to ignore the doctor's prescription.
3. This team is good _____ its everyday work.

B. Punctuate accordingly

1. she was young beautiful kind and intelligent.
2. china one of the most powerful nations on earth has a huge population.
- 3.

C. Rewrite according to instructions in brackets

1. I met my friend while walking from home to school. (Begin with: Walking)
2. Who taught you Physics? (Rewrite in the passive)
3. I didn't give the money to my sister. I gave the money to my cousin.
(Rewrite using 'rather')

D. Having persevered, he bore fruits. (Rewrite using "perseverance")

E. Use the most appropriate form of the verb in brackets

1. What _____ the children doing when you last saw them? (to be)
2. I _____ appreciate his jokes. They were not funny. (to do)

F. Rewrite the sentences using the words in brackets

1. He said nothing useful. (anything)
2. Can anyone answer this question? (no one)

G. Fill with most appropriate collective noun

1. A _____ of soldiers received medals from the president.
2. A _____ of islands was submerged in the ocean when the cyclone occurred.

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 6**

101/3

ENGLISH**PAPER 3****TIME: 2½ HOURS**

NAME.....

SCHOOL.....

SIGN.....

INDEX NO.....

ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of the examination in the spaces provided above.
- (c) Answer **three** questions in this question paper.
- (d) In question 1, choose either **a** or **b**.
- (e) Question 2 and 3 **are compulsory**

FOR EXAMINER'S USE ONLY

Questions	Maximum Score	Candidate's Score
1	20	
2	20	
3	20	
	TOTAL	

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20 MARKS)**EITHER**

(a) Write a composition beginning with the following words

I woke up on Christmas day feeling excited.

OR

(b) Write a composition on the negative effect of social media and explain how the youth can avoid its negative aspects.

2. The compulsory set text (20 marks)

Essay based on the compulsory set book:-Fathers of Nations by Paul.B.Vitta.

Choices have consequences. Using illustrations from the novel Fathers of Nation, justify the statement.

3. EITHER**(a) The short story (A Silent Song and Other Stories) (20 marks)**

I. Some people can misuse the power in their hands and end up regretting when they lose it. With close reference to Naguib Mahfouz's story A Man of Awesome Power write an essay to justify this statement.

OR

II. Drawing illustrations from Meja Mwangi's, An Incident in the Park, write an essay to discuss the problems of urbanization. (20 marks)

OR**(b) Drama –Adipo Sidang'-Parliament of Owls.**

Choices have consequences. With relevant examples from Sidang's Parliament of Owls, discuss the validity of this statement.

OR**(c) The novel-Kazuo Ishiguro. An Artist of the Floating World**

War causes many negative results. Drawing examples from Ishiguro's An Artist of The Floating World, write an essay to show the truth of this statement.

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 7**

101/1

ENGLISH**PAPER 1****TIME: 2 HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- a) Write your name admission number and class in the spaces provided above.*
- b) Answer **all** questions in this paper.*
- c) All your answers must be written in the spaces provided in this question paper.*

FOR EXAMINER'S USE ONLY

Question	Maximum Score	Candidate's Score
1	20	
2	10	
3	30	
TOTAL SCORE		

QUESTION 1. FUNCTIONAL WRITING**(20 Marks)**

Imagine that your class went on a five day school trip to Mombasa City. Write a personal journal that you kept for the five days spent.

QUESTION 2: CLOZE TEST (10 Marks)

Fill in each blank space in the passage with the most appropriate word.

The issue of birth certificates as a (1)for registration of candidates has ignited a lot of concern for parents with students sitting for this year's examinations. Whereas we are concerned about the issue of foreigners in this country, this directive has (2) many parents and students alike unprepared (3) instance, most students sitting this year's K.C.S.E. were born in the late 90s and if they happen not to have even birth certificates, which is (4) likely, it also means that they don't have even their birth notification cards. (5) birth certificates under these circumstances, and within the given time frame, is (6) The authorities (7) with the issuance of these documents (8) process them urgently. (9)is a serious matter. Candidates have been given a very short time to (10) these documents.

QUESTION 3: ORAL SKILLS(30 MARKS)

(a) Read the oral narrative below and answer the questions that follow. (10 marks)

The Stupid Monkey

Once upon a time, a tribe of monkeys made their home in their pleasure garden of the king. On a certain holiday when the drum was beaten to call the people together, the King's gardener, hearing the drum, said to himself, "Even though it is a holiday, the garden must be watered. Accordingly I will ask the Monkeys to water the garden for me, so that I can be off to enjoy myself and the holiday with the rest." So he called the Monkeys and asked them to water the garden. When the monkeys had promised to water all the young trees faithfully, the gardener gave them the water skins and the wooden pot with which to perform the task.

After the gardener had gone, the Monkeys took up the water skins and the watering pot and began to water the young trees. But the leader of the monkeys stopped them. “Wait,” he said, we must be careful not to waste water. Before you water them, you must first pull up each tree and look at the size of the roots. Then you must give plenty of water to those which have long, deep roots, but less to those with short roots. For when this water is finished, we shall have to work to get any more.

“To be sure,” said the other monkey, “that is what we must do.” So they pulled up all the trees just as their leader had told them to do and all the young trees died.

QUESTIONS

- i. What feature of oral narratives would you use to prepare your audience to listen to the above story? (2 marks)
- ii. What **two** devices of performance would you use in narrating this story effectively? (4 marks)
- iii. Which **three** things would indicate to you that the audience is following the narration?(3 mk

(b) **Underline** the silent letters in the following words: (5 marks)

i) Rapport

ii) Rendezvous

iii) Poignant

c) Your friend attended an interview but was not successful. Mention **four** things that he/she may have failed to do before and during the interview. (4 marks)

Before

During

d) Give a homophone for each of the following words. (2 marks)

i) Gate

ii) Forward

iii) Medal

iv) Sweet

e) State the **four** points to consider when giving instructions to a person about how to get from one point to the other. (4 marks)

f) *Read the conversation below between a student and a teacher and then answer that questions that follow.* (8 marks)

Student: (*knocking the door loudly and getting in*) I am told you called me.

Teacher: (*motioning him to seat*) please have a seat Rono and don't be anxious.

Student: (*still standing*). Don't tell me you have sum...

Teacher: (*interrupting*). Please relax. It is not an indiscipline issue again. No cause for alarm.

Student: So then, why do you want to see me?

Teacher: Calm down Rono. On the contrary, it is a positive note.

Student: (*looking a bit controlled and sliding into a seat*). Sorry sir, May I know what it is about.

Teacher: (*Smiling broadly*). That's better. I called you to discuss your progress in academics lately.

Student: (*With a lightened up face and more reassured*). Yes sir.

Teacher: Looking at your trend of performance especially in languages and mathematics, I am very impressed. (*Pointing at Maths and English columns*) See, from D+ to B in Maths and D to C+ in English is commendable!

Student: (*Rubbing his hands and slightly smiling*) Thanks sir. I am grateful for your kind guidance.

Teacher: (*In affirmative note*) Yes. This is the result of change of attitude, obedience and determination.

Student: (*Sighs*) Thank you once more for your concern. I will be able to face my dad courageously now.

Teacher: Yes, that's how it should be. Always work to impress your parents. Never look back again. Forward ever.

Student: Thanks Sir. I promise never to let you and my parents down ever again.

Teacher: Good. You can now go back to class.

Student: (*Stands up and shakes hands with the teacher*). Thanks once more and good day sir.

QUESTIONS

i) How does the teacher establish good rapport with the student? (2 marks)

ii) What good conversational skills are displayed by:

a) The teacher? (2 marks)

b) The student? (2 marks)

iii) Identify **two** shortcomings in the student's speech. (2 marks)

This is the last printed page.

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 7**

101/2

ENGLISH**PAPER 2****TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- (a) Write your name and index number in the spaces provided at the top of this page.
- (b) Sign and write the date of examination in spaces provided above.
- (c) Answer ALL the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.

For Examiner's Use Only

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

1. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, makes a decision and then acts upon it with no lingering backward glances.

By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a friend of mine who was doing fifteen or maybe twenty abortions a day: ‘ Look ,do me a favour,Jay .Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.”

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren’t of very good quality but I selected one that was of better quality than the others and began to show it at pro- life gatherings around the country.(I had my first contact with pro-life movement in 1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how *The Silent Scream*, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January3, 1985. The reaction was instantaneous. Everybody was up in arms because *The Silent Scream* represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don’t debate with each, we scream at one another). For the first time, we had the technology, and they had nothing. The *Silent Scream* depicted a twelve- week- foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- suc: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

(Source: *The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD*)

- a) Based on your understanding of the entire passage, comment on the nature of the writer's 'old convictions'. (2 marks)
- b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)
- c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage (2 marks)
- d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ' *The Silent Scream*'. (2 marks)
- e) "I was shaken to the very roots of my soul by what I saw". Rewrite this sentence beginning: (What...) (1 mark)
- f) Make notes on the way abortion is carried out according to this passage (4 marks)
- g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)
- h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)
- i) Explain the meaning of the following words as used in the passage. (3 marks)
- i)convictions.....
- ii)escalated.....
- iii)impetus.....

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

Ramdaye: Aaa, aah, aah, aah that was sericus mayhem! It never occurred to us that Mayor Mossi would violently disrupt our meeting. The message is now very clear: he will not allow any meeting to discuss his ouster.

Seymour: It certainly was. The hooligans were very brutal. (Demonstrating) But I drew my gun and refused to run away. I dared them to touch me!

Ted: One of them aimed a rock at my head. I never though anybody could handle such a huge stone. It flew past my head like a rocket-propelled grenade. It missed my head by the thickness of a pig's bristle!

Seymour:(Looking at Hon. Ramdaye) I was shocked you could run as you did, at your age! You whizzed past me like an express train! I never thought you would ever come to a stop!

Ted: I doubt they were just hooligans.

Seymour: Yes, their organisation and speed suggest there is more than meets the eye. It was like a military operation.

Ted: And there was smoke all over: burning tyres, papers, mattresses and sacks, combined with tear gas smoke. Sadly, we never anticipated this. I think the Mayor is a good organiser.

Ramdaye: He is called Mossi-ca-Tunya, the smoke that thunders! He is a master schemer and a go-getter!

Seymour: It is very clear that we are at war. We need to carry on with our plan, to the last detail. We will not be cowed! We must mobilize the entire Municipal Council to pass the no confidence motion against him. (Looking at Hon. Ted) And, to get down to business, you remember we tasked you to talk to Councillors and Aldermen and assess whether they will support the no confidence motion.

Ted: Yes, you did, and as you know, our political landscape comprises Councillors and Aldermen of mixed ethnicity as well as those of the Afro and Indo descent.

Ramdaye: Oh, yes, it does. So?

Ted: I was on the phone almost all night and very little support was forthcoming. I assumed wrongly that we could whip up racial and class prejudice to get many of them to support us. How mistaken I was! After talking to them, I realised that our chamber members are of different categories that we must keep in mind even as we seek to woo them to support our cause.

QUESTIONS

- (a) **Briefly** recount the events leading to this excerpt. (2 marks)
- (b) **Why** does Hon. Ted doubt the brutal young man who disrupted their morning meeting to discuss the Mayor's ouster were just hooligans? (2 marks)
- (c) **Discuss two** character traits of Hon. Seymour and one of Ted brought out in the excerpt. (6 marks)
- (d) What two themes are evident in the excerpt? (4 marks)
- (e) Single out and illustrate two features of style employed in the excerpt. (4 marks)
- (f) (i) I never thought you would ever come to a stop! (Rewrite beginning: **How...**) (1 mark)
- (ii) One of them aimed at a rock at my head. (*Add a question tag*)
- (iii) Yes, their organization and speed suggest there is more than meets the eye. (*Write replacing the underlined word with a phrasal verb.*) (1 mark)
- (iv) I dared them to touch me. (**Report**) (1 mark)
- (g) **Explain** the meanings of the following words used in the excerpt. (3 marks)
- Ouster
 - Whizzed
 - Go-getter

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

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that

the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost. I should be lost

My mother said I should be lost. I should be lost

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the waist, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the neck, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The head went in

Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better.

Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to get rain? (1 mark)
- (b) Which functions does this song serve in this narrative? (2mark)
- (c) Describe one character trait of the villagers in this narrative. (2 marks)
- (d) In point form, list how events follow each other in this story. (3 marks)
- (e) Identify and explain **two** features of oral narration employed in this narrative. (4 marks)
- (f) Identify two elements of fantasy in this story. (2 marks)
- (g) Describe Wanjiru's tone in the song. (3marks)
- (h) Which social/cultural practices of the Gikuyu are brought out in this narrative? (2 marks)
- (i) What does this phrase mean? "My father said I should be lost." (1 mark)

4(a) Rewrite the following sentences according to the instructions. Do not alter the meaning. (3mk)

(i) Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)

(iii) The nurses agreed to work after signing an agreement with the government. (Begin: Only...)

(ii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).

(b) Replace the phrasal verbs underlined in the sentences below with one word that means the same. (3marks)

i) It is wrong to look down on students from other schools.

(ii) Teachers should not give into their students' unreasonable demands.

(iii) The delegates came up with ten rules to guide our response to globalization.

(c) Complete the following passage with the most appropriate forms of the words in brackets. (3marks)

The Tsunami(cruel) destroyed lots of lives and property. For days, the survivors (agony) searched for their missing relatives. The whole experience was (horrible) traumatizing.

(d) Fill in the blanks with the appropriate prepositions. (2 marks)

(i) He was chargedforging property inheritance document.

(ii) Kamau deals.....groceries

(e) Fill the blank spaces with the correct article (2 marks)

i) The students said they wanted.....union.

ii) What is Ewe?

(f) Explain the meaning of the following sentences (2marks)

i. Lydia found the empty room.

ii. Lydia found the room empty.

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KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 7**

101/3

ENGLISH**PAPER 3****TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO THE CANDIDATES:-**

- Answer *THREE QUESTIONS* in this paper
- Question 2 is a compulsory question
- Where a candidate presents work on more than one optional text, only first one to appear will be marked.
- All answers to be written in the answers booklet provided.

For Examiners Use Only.

Question	Maximum	Candidate's score
1	20	
2	20	
3	20	
Total Score	60	

QUESTIONS

1. Either

(a) Write a story entitled “Pride comes before a fall” (20 marks)

Or

(b) Write a story beginning with the words:

The whole neighbourhood was full of shouts...

2. Compulsory set book: FATHERS OF NATIONS

Effective leadership guarantees its people security and equitable distribution of resources and opportunities, discuss the irony of this statement basing your arguments on the novel **Fathers of nations** by **Paul B, Vitta** (20mks)

3. Either:

(a) **Parliament of owls by Adipo Sidang**

In most African Countries, misuse of authority is a widespread occurrence. Validate this claim by focusing your arguments on **Adipo Sidang's play "Parliament of Owls"**

(20 marks)

Or:

(b) **“Artist of the Floating World by Kazuo Ishiguro.**

Intergenerational Conflicts are dominant in modern society. Basing your illustrations on **An**

Artist of The floating world, write an essay to validate this assertion. (20 marks)

Or:

(c) ***A silent Songs and Other Stories* by Godwin Shiundu**

In the face of affliction, faith is essential for man's survival. Write an essay to validate this

statement in reference to **Leo Tolstoy’s God Sees the Truth, but Waits.** (20 marks)

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 8**

101/1

ENGLISH**PAPER 1****TIME: 2 HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- (a) Write your name and admission number in the spaces provided above.
- (b) Sign and write the date of the examination and class 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.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL SCORE		

1. FUNCTIONAL WRITING**(20mks)**

1. You are the chairperson of the Creative Writing Club in your school. The club would like assistance in publishing the winning entry in a recent competition which is one of the compulsory set text (A Doll's House). Write a letter to a publisher by the name Mwalimu Publishers asking them to consider the book for publication. Remember to write through the principal. In your letter, include the following;
- The title of the book and name of author.
 - A brief description of what the book is about.
 - Why it is important for the book to be published?

Q.2. CLOZE TEST**(10 marks)**

Read the passage below and fill in each blank space with an appropriate word.

Four strangers checked 1.....at The Seamount Hotel in Banjul one evening. None of them knew of the other three, or about being 2.....of the four. And this would remain the 3.....because, unknowingly, the hotel assigned them to different rooms on different floors in 4.....wings.

First to check in, was a man, 5.....about sixty years. His hairline 6retreated all the way back to his crown, but there it had held: no more hair loss. He had a strange habit of smacking his lips 7.....he talked, appearing to shape each word first and to add voice to it only after. Arrival formalities 8.....him to complete and sign a registration card at the hotel's front desk. 9.....signed it as Karanja Kimani, professor in the Institute of Development Studies at the University of Nairobi, Kenya. The hotel gave him a room on the fourth floor of 10.....East Wing.

(Adapted from: *Fathers of Nations* by Paul B. Vitta)

3. ORAL SKILLS**(30 marks)**

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

Make me a grave where're you will
In a lowly **plain**, or a lofty hill;
Make it among earth's humblest graves,
But not in a land where men are slaves.

I could not **rest** if around my grave,
I heard the steps of trembling slave;
His shadow above my silent tomb,
Would make it a place of fearful gloom

QUESTIONS

- i. What makes this poem rhythmic? (2 marks)
- ii. How would you say the last line of the poem? (2 marks)
- iii. Which words are you likely to stress in the **fourth** line of **first** stanza and why? (2 marks)
- iv. Give a word that is pronounced as each of the following (3 marks)
- a) Would.....
 - b) Plain.....
 - c) Rest.....

b. Study the genre below and answer the questions that follow

If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

- i. Giving reasons, classify the genre (2 marks)
- ii. Identify the dominant sound pattern used in the above genre (2 marks)
- iii. State **two** functions of the genre above (2 marks)
- c. Two classmates, James and Erick have a debate. Erick strongly feels that boarding schools should be done away with. James, on the other hand, argues that they should remain.
- i. If your teacher of English brought the same motion to your class, how would you prepare for the debate? (3 marks)
- ii. Explain **three** verbal cues that you would use to make your presentation effective (3 marks)
- iii. Advise the above classmates on **four** things they should do in order to disagree in a polite manner so that their conversation does not degenerate into a dispute. (4 marks)

d. Complete the following conversation between the principal and a parent

Mr. Kamau: Good morning, sir, my name is Mr. Kamau.

Principal: (1 mark)

Mr. Kamau: I received your message inviting me to school over the conduct of my son. For how long has he been absent from school?

Principal: (2 marks)

Mr. Kamau: (1 mark)

Principal: Thank you Mr. Kamau for coming and accepting to discipline your son.

Mr. Kamau: (1 mark)

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 8**

101/2

ENGLISH**PAPER 2****TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- 1. Write your name, admission number, class, date and index number in the spaces provided.*
- 2. Answer all questions in the spaces provided.*

FOR EXAMINERS' USE ONLY

QUESTIONS	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL	80	

1. COMPREHENSION**20MARKS.**

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

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more **alive**: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture - tourists, business travellers, diplomats and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an **obsession**, and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in **negotiating** situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept

the differences and tolerate them. For instance the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behaviour as wrong -just different.

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

From: *Writing Academic English*, Alice Oshima and Ann Hogue, Pearson Education, Longman (2006)

QUESTIONS

- (a) According to the passage, what is the meaning of culture shock? (2 marks)
- (b) Identify any **three** factors that can cause culture shock. (3 marks)
- (c) What evidence does the author give to show "you understand all the words, but you do not understand the meaning"? (2 marks)
- (d) Give any **three** features that characterize a person in the worst state of culture shock. (3 marks)
- (e) In note form, give the difficulties experienced in the second stage of culture shock. (4 marks)
- (f) Why is making friends helpful in overcoming culture shock? (2 marks)
- (g) Explain the meaning of the following words as used in the passage: (3 marks)

alive

obsession

negotiating

- (h) Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

(Rewrite the sentence above without changing the meaning. Begin: You) (1 mark)

QUESTION 2: LITERARY COMPREHENSION

25 MARKS

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

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 our 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, I just sent a text message on

some social media and it spread like wild bush fire and do you I know almost died? During that time i accidentally swallowed a whole toothpick!

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 raunch it at my own convenient time. (Turning to Nicole and the Principal) There are no two ways for now. Halt any activities regarding that thing until my office gives further guidance. (Ramdaye nods in approval. Other guests exchange knowing glances in silence)

Narine: Your Worship, the President of the Republic is scheduled to officially launch the App at the national level early next year when schools reopen. We presently have some ongoing activities in preparation for it. I doubt whether this process can be stopped.

Harvester: (*Looking at the Principal and Nicole alternately*) Is that so?

Mossi: (*Looking at the Principal*) The President?

Narine: Yes, Sir.

Ramdaye: Why have you kept us in the dark about it?

Narine: The Mayor's office has been duly informed, Sir.

Mossi; (*Looking at Narine*) Oh yes, I remember! But you never explained that kind of thing it was! No, you still have to stop it!

Pirro: I think that is beyond their powers, Your Worship. (*Looking at Mr. Pirro*) This thing we are talking about is a school project under their control! (*Turning to face the principal*) It is, therefore, within your powers to find a way around it. You are at the centre of it! Figure out a way, like writing to the Ministry of Education indicating that there are some fundamental errors in it that you need to attend get what i mean? **Nicole:** I am afraid, Your Worship, the assessment of the innovations was done by senior officers at the Ministry of Education. Experienced software engineers Were involved. It passed all the tests, and no errors were found,

QUESTIONS

- Place this excerpt in its immediate context. (4 marks)
- Why is Mayor Mossi adamant to launch the App? (2 marks)
- From elsewhere in the play, what is the name of the App and how is it a people's platform? Give reasons App is error-proof.
- Think about fit: (*Rewrite using the question tag.*)
- Identify and explain any two stylistic devices used in the excerpt.
- Explain the meaning of the following expressions as used in the excerpt. (4 marks)
Far-reaching Implications
Halt
Kept us in the dark
Figure out a way

4) GRAMMAR**15MARKS**

Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (5 marks)

- i) We have never witnessed such cruel behaviour by one child to another. (Begin; never...)
- ii) David says; "I have been saying prayers everyday" (change to reported speech)
- iii) The time keeper rang the bell earlier than expected. (Begin; The bell....)
- iv) He knows very little about the surprises which are waiting for him. (begin; little..)
- v) Mary is a good teacher. She is good like any teacher you can find anywhere else. (join into one using,....as....)

b) Use the correct form of the words in brackets. (3 marks)

- i) He was, however, possessed of a logical rather than an (intuition) mind.
- ii) His decision to quit his job is completely (explain).
- iii) It was a sure sign he was forgiven for his..... (revere) try at changing the old –age ritual.

c) Fill in the blank spaces using an appropriate preposition. (3 marks)

- i) My dependence.....coffee is unhealthy.
- ii) She has little experience..... backpacking.
- iv) People find it difficult to part..... their hard earned wealth.

d) Fill in the blank spaces with the most appropriate word. (2 marks)

- i) Put your clothes (all together, altogether) in one pile and I will wash them for you.
- ii) This person needs the (council, counsel) of a psychiatrist.

e) Explain two possible meaning of this sentence. (2 marks)

He fed her cat food.

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 8**

101/3

ENGLISH**PAPER 3****TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTION TO STUDENTS:

- Answer **three** questions only.
- Questions **one** and **two** are **compulsory**.
- In question **three** choose only **one** of the optional texts you have prepared on.
- Where a candidate presents work on more than optional text, only the first one to appear will be marked.
- Each of your essays must **not** exceed **450** words.
- All answers should be written on in the answer booklet provided.

FOR OFFICIAL USE ONLY

QUESTION	MAXIMUM SCORE	STUDENT'S SCORE
1	20	
2	20	
3	20	
TOTAL	60	

QUESTIONS

1. Imaginative Composition (Compulsory) (20 marks)

a) write a story to illustrate the proverb, "Hurry has no blessing.

Or

b) Write a story beginning, "Screams of sirens rented the air...

2. The Compulsory Set Text (20 marks)

Change implies making either an essential difference often amounting to a loss of original identity or a substitution of one thing for another. Discuss the validity of this statement drawing examples from **Fathers of Nations** by **Paul B Vitta**

3. The Optional Set Texts (20 marks)

a) An Artist of the Floating World

How does Ishiguro distinguish the atmosphere of the “**floating world**” from that of the regular world using imagery and figurative language?

Or

b) A Silent Songs and Other Stories

Ninema is a short story about challenges of women in life. By referring to the life of Ninema, support this assertion.

Or

c) Whether our deeds are good or terrible, life has a way of rewarding us for them. Provide evidence for this claim by using **Adipo Sidang's** play **Parliament of Owls**. (20 marks)

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 9

101/1

ENGLISH

PAPER 1**TIME: 2 HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- 1. Write your details in the spaces provided above.*
- 2. Answer all the questions in this paper.*
- 3. Answer the questions in English*

EXAMINER'S USE ONLY

QUESTION	MARKS	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL	60	

QUESTIONS

1. Your drama club is organizing to stage a performance of *A Doll's House* play. You are inviting the neighboring schools and the general public to the event.

(i) Write a notice announcing and inviting other schools and the public to attend. **8mks**

(ii) In not more than 200 words, write a synopsis of the play to accompany the notice. **12mks**

2. CLOZE TEST (10MKS)

Fill in the blank spaces with the most appropriate words.

A new research title “Underage drinking in Kenya”, has1.....that nearly one third of form four students aged below 18 years take alcohol2..... As our society ponders this sad3....., the urgent message to children who are taking alcohol4..... do not drink another sip. Advice to those children is to strongly say “no”.5.....irresponsible behaviour, to alcoholism, there are many.....6.....effects of alcohol. It is wrong and illegal for children to drink alcohol. This report also states that 46 percent of the children received7.....first pint from friends and8..... Do you offer alcohol to a child? As a parent or guardian, do you nurture9.....? How much time do you spend with them? Notably,10.....of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS (30MKS)

Read the poem below and answer the questions that follow

Make me a grave where'er you will,
In a lowly plain, or a lofty hill;
Make it among earth's humblest graves,
But not in a land where men are slaves.

I could not rest if around my grave
I heard the steps of a trembling slave;
His shadow above my silent tomb
Would make it a place of fearful gloom

I could not rest if I heard the tread
Of a coffin going to the shambles led,

And the mother's shriek of wild despair
Rise like a curse on the trembling air
(by Frances Ellen Watkins Harper)

QUESTIONS

- a) Describe the rhyme scheme of the poem above. (2mks)
- b) Apart from rhyme, mention two other ways they have achieved rhythm? (4mks)
- c) Mention two ways in which you would know that your audience is fully participating during the recitation of the poem above. (2mks)
- d) How would you say the last line of the poem? (2mks)
- e) Indicate whether the following items have a falling or a rising intonation. (4mks)
- v) Get out now!
- vi) The man was accused of theft.
- vii) How did you find the English exam?
- viii) Could he have left?
- f) Underline the silent letters in the following words. (4mks)
- i) Corps
- ii) Parliament
- iii) Leopard
- iv) Fracas
- g) Provide a homophone for each of the following words. (4mks)
- i) Bury
- ii) Claws
- iii) Guest
- iv) Male
- h) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence mean (3mks)
- iv) The lady in a red dress lost her purse
- v) The lady in a red dress lost her purses

vi) The lady in a red dress lost her purse.

i) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)

iii) Said Head Gate Led

iv) Face Phrase Shepherd Phase

j) **Below is a dialogue between Muthomi and James who are candidates. Read it and answer the questions that follow.**

Muthomi: James, I'm worried about my performance in English. It's not encouraging.

James: Ah! I'm happy with mine in Biology. I got an A in the last exam.

Muthomi: I really don't know what to do about English, maybe...

James: I don't like History and P.E teacher. He thinks he is the only one who can a pick-up truck. My mum told me she would be buying one soon.

Muthomi: (Trying to bring him back to the topic) Tell me James, how do you revise English?

James: Oh! Is that Betty? She promised to bring me a movie. (Calling out) Betty! Betty!
(The runs after her)

b) Identify the shortcomings in the dialogue above (3mks)

KCSE 2025 TOP SCHOOLS MOCKS**NATIONAL TRIAL 9**

101/2

ENGLISH**PAPER 2****TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- a) Write your details in the spaces provided above.*
- b) Answer all the questions in this paper.*
- c) Answer the questions in English*

EXAMINER'S USE ONLY

QUESTION	MARKS	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	20	
5	15	
TOTAL	100	

1. COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's 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."

(Adapted by Mwalimu Consultancy from livescience.com-Tue Feb 2, 2010)

QUESTIONS

- a) In one sentence, explain what this passage is talking about (2mks)
- b) What is the number one need of any human being? (1mk)
- c) What are cited as the causes for social rejection according to the passage (2mks)
- d) What is social rejection likely to lead to (2mks)
- e) What vicious cycle is referred to in this passage (2mks)
- f) How can a parent make children appreciate the lesson on social skills? (2mks)
- g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech. (1mk)
- h) Make notes on the five-step approach to teach children social skills (5mks)
- i) Explain the meanings of the following words and phrases as used in the **passage** (3mks)
 - i. Authority figure
 - ii. Shunned
 - iii. Jump on board

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

Basdeo: Of course, it isn't. Politics is not about the truth gentlemen, am teaching you politics now. We have to evoke the emotions of the people.

Ramdaye: So, how do I record that?

Basdeo: Yes, call it marginalization of other communities

Ted: This is not politics!

Basdeo: That's not even enough yet. You all know very well that some parts of our Municipality are allied to Mossi because of some projects he did there. We have to hive off part of this support if we ate to isolate him. **Seymour:** How do we do it?

Basdeo: The people in these areas are mostly of oriental descent. So we can create and widely circulate the story that the people of these parts are descended from the same ancestor with our people, the Indos. (Scratching his head and looking up in deep thought) Just a story... eh. .. like. .. in the beginning, there was an enormous egg, with a diameter of... like... five kilometres. When the egg broke mysteriously, Shang Ramas, the great, emerged, very thirsty.

Ted: That's an exciting fairy tale that no one can buy!

Basdeo: (Interrupting Ted) Don't worry, eh, yes, so when Shang Ramas went to fetch water, remember he was very handsome, he found two girls drawing water at the river. He married them promptly and settled them each on one side of the river. The girl on the Eastern side of the river became the mother of the Indo people. The other girl became the mother of all other oriental peoples.

Seymour: You think people will believe that?

Basdeo: People are very gullible! Don't you know that?

Ramdaye: So, what do I call that? **Basdeo:** It is called historical revisionism.' **Seymour:** What is that?

Basdeo: Don't worry, but it could mean exposing historical lies that have been concocted by Mayor Mossi to confuse the people about their heritage,

Ted: You are not exactly the man I thought you were!

Basdeo: We have to be very creative, my friends; power doesn't come by easily fact, we have to further divide Mayor Mossi's ethnic group from other races by emphasizing their differences. (Looking up again in deep thought) We will say... eh...that.,. the people of Mossi 's community have a peculiar smell.. , (Moving his nose up and down in distaste) resembling that of a beetle, while other people don't smell. Unlike other people, they also tend to believe in obeah!

Ramdaye: So, what do I write?

Basdeo: Celebrating people's cultural identity,

Rmndnye: (Writing) Okay,

red: I think those points ate adequate We don't need to belabour these matters. We need to get back to life (Dancing while still scated) We should have some drinks, and remember today is Calypso night at Vibrations! I need to be in places!

Seymour: (Looking angrily at Ted) Grow up. Ted! This is not time for celebrations

Red: We live only once, don't we?

Seymour: (Ignoring Ted and turning to Basdco) Okay, so how shall we approach this?

Basdeo: We will convene a huge political rally. The points I have given out will be mnong the core messages we will convey to the people at the rally. I suggest that Hon. Ted apportions the topics to Councillors and Aldermen who are on our side and who are good orators. Please alert them in good time so they can prepare adequately. They have to make passionate emotional appeals.

Ted: Very well, I will handle it.

Ramdaye: I think that is settled. So when do we hold the rally?

Ted: I suggest next week on Friday so that it coincides with the Carnival festivities. Several single pan bands are scheduled to perform at the Atobold Stadium on Friday. We expect there will be hundreds of people clad in colourful costumes and dancing to the exciting sounds of steel pan, soca and calypso music!

Seymour: Oh, yes,,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 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 mks)
- 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 mean or the following expressions as used in the excerpt. (4 mks)
 - Hive off
 - Make passionate emotional appeals
 - Carnival
 - Prosecution

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

Once upon a time Hare and Hyena were very good friends. They visited each other every day and herded their cows together.

There came a time when the cows started dying one after the other. The two friends wanted to find out why the cows were dying. Hare said, 'Let us go and kill our mothers and take out their livers. We shall then cook and taste these livers. The bitter liver will show whose mother was making the cows die. At once Hyena went and killed his mother. He took out the liver and cooked it. Hare went and hid his mother in the garden in bushy banana plants. He then went and killed an antelope, took out its liver and cooked it.

The two friends met to eat their livers. "My liver is very bitter", said the Hyena. "Mine is very sweet," said Hare, "So it was your mother who was making the cows die." Hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. Hare did the same

After a short time, there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing, on an equal basis what was available. When it was Hyena's turn, he went and found only honeycombs without any honey. When Hyena brought these, Hare refused this because he had secretly gone to his mother who had given him some bananas. This went on for many days, and Hyena grew thinner and thinner. Then he started wondering. "How does my friend remain fat and he doesn't eat anything. I will find out."

One day he followed Hare. Hare went to his mother as usual. 'Mother, mother, I have come' and the mother dropped some bananas which Hare ate quickly. He then looked for some honeycombs and took them to the friend. "This is all I could find my friend." The Hyena kept quiet. The next day he went to the banana plant and called. His voice however was very deep and no bananas were dropped for him.

There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare's friend went to her and told her his problem. "Go and put your tongue on the path of black ants," He was told, "Let them bite your tongue until it hurts. That's how your voice will be soft."

Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn. "Mother, mother I have come." And Hare's mother dropped bananas for him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn. He went to his usual place. "Mother" he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother.

When Hare got back to Hyena's house, he said nothing. At night, Hare took all cows including Hyena's and went away to live in another part of the country. That ended the Hare and Hyena's friendship. And that is the end of my story to you.

QUESTIONS

- a) With illustrations, classify the above narrative (2mks)
- b) Identify three features of narratives (3mks)
- c) Identify three features in this story that are characteristics of oral narratives (3mks)
- d) Briefly explain the character traits of the following (4mks)
 - i. Hare
 - ii. Hyena
- e) What moral lesson do you learn from this story? (2mks)

- f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)
- g) You have been selected for a fieldwork research to collect the above item.
- i. Briefly explain two ways in which you would collect information on the item. (2mks)
- ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)
- h) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”. (Re-write into indirect speech) (1mk)
- i) Describe the irony in the fifth paragraph (2mks)

4. GRAMMAR (15MKS)

- a) Rewrite the following sentences according to the instructions given (3mks)
- i. He will not be given a driving license. He passes the road test (Rewrite as one using ‘unless’)
- ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)
- iii. The boys went to play in the field (underline the adverbial)
- b) **Supply the correct preposition to complete the sentences given.** (3mks)
- i. Property worth millions of shillings went upflames.
- ii. The three boys shared the breadthemselves.
- iii. We should strive to liveour means.
- c) **Use the correct form of the word in brackets to fill in the blank spaces in the sentences below.** (3mks)
- i. The audience was offended by the(sense) of the speaker.
- ii. The(acquire) of a university degree is a great milestone to a student.
- iii. Everyone should obey the lawof their position in the society.
- d) **Use the correct alternative to complete the sentences below** (4mks)
- i. Teaching(practice/practice) is not an easy job for teacher-trainees.
- ii. The prophet’s(prophesy/prophecy) was misleading to his audience.
- iii. He((insured/ensured) his car with Madison.
- iv. Mwita(hanged/hung) the chart on the wall.
- e) **Write the following sentences in indirect speech** (1mk)
- “These are juicy mangoes,” Ken said.
- f) **You do not require to cheat to pass** (1mk)
- (Supply a suitable question tag).

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 9

101/3

ENGLISH

PAPER 3**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of the examination in the spaces provided above.
- (c) Answer **three** questions in this question paper.
- (d) In question 1, choose either **a** or **b**.
- (e) Question 2 and 3 **are compulsory**

FOR EXAMINER'S USE ONLY

Questions	Maximum Score	Candidate's Score
1	20	
2	20	
3	20	
	TOTAL	

1. IMAGINATIVE COMPOSITION**(20MKS)**

a) Write a composition ending with the following statement.

.....a final look at her made me realize that choices have consequences.

OR

b) Write a composition to illustrate the proverb, “once beaten twice shy”.

2. COMPULSORY TEXT**(20 marks)**

Paul B. Vitta: *Fathers of Nations*

Individuals’ tribulations in a country are usually caused by inept leadership. With clear illustrations from Paul B. Vitta’s *Fathers of Nations*, write a composition to validate this statement.

3. OPTIONAL SET BOOKS**(20 marks)**

a) Drama: Parliament of Owls: Adipo Sidang

Nothing good comes easy. Support the statement by closely referring to the play **Parliament of Owls by Adipo Sidang**

b) Short stories: A Silent Songs and Other Stories.

Wrongful conviction and imprisonment is a notable thematic concern in, ‘**God Sees the Truth but waits**’ story by **Leo Tolstoy**. Support this statement with illustrations from the ‘A Silent Song’s and other stories’.

c) Kazuo Ishiguro. An Artist of the floating World.

Discuss the use of Noriko’s marriage negotiation as a means to drive this novel’s plot forward while revealing Ono’s past in the text **An Artist of The floating world** by **Kazuo Ishiguro** .

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 10

101/1

ENGLISH

PAPER 1

TIME: 2 HOURS

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

Kenya Certificate of Secondary Education.

INSTRUCTIONS TO CANDIDATES

- a) Write our 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 question paper.*
- d) All your answer must be written in the spaces provided in this paper.*
- e) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	

FUNCTIONAL WRITING (20MKS)

1. You are the manager of *Reliabe Safaris Transport Company*. Of late you've realized that the employees, mainly drivers and conductors have lost discipline and professional ethics, and this has made the company incur a lot of loss.

a) Write an internal memo to them, warning them of dire consequences if they do not change their behaviour and attitude.

Some of the areas you wish to address are:

- i. Punctuality
- ii. Foul language
- iii. Lack of courtesy
- iv. Policy bribery
- v. Any other relevant area from your observation

(13 marks)

b) Design a Card inviting the workers to a motivational talk with an aim of changing their behaviour and attitude.

(7 marks)

2. Read the passage below and fill in each blank space with an appropriate word. (10MKS)

Poaching is increasing (1) _____ a menace, not just in Kenya, (2) _____ also in other parts of the continent, (3) _____ a grave danger to the survival of various animal species particularly the elephant. Whereas, there have been (4) _____ to raise awareness about the danger posed by the menace, not enough has been done to (5) _____ it out and punish offenders.

As it is, poaching is becoming a crisis, threatening species like elephants, which are hunted (6) _____ for their ivory, rhinos which are targeted because of their horns and other game like lions. The Kenya Wildlife Service has been doing well to combat (7) _____ but it appears that more is needed if the criminals (8) _____ to be stopped. If the killers have more sophisticated weaponry, then KWS must (9) _____ its game or call (10) _____ the military to assist.

ORAL SKILLS

(30 MARKS)

3(a). **Read the poem below and then answer the questions that follow.**

Her lip suckle the nipples

Milk bubbles, foams and ripples

Little hands up in the air

Catch on the mother's hair
Sweet sensation rises in pressure
Tiny legs kick with pleasure
Sleep comes gently and strong
Sleep whispers softly and long.

(Emusara Ossie Enekase)

- i. Identify any two pairs of rhyming words in the poem. (1mk)
 - ii. Identify one major sound pattern in the poem. (1mk)
 - iii. Give two examples of the above sound **pattern**. (2mks)
 - iv. How would you perform the last two lines of the **poem**? (3mks)
- b) Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience's attention? (5 mks)

c) Challenger: Two Europeans peeping through the window.

Response : Mucus

- i. Classify the above genre. (1mk)
- ii. Identify and illustrate the most outstanding stylistic device used in the above genre. (1mk)
- iii. Give two functions of the above genre. (2mks)

i).....

ii).....

d) In the words below, underline the part that should be stressed.

- i. Suc.cess
- ii. ad.vice
- iii. Chal.lenge
- iv. ob.serve (4mk)

e) Give a word with a similar **pronunciation** (4mks)

- i. Muscle
- ii. Worn
- iii. Come
- iv. Which

f) The following is a conversation between a father and his daughter. Identify six shortcomings in the father's listening skills. (6mks)

DAUGHTER: (*Shortly after having arrived home from school*) Good afternoon, Daddy.

FATHER: (*Sitting complacently in the sofa, reading a newspaper. Looking up.....*)
Good afternoon. (*Resumes reading*).

DAUGHTER: (*Holding out her school report form*) Daddy, I'm excited. My classteacher said I was the best improved. I was...

FATHER: Oh, you were? Me, I used to be number one. I was absolutely unbeatable.

DAUGHTER: Chemistry has been a particular headache (*now looking at the report form which she thought her father would want to see*), but this time...

FATHER: (*Stretching his arms, looking preoccupied*)
Chemistry for me was particularly easy.
I never scored anything less than 90%.

DAUGHTER: Dad, I was going to tell you that this time...

FATHER: (*Absent-mindedly*) By the way, where is your mum?

DAUGHTER: Mum is in the garden picking vegetables. But Dad, you are not listening to my story. I was telling you about Chemistry.

FATHER: You mean you have a story about Chemistry? Chemistry is not about stories. It is hard science.

DAUGHTER: It's about my improvement...

FATHER: (*Laughing*) Me, it wasn't a matter of improvement. I was always at the top of the class.

DAUGHTER: Daddy, I give up. You are not listening.

FATHER: (*looking surprised*) Listening? I heard you: you were talking about improvement in Chemistry, weren't you?

DAUGHTER: Anyway, Dad. Thank you for paying attention. Enjoy your newspaper.

FATHER: Oh, yes I'm reading an interesting story about politics.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 10

101/2

ENGLISH

PAPER 2**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- 1. Write your details in the spaces provided above.*
- 2. Answer all the questions in this paper.*
- 3. Answer the questions in English*

EXAMINER'S USE ONLY

QUESTION	MARKS	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL	60	

1. 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

- (i) According to the passage, what are the effects of global warming? (4 marks)
 - (ii) What, according to the passage, is the main cause of global warming? (2 marks)
 - (iii) How does Britain encourage people to use renewable electricity? (3 marks)
 - (iv) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, ‘Why should I bother to cut down my driving?’ (4 marks)
 - (v) What message does the writer communicate in this **passage**? (4 marks)
 - (vi) Explain the meaning of the following words and expression as used in the passage. (4 marks)
- i) foboff.....
 - ii) incentive.....
 - iii) calamity.....
 - iv) vast.....

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

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

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

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

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

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

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

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

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

Ted: Really?

Basdeo: 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 mks)
- 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)
- g) Hyperbole he has not built even a spoor
- h) Explain the meaning of the following words as used in the excerpt. (5 marks)
 - Impeaching
 - Compromise candidate
 - Quartet
 - Set the people against him
 - Spoor

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

No coffin, no grave by Jared Angira

He was buried without a coffin
Without a grave
The scavengers performed the post-mortem
In the open mortuary
Without sterilized knives
In front of the night club

Stuttering rifles put up
The gun salute of the day
That was a state burial anyway
The car knelt
The red plate wept, wrapped itself in blood its
master's

The diary revealed to the sea
The rain anchored there at last
Isn't our flag red, black and white?
So he wrapped himself well

Who could signal yellow
When we had to leave politics to the experts
And brood on books
Brood on hunger
And schoolgirls
Grumble under the black pot
Sleep under torn mosquito net
And let lice lick our intestines
The lord of the bar, money speaks madam
Woman magnet, money speaks madam
We only cover the stinking darkness of the cave of our mouths
And ask our father who is in hell to judge him
The quick and the good.

Well, his diary, submarine of the Third World
War
Showed he wished
To be buried in a gold-laden coffin
Like a VIP

Under the jacaranda tree beside his palace
A shelter for his grave
And much beer for the funeral party

Anyway one noisy pupil suggested we bring
Tractors and plough the land.

(From *Poems from East Africa*, D. Cook and D. Rubadiri (Eds.): East African Educational Publishers)

QUESTIONS

- a) Briefly explain what this poem is about. (3 marks)
- b) Explain the use of onomatopoeia in the poem. (2 marks)
- c) Identify and explain the tone of the poem. (4 marks)
- d) Comment on the central theme of the poem. (3 marks)
- e) Explain the meaning of the following lines:
- a) who could signal yellow (2 marks)
- ii) submarine of the Third World War
- f) How else can people bring change in society without assassinating politicians? (2mks)
- g) Explain the meaning of the following words as used in the poem
- i) Anchored (1mk)
- ii) Brood (1mk)

4. GRAMMAR (15 MARKS)

- a) Complete the following sentences by choosing the appropriate expressions to fill the gaps. (3marks)
- i) Although Nduati is a great friend of mine, Ihim on a few important issues. (*differ to, differ with*)
- ii) As good citizens, we must all pay our taxesthe policy. (*in accordance to, in accordance with*)
- iii) She chose her career(*independent of, independent to*) her father's influence.

b) Rewrite the sentences below according to the instructions given after each. (3marks)

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

(Begin: Under no circumstances)

ii) Strangers should not be allowed into the compound without the security officer's permission.

(Begin: On no account.....)

iii) The plane had just taken off when one of the passengers began to scream.

(Begin: Scarcely)

c) Rewrite the following sentences avoiding repetition. (2 marks)

i) Always be frank and open with your friends. When you are frank and open to your friends, you will win your friends' trust and confidence.

ii) Help yourself to some oranges. These oranges are sweet but those oranges are sweeter.

d) Combine each of the following pairs of sentences by making one of them a relative clause.

(2 marks)

i) Kasoha joined our school this term. She is very good at grammar.

ii) The generator had been on the whole night. It broke down in the morning.

e) Add an appropriate question tag to each of the following statements. (3marks)

i) They aren't serious.

ii) He bought a new house last month.

iii) Let us go.

f) Fill in the gaps using the present perfect form of the verbs in brackets. (2 marks)

i) I (visit) many places.

ii) My wife (join) me in most of these trips.

KCSE 2025 TOP SCHOOLS MOCKS

NATIONAL TRIAL 10

101/3

ENGLISH

PAPER 3**TIME: 2½ HOURS**

NAME.....

SCHOOL..... SIGN.....

INDEX NO..... ADM NO.....

*Kenya Certificate of Secondary Education.***INSTRUCTIONS TO CANDIDATES**

- a) Write your name, index number and the name of your school in the spaces provided*
- b) Answer any 3 questions*
- c) Question one and two are compulsory*
- d) Choose one question in question 3*
- e) Each essay must not exceed 450 words*

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	20	
3	20	
TOTAL SCORE	60	

IMAGINATIVE COMPOSITION

1 (a) write a composition to illustrate the proverb: (20 MKS)

“As you make your bed, so you must lie on it.”

OR

(b) “Education is the surest way to achieve the much needed national integration in Kenya today.

“Write a composition supporting or opposing this statement.

2. THE COMPULSORY SET TEXT: (20MKS)

Essay based on the compulsory set book: **-Fathers of Nations by Paul.B.Vitta.**

Choices have consequences. Using illustrations from the novel Fathers of Nation, justify the statement.

3. OPTIONAL SET TEXT (20 marks)

Answer any of the following questions

(a) A Silent Song’s and other stories.

Alienation class differences and inequalities is still a colonial problem that goes through most African Nations. Write an essay in support of the statement with illustrations from ‘**The Neighbourhood Watch**’ by **Reni’y Ngamije**.

(b) The novel: Artist of the Floating World.

The teachers in “**An Artist of the Floating World**” have a passionate, paradoxical relationship to their most gifted students. Discuss.

(c) The play: Parliament Of Owls by Adipo Sidang

Misuse of power is a common phenomenon in most African. Validate this statement basing your arguments on the play “**Parliament of owls**” by **Adipo Sidang**

THE END

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