

# **KCSE 2025 CROSS-COUNTRY MOCKS**

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## **ENGLISH**

*This compilation offers a systematically arranged assemblage of simulated assessments, specifically formulated for KCSE. Each assessment is meticulously crafted to align with the curriculum requirements, thereby offering students a thorough practice experience.*

***(CONTAINS BOTH PAPER 1, 2 &3)***

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***(KCSE TRIALS 1-10)***

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***For Marking Schemes***

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**SUCCESS TO ALL CANDIDATES**

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 1**

101/1

**ENGLISH****PAPER 1***(Functional Skills, Cloze Test and Oral Skills)***TIME: 2 HOURS**

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.
- b) Sign and write the date of examination in the spaces provided above.
- c) 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	60	

**1. FUNCTIONAL WRITING****20MKS**

Imagine you are the contact person for *Mwalimu Consultancy Actors* who are scheduled to stage *John Lara's The Samaritan play* in your school next week. The event will take the entire afternoon and charges shall be **Ksh. 250** per student. *Mwalimu Consultancy Actors* have requested you to inform your fellow students of the event.

- i) Design a public notice to be displayed on the students notice board. **(8mks)**
- ii) Write a review of *John Lara's The Samaritan play* for students who might not have read the play. **(12mks)**

**2. CLOZE TEST****(10MKS)**

Fill in the blank in the following passage using suitable words.

The proposed partnership (1) \_\_\_\_\_ Kenya Airways and Kenya Airport Authority (KAA) (2) \_\_\_\_\_ ambiguous according to a new audit. (3) \_\_\_\_\_ report tabled in the National (4) \_\_\_\_\_ yesterday reveals how decisions (5) \_\_\_\_\_ have been made without the (6) \_\_\_\_\_ of KAA. Also it states that crucial documents necessary to paint (7) \_\_\_\_\_ clear picture of the deal were missing. Without key (8) \_\_\_\_\_, the auditors were unable to convince themselves that dealings involved (9) \_\_\_\_\_ the merger has so far been transparent and stuck to the straight and narrow. The auditors said they could (10) \_\_\_\_\_ no evidence of a feasibility study that allegedly informed a cabinet memo seeking approval for the deal.

*(Adapted from The Standard March 22, 2019.)*

**3. ORAL SKILLS -****30MKS**

- a) Read the poem below and answer questions that follow.

**THE SWEETEST THING**

There is in this world something

That surpasses other things

In sweetness

It is sweeter than honey

It is sweeter than salt

It is sweeter than all

Existing things

This thing is sleep  
 When you are conquered by sleep  
 Nothing can prevent you  
 Nothing can stop you from sleeping  
 When you are conquered by sleep  
 And numerous millions arrive  
 Millions will find you asleep

### **QUESTIONS:**

- i) Identify at least three features that make this an oral poem. (3mks)
- ii) Write down words in the poem that have the following sounds. (2mks)
- / i: /
- / ^ /
- ii) Which words would you stress in the last line of the poem? Give a reason for your answer. (2mks)
- b) Pick the odd word out based on the pronunciation of the underlined vowels sounds. (4mks)
- i) Cup busy hut cut
- ii) Pail paper patron patter
- iii) Brook broom brood boot
- c) Identify the silent letters in the following words. (5mks)
- i) practically -
- ii) Guilt -
- iii) Pyschiatrist -
- iv) Shepherd -
- v) Thistle -
- d) **Read the following conversation and answer the questions that follow.**
- David:** Hi Mercy
- Mercy:** ( Watching a movie without even looking up.) Hi there whoever you are.
- David:** ( Trying to switch off the T.V) Please Mercy why are you not looking up to see .....
- Mercy:** Oh! Shut up. Can't you see I 'm watching?
- David:** I came to inform you that .....
- Mercy:** Get lost! You are getting into my nerves

**David:** (Alright (As he walks away).

**QUESTIONS:**

- i) Identify the shortcoming in Mercy's conversational **skill** (3mks)
  - ii) List down the strengths of the above conversationalists. (3mks)
  - e) Indicate the stressed syllable in the underlined word. (5mks)
  - i) The government is committed to ensure food security in the country.
  - ii) Saturday and Sunday form the weekend.
  - iii) The bridegroom appeared disturbed.
  - iv) We usually our meeting on Wednesday.
  - v) It is a pleasure to meet you.
- f) You have been asked to present an item in this year's National Drama Festivals. Just before you get to the stage, you feel a little nervous. Identify three ways of overcoming this. (3mks)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 1**

101/2

**ENGLISH****PAPER 2***(Comprehension, Literary Appreciation and Grammar)***TIME: 2½ HOURS**

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

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

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1	20	
2	25	
3	20	
4	15	

## 1. COMPREHENSION

### CULTURE AND INTEGRATION

There is a curious conflict in our world today. The mass media and sophisticated jet travels have made it possible for millions in the world to learn about different countries, their attractions, problems and the people's ways of life. At the same time, many societies are trying to safeguard and develop their unique cultures in response to the onslaught of foreign values. Are these developments actually contradictory or can they exist side by side comfortably.

To some people accessibility to different cultures helps to foster greater understanding between peoples. However, other people feel that tourism, for example is the source of a dangerously superficial view of society. These two camps differ as to what mental image is carried by the tourist. The latter will argue that tourists merely carry memories of game parks, wild animals, waiters, tour guides and curio sellers, but not anything of substance as regards values of the local people. Similarly, it is felt that mass media reports and features do not always portray a positive picture of developing countries which had embraced tourism as an industry.

As a reaction to this controversy, some countries have rightly adopted an attitude of skepticism when it comes to exposing people to foreign ideas and to be a calculated scheme by foreign media to water down developing countries' attempts to revive their culture and uplift their standards of living. In no known tradition of human society can one find absolute preservation for the sake of preservation for we learn from the past in order to have a clear picture of the present and map out strategies for the future.

Culture like language is dynamic. The change occurs when people from different communities came into contact with each other thereby exchanging various aspects of culture. The change that a particular people incorporates in their culture should be that which would make it easier for the particular people to live in harmony with themselves and the larger human community.

Within countries themselves, there may also be a struggle to retain ethnic identities, while at the same time aiming for national unity. There is a lot to be said for natural diversity of languages and dialects within a country; such variety is healthy. There has also to be acceptance of the fact that some individuals will marry outside their ethnic groups and bring about a compromise between language and customs. Unfortunately such compromises are often fiercely resisted, with one group claiming that its ways are superior to that of another group. Such attitudes cannot be changed overnight.

However, through individual personal relationships, such barriers can gradually disappear; that is where the young people of today come in. Their education and experience combined, will gradually produce a generation confident in its own ways and receptive to other people and ideas. Therefore, to solve the conflict mentioned earlier, there is need for the younger generation to develop a deeper understanding and appreciation of each other's cultures. However, in all this, the indigenous culture must take the central position. Like a sturdy tree. We need to sink deep roots then branch outwards seeking sources of growth otherwise our cultures will wither and perish.

**QUESTIONS:**

- a) Explain in your own words the conflict mentioned by the writer at the beginning of the passage. (2mks)
- b) Why can tourism provide a superficial view of the country? (2mks)
- c) Why do developing countries object to their people being exposed to foreign ideas and values. (2mks)
- d) In what situation might cultural conflict arise within a country according to the writer. (2mks)
- e) What is the solution to the conflict according to the writer. (2mks)
- f) What is the relationship between education and culture according to the passage. (2mks)
- g) Does the writer believe in purity of culture? Give reasons for your answer. (2mks)
- h) Identify and explain the use of a metaphor in the passage. (2mks)
- i) Give the meaning of the following words as used in the passage. (4mks)
- i) Sophisticated
- ii) Embraced
- iii) Map out strategies
- iv) Dynamic

**2. Read the following excerpt to answer the questions that follow.**

**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 Samaritans*.

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 glasses 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 the 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 events lead up to this excerpt? **(3 marks)**
- b.) Briefly explain the thematic concern as brought out in this excerpt. **(4 marks)**
- c.) Mayor Mossi mentions that **there is hardly anything on earth one can do without somebody knowing about it**. Using your knowledge of the text how true is this statement in light of the allegations made against the leaders? **(2 marks)**
- d.) Describe a character trait of **(4 marks)**
  - i. Ted
  - e.) Seymour From your knowledge of the text, mention the implication of the online allegations made against the leaders. **(3 marks)**
  - f.) ‘This might be our worst nightmare!’ provide a tag for this statement. **(1 mark)**
  - g.) Describe the mood prevailing in this excerpt. **(3 marks)**
  - h.) What is Mayor Mossi’s response to Seymours strategy. **(3 marks)**
  - i.) Explain the meaning of the following terms as used in the excerpt below. **(2 marks)**
    - i. Wolves in sheep’s clothing \_\_\_\_\_
    - ii. Strategic \_\_\_\_\_

### 3. Read the Oral Narrative below and answer the question that follow.

One day, elephant came across Squirrel on the path to the river. The proud and lordly Elephant swept Squirrel off the path with his trunk, rumbling, “Out of my way, you of no importance and tiny size,” Squirrel was most offended, as he had very right to be. Stamping his little feet in a rage, he decided that he was going to try and teach Elephant some manners.

“Ho!” shouted Squirrel indignantly, “ You may be very proud and I be you think you’re the greatest animal on earth, but you are much mistaken!”

Elephant looked around in surprise. “ I am mistaken. Squirrel,” he rumbled. “ I am the greatest and everyone knows it.”

Let me tell you something Elephant, “ said Squirrel, angrily and flicking his tail, “ I may be small, but I can eat ten times as much as you! I challenge you to an eating contest and I bet you that I, Squirrel can eat more palm nuts and for a longer time than you, high and mighty Elephat!”

Elephant roared with laughter. He was so amused, in fact he accepted the creature’s challenge. Beside he was rather fond of palm nuts.

So both animls collected a huge pile of palm nuts and agreed to start the contest the very next morning at the first light. Elephant could hardly wait. He even skipped his evening meals of acacia pods

so as to be truly empty for morning. He intended to put Squirrel firmly in his place, once and for all.

The next day dawned fine and sunny, as it often does in Africa, and the two contestants started to eat. Elephant munched steadily through his pile, with fine appetite. Squirrel nibbling away furiously, was soon full to bursting. Quietly, he slipped away, sending a cousin who was hiding nearby to take his place. Elephant was so absorbed in his greedy task that he didn't even notice. Brothers, sisters, cousins, uncles, aunts, one hungry Squirrel after another took a turn at the pile of palm nuts. Eventually, at midday, Elephant looked up, "Well, Squirrel, haven't you had enough yet?" he asked, surprised to see his small adversary still busy eating. Not only was he still eating, but his pile of palm nuts were disappearing almost as fast as Elephant's own.

"Not yet," rambled Squirrel his mouth full "and you?" "Never" replied Elephant scornfully. And he started to eat a little faster. By the time the sun was setting, elephant was so full. He could hardly stand. He looked over to where Squirrel (the original Squirrel, who had come back after a day of sleeping in a nearby tree) was still eating more palm nuts. Elephant groaned.

Truly you are amazing, Squirrel" he said, "I cannot go on, and I'm forced to admit that you have won the contest." And he lifted his trunk in salute. Squirrel hopping with delight, thanked Elephant and told him not to be so proud in future, and from that day to this, Elephant has always shown great respect for Squirrel.

### **QUESTIONS:**

- i) Classify the above narrative giving evidence. (2mks)
- ii) Identify any five features that show that this is an oral narrative. (5mks)
- iii) Explain the effectiveness of any two features of style found in the narrative above. (4mks)
- iv) With reasons, identify the appropriate audience for the above oral narrative. (2mks)
- v) Contrast the character traits of Squirrel to the Elephant. (4mks)
- vi) Identify any one social and economic activity evident in the above oral narrative. (2mks)
- vii) What moral lesson do you learn from this story? (1mk)

### **4. GRAMMAR**

(a) **Fill the gaps in the following sentences with the correct form of the word in brackets.** (3mks)

- i) The \_\_\_\_\_ (nation) of the child was not known.
- ii) He is a person of \_\_\_\_\_ (question) character.
- iii) \_\_\_\_\_ (scarce) of water is a major characteristic of this region.

- b) *Rewrite the following sentences according to the instructions, given without changing the meaning.* (3mks)
- i) You are asked not to make your work dirty (Rewrite using the word “dirty” as a verb.
  - ii) I will not give you the dress unless you pay for it. (rewrite using; on condition)
  - iii) The book is both informative and very interesting to read (Rewrite using. Not only ..... but also .....
- c) *Explain the differences between the sentences in the following pair.*
- i) She paid him to do the work  
she paid him for doing the work (2mks)
- d) *Fill in the blanks with the most appropriate preposition.* (4mks)
- i) The candidates are very good \_\_\_\_\_ languages.
  - ii) Give us details \_\_\_\_\_ your courses.
  - iii) The police wanted proof \_\_\_\_\_ their explanation.
  - iv) Her performance was amazing \_\_\_\_\_ any standards
- e) *Choose the correct word from those in brackets* (3mks)
- i) We were all visitors of \_\_\_\_\_ (him/his/he)
  - ii) (All over sudden/all of a sudden) \_\_\_\_\_ there was a loud bang on the door.
  - iii) We had cooked \_\_\_\_\_ for lunch, (fowl, foul)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 1**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
 (b) Question 1 and 2 are compulsory.  
 (c) In question three answer only one of the optional texts you have prepared on.  
 (d) Each of your essay must not exceed 450 words

**FOR EXAMINER'S USE ONLY**

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	20	
3	20	
	<b>TOTAL SCORE</b>	

**1. Imaginative composition. (Compulsory)****Either**

- a) Write a composition beginning with:

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

**Or**

- b) Write a composition to illustrate the saying:

*When the deal is too good, think twice.*

**2. Compulsory set text: Fathers of Nations.**

Paying evil for evil is not a solution to every problem.

Using Paul vitta's Fathers of Nations, write an essay to justify this statement.

**3. Optional set text.**

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

In our society, we have people who are privileged with power. Unfortunately, some of them end up misusing it. Using illustrations from the story. A man of awesome powers by Naguib Mahfouz justify this assertion.

- b) **Drama: Parliament of Owls by Odipo Sidang.**

Arrogance is the road to failure. Using illustrations from Adipo Sidang's Parliament of Owls write an essay to show the validity of this statement.

- c) **Novel: An artist of the Floating World by Kazuo Ishiquro**

Noriko's marriage negotiation have been used as a means to reveal Ono's past. Justify this statement using illustrations from the novel An Artist of the floating world.

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 2**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
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QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
Total	60	

**1. FUNCTIONAL WRITING**

You are the captain of your school. The school has not been performing well in academics. The principal requested you to form a committee to investigate the causes behind the dismal performance. Write a report of your findings and give recommendations. **(20 MARKS)**

**2. CLOZE TEST****(10 MARKS)**

**Fill in the gaps with the most appropriate word**

Global warming is the term used to describe a (1)\_\_\_\_\_ increase in the average temperature of the Earth's atmosphere and its oceans, a change that is believed to be permanently changing the Earth's (2)\_\_\_\_\_. There is great debate among many people, and sometimes in the news, (3)\_\_\_\_\_ whether global warming is real. (4)\_\_\_\_\_ climate scientists looking at the data and facts agree the planet is warming. While many view the (5)\_\_\_\_\_ of global warming to be more substantial and more rapidly occurring than others do, the scientific consensus on (6)\_\_\_\_\_ changes related to global warming is that the average temperature of the Earth has risen between 0.4 °C and 0.8 °C over the past 100 years. The increased (7)\_\_\_\_\_ of carbon dioxide released by burning of fossil fuels, land clearing, agriculture and other human activities are believed to be the (8)\_\_\_\_\_ sources of the global warming thus has occurred over the past 50 years. (9)\_\_\_\_\_ from intergovernmental panel on climate predicted that global temperatures could increase by 1.4 °C and 5.8 °C by the year 2100. (10)\_\_\_\_\_ resulting from global warming may include rising sea levels, increase in occurrence of severe weather events.

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

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

Do not stand at my grave and weep.  
I am not there, I do not sleep.  
I am a thousand winds that blow.  
I am the diamond glints on snow.  
I am the sunlight on ripened grain.  
I am the gentle autumn rain.

When you awaken in the morning's hush  
I am the swift uplifting rush.  
Of quiet birds in circled flight.  
I am the soft stars that shine at night.  
Do not stand at my grave and cry;  
I am not there. I did not die.

### **QUESTIONS**

- a) i) Describe the rhyme scheme. {3 marks}
- ii) If you were to recite the poem, how would you say the last two lines of the poem. {2 marks}
- iii) In line two, which words would you stress? Explain why. {3 marks}
- b) For each of the following words, write another word that is pronounced the same. {2marks}
- i) bald
- ii) board
- c) For each of the following words, underline the silent letters. {2 marks}
- i) Gourmet
- ii) sword
- d) Tom was called for an IT position in Coca cola Company. During the interview he appeared nervous. He was unable to answer technical questions and did not know much about the company. After one week he got a letter of regret.
- i) What tips of interview preparation would you give him. {4 marks}

b) **Read through the conversation below and answer the questions that follow:**

**Kiptuiya:** There's still some sexism in football. Why can't the Kenya Football Federation let Akinyi play in the premier League?

**Ashok:** Oh! Come of it Kiptuiya, the KFF has nothing to do with Akinyi's case. She can't play in the premier league because she doesn't belong to any team in the league, pure and simple!

**Oliech:** But, excuse me, Ashok. Akinyi doesn't belong to a team because KFF wouldn't let her join one moreover.



**Ashok:** Just a moment, Oliech. You know quite well that the teams in the premier league are men's teams. How were they going to enroll Akinyi?

**Kiptuiya:** Fair enough, but that's the point I'm making. Why should the teams be exclusively male. Why can't a super player like Akinyi.....

**Ashok:** Sorry for the interruption, Kiptuiya, but every sport has its rules, and in football there are no provisions for mixed male and female teams.

**Oliech;** I thought Gor Mahia Football club wanted to .....

**Kiptuiya:** Why can't they change the outdated rules? Sorry

**Oliech:** Oliech, you were saying something.

Well, I was just going to say Gor Mahia had wanted to consider Akinyi's application to join them, but the KFF told them to consult FIFA first.

### **QUESTIONS**

i) Identify words and phrases that point out instances of interruption in the conversation above

**(4 marks)**

ii) Point out **two** reasons why Ashok decides to interrupt Oliech

**(2 marks)**

iii) Outline **four** important conversational conventions that people should observe when having an informal discussion

**(4 marks)**

c) **Consider the situation below and answer the questions that follow;**

A motivational speaker has been invited to your school during a career day. During the talk you realize that some of your classmates are dosing, a few are passing small notes to one another and others are whispering to their friends.

If you are the speaker and noticed the above behavior, what would you do to recapture the attention of the audience?

**(4 marks)**

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 2**

101/2

**ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

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3	20	
4	15	

**COMPREHENSION****1. Read the passage below and the questions after it**

Kenya's wealth management industry is underdeveloped as majority of the super rich prefer to use foreign private firms and hold their money outside the country.

A newly released report by New World Wealth says the high-net-worth individuals in Kenya bank their money in foreign banks.

"The majority of wealthy Kenyans use foreign private banks, which hold their money abroad. As a result, the local private banking industry is totally underdeveloped." The report says.

About 50% of these high net-worth individuals are elite with political connections, and are estimated to have \$10 billion (Sh6860 million) banked abroad-constituting 30% of the national wealth. The money is banked mostly in private banks in UK, Switzerland, Cyprus and channel Islands.

According to the London based New World Wealth, a large proportion of the local wealth was in 2013 held in off shore accounts.

However, Kenya's wealth management systems is set to benefit from strong growth on wealth in other East Africa countries, which have less developed banking systems and are likely to opt for Kenyan banks.

"Kenya's wealth management industry is likely to expand over the forecast period as more high –net-worth individuals are created and as banks begin to set up in the country".

The report adds that the current crackdown on the offshore centres might force super rich Kenyans to repatriate their wealth into the country-further boosting the local wealth management of funds with the objective of stopping funding of terrorist networks.

Among the foreign private banks in Kenya are Barclays of UK and Saniam of South Africa. Others that have expressed interest of setting up in the country are credit Suisse and UBS of Switzerland, RMB and Standard of South Africa.

In Kenya, the wealth management service providers are dry Associates, Global Eye, In touch Capital, Inter-Alliance International and private Wealth.

Most wealthy families in developed countries have their assets and funds under managers, but there are no known family offices in Kenya. The report says that this segment is expected to grow as more millionaire.

Family offices are involved in management of household staff, property management, philanthropy co-ordination, family education, inter-generational transfer and legal and tax services apart from the usual investment services.

The report says there are 2,700 single families holding of \$1.7 trillion and 2,300 multifamily offices holding \$800 billion in the world-making it a big business.

The report says the low-tier millionaires tend to hold cash and real estate billionaires tend to invest in commodities and alternative assets as hedge funds while affluent millionaires are likely to invest in fixed income and equity.

**QUESTIONS**

- (a) Why is Kenya's wealth management industry underdeveloped (2marks)
- (b) Give a reason as to why these wealthy Kenyans find it easy to bank abroad (1mark)
- (c) In about 30 words, summarize the factors that will strengthen the Kenya's Wealth management systems (3marks)
- (d) Make notes on the importance of creating wealth managers (4marks)
- (e) According to the passage, how can you distinguish between low-tier millionaires and affluent millionaires (2marks)
- (f) Explain any instance of irony in the passage (2marks)
- (g) Why do you think majority of wealthy Kenyans keep their money abroad (1 mark)
- (h) (i) Many countries have intensified vigilance are movement of funds with the objective of stopping funding of terrorist networks. (Rewrite using a question tag) (1mark)
- (ii) A newly released report by new World Wealth says the high net-worth individuals in Kenya bank their money in foreign banks  
(Rewrite so as to avoid the reported speech) (1mark)
- (i) Explain the meaning of the following words as used in the passage (3marks)
- (i) Repatriate
- (ii) Vigilance
- (iii) Hedge

**2. Read the extract below and answer the questions that follow. (25 marks)**

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

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

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

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

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

**Mossi:** There is a lot of personal information on municipal leaders on that evil thing, too; including lifestyles of individual municipal officials, where they

live, the kind of houses they live in, their businesses, the vehicles they own, other properties in their possession, when the properties were acquired, and a lot of other personal details I don't want to mention here. (Looking at Bembe) There was a lot of talk yesterday on the Madingo Golf Club, with everyone Wondering where you got the money to put it up.

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

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

**Bembe:** This might be our worst nightmare!

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

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

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

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

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

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

## QUESTIONS

- a) What is Seymour referring to at the beginning of the excerpt? (2mks)
  - b) Identify and illustrate two aspects of style in this excerpt. (4mks)
  - c) Discuss two themes evident in this excerpt (4mks)
  - d) Discuss ONE-character trait of Seymour and ONE-character trait of Mossi as presented in this excerpt. (4mks)
- 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 Oral Narrative below and answer the questions that follow.*

#### **AN OLD WOMAN AND HER DEFORMED SON**

There was an old woman whose children died in infancy and only a deformed boy survived to grow into adulthood. The boy was a hunchback.

Although the old woman loved this hunchback son of hers, she was secretly ashamed of his physical appearance. She was ashamed that each day she was on the lookout of visitors who might come around just to make fun of him. To keep him away from the public eye, she used to confine him in a drum most of the time. So, right from his childhood, the boy grew up in a drum. He was taken out only a few times during the day when the old woman was sure that there were no intruders around. When the boy attained circumcision age, he was duly circumcised. After circumcision he said to the old woman, “mother, I now want a wife, can you please find me a girl to marry!” “Yes, my son,” said the old woman. I will try. I am indeed very pleased to learn that you are already thinking of a wife.”

By and by, the old woman went to look for a suitable girl to marry her son. She approached a pretty girl and asked her whether she would be interested in marrying her son and the girl promised to think about it. Without disclosing her son’s physical defects to the girl, the old woman set about wooing her intensively. She brought all sorts of gifts to her mother, helped the girl to collect firewood and even helped her with work in the shamba. Reluctantly the girl gave in and there upon requested the old woman to make the necessary arrangements so that she would meet the future husband. The old woman cunningly suggested that the girl should accompany her to her house where she would be able to meet the boy.

The old woman lived a long way from the girl’s village. On the day when the girl decided to visit her prospective bridegroom, she walked and walked until the sun set. It was a very long journey indeed. When she eventually arrived, the old woman pretended that the young man was around and he would appear shortly. The girl waited and waited but the boy did not appear at all. At bedtime, the girl was told that the boy was already in bed sleeping. She was shown a separate place to sleep, and, thus no opportunity to either see or talk to the boy as would have been expected of people who were planning to live together.

Very early in the morning the girl asked the woman, “Please, where is the boy you want me to marry? And the woman replied, “My son woke up early in the morning and went to work in a different village yonder so that he can earn something for your bride price.” Everything was around the house. The old woman and the girl went to cultivate in a banana grove. While they were away, the boy jumped out of the drum, busied himself about he house with the little chores singing:

KhanenuyaMunju, mwange, Khanenuyemunjumwange



Mkhasinakikhalimisilu, majikukuombelesyamusechakacha  
Khucuma, abele khuchumanachasina?  
Menyile, mukhang'oma, kurumbakulikhumukongo  
(Let me busy myself in my house. Aren't women foolish?  
Mother fooled her,

"Your husband has gone to work," How could I have gone to work? I just live in my little drum because I have a hunchback")

The girl heard the boy's singing but it was so faint that she would neither comprehend the meaning of the song nor even make out as to which direction the sound came from. However, out of curiosity she stopped from time to time and listened. This went on for several days until she started to guess the meaning of the words in the song. On getting the message home she was quite disturbed. Her suspicion was strengthened by the fact each morning they left for the shamba without sweeping or washing utensils but on their return they found everything tidy about the house. One day she deceived the old woman by telling her that she was going to attend to a call of nature while in fact her intention was to discover exactly what was going on in the house. No sooner had she disappeared behind the bushes than she tiptoed to the house and stood listening keenly at the door. She got really upset with the boy's derogatory song. She pondered with herself, "So this is my husband to be? A hunchback confined to a drum? No wonder the old woman deceived me the way she did. What girl in proper sense could marry a man like that? Anyway what can I do now? I must put an end to this confirmed bluff..."

One morning she said to the old woman, "Mother, today you will go look for firewood while I go to the plantation alone." The old woman said, "Yes, my daughter, we can share work that way." She had grown so used to the cheerful and friendly manner of the girl, thinking that she would not mind staying on as her daughter-in-law even after discovering that her son was deformed. Indeed she was already contemplating making the revelation to her.

And so each went her separate way. But as soon as the old woman vanished from the sight, the girl dashed back and stood at the door which had now become familiar ground for spying on the hunchback. She listened briefly as the boy sang mischievously inside the house. Then she stole a quick glance peeping through a side hole.

To her amazement, she saw that he was really a hunchback! Quite oblivious, the boy went on sweeping the floor and singing. The girl felt that she could no longer stand it. She broke into the house suddenly with the intention of beating up the mischievous fellow. But before she could get hold of him he dodged nimbly and slipped back into the drum. Nonetheless, the girl fuming with anger picked up the drum and smashed it on the floor. A pool of blood started oozing from the broken drum. The poor hunchback was dead!

Considering it appropriate revenge on the old woman the girl felt no remorse for the action she had taken. She rolled over the cold body of the hunchback as a lamp of anger swelled her throat. When the old woman returned home and found the mess she had done in the house she screamed at the top of her voice, Ooh, oh, Uuuuuwe... uuuuuwe!" But it was all in vain. The deformed boy whom she had been ashamed of showing to the public was dead and gone forever! Yes, instead of feeling relieved by burden of shame she now felt great anguish for this loss. After killing the hunchback

the girl also disappeared never to be seen again. The poor old woman remained there weeping and feeling quite forlorn.

### **QUESTIONS**

- (a) Categorize this narrative. (2marks)
- (b) What function does the song serve in this narrative? (2marks)
- (c) Describe the character of:- (4marks)
- (i) The girl:
- (ii) The old woman:
- (d) What moral lesson do we learn from this narrative? (2marks)
- (e) How far is the old woman to blame for the tragedy that befell her? (3marks)
- (f) Identify **two** socio-economic activities in the community. Support your answer with evidence from the story. (2marks)
- (g) Give a proverb to summarize this narrative. (2marks)
- (h) Describe the domineering mood in the last 2 paragraphs (3mark)

### **GRAMMAR (15MKS)**

- (a) **Rewrite each of the following sentences according to the instructions given. Do not change the meaning.** (5marks)
- (i) I wouldn't have preferred these criminal charges against the Journalist if you had mentioned this to me last year. (**Begin: Had.....**)
- (ii) Only after much persuasion did the patient agree to be operated on. (**Begin: It took....**)
- (iii) The principal informed form one parents that fees once paid cannot be transferred for whatever reason. (**Begin: The principal..... that under .....**)
- (iv) The teacher found out how intelligent Bernard was when the lesson began. (**Begin: It was not....**)
- (v) I will go if I see my brother. (**Begin: I would have gone ....**)

(b) **Use the correct form of the word given in brackets to fill in the gap**(3mks)

- (i) The accident victims were admitted in a \_\_\_\_\_ hospital. (refer).
- (ii) I did not get the question because it was \_\_\_\_\_ set. (logic)
- (iii) Felister \_\_\_\_\_ in standard one this year. (be)

(c) **Identify mis-spelt words in the following sentence and write their correct spelling down.**

(3marks)

- (i) The received pronunciation of 'ocession' has changed this milenium.

(d) **Replace the following underlined expressions with the most appropriate one word.**

(4marks)

- (i) When the teacher met her outside the classroom, Erastinamade up a story.
- (ii) The walls of the mall caved in after the terrorists struck.
- (iii) He always irons out people's problems.



**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 2**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	

Answer **three** questions only

**1. Imaginative composition. (Compulsory)**

**(20 marks)**

**Either**

a) Write a composition beginning with the following words:

“I was extremely nervous as I stood before the crowd who had come to witness everything...”

**Or**

b) Technology has brought about positive effects among the youth. Write a composition in support of the above statement

**2. Compulsory set 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 Text.**

**(20 marks)**

a) “People with disabilities often face significant challenges in their daily lives.” Validate this statement drawing illustrations from **A Silent Song** by Leonard Kibera.

**Or**

**b) The play**

**Adipo Sidang , Parliament of Owls**

Political assassinations are not a solution to political differences. Justify this claim with relevant illustrations from the play "Parliament of Owls".

**(20 marks )**

**Or**

A person's self-esteem can be influenced by the events that happen in one's life. Referring closely to Ono's life, write an essay to support this statement.

**(20 marks )**

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 3**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

**QUESTION 1**

Imagine that you are the chairperson of the student's council in your school. Your school is holding a fund raising dinner in aid of a school hall. The class is given the invitation cards to give to their parents during the midterm break. You inform your parents/ guardian but forgot to give them the card. (20 mks)

- i) Write a reminder to your parents on the upcoming fund raise.
- ii) Attach the invitation card that you forgot to give them

**2. CLOZE TEST**

*Read the passage below and complete each blank space with an appropriate word(10 mks)*

Citizen used to 1 \_\_\_\_\_ that political leaders would observe the principles of good governance simply 2 \_\_\_\_\_ they were expected to. 3 \_\_\_\_\_ it appears most leaders on the continent have replaced integrity with reckless impunity that has 4 \_\_\_\_\_ Africa in chaos. 5 \_\_\_\_\_ Office are also supposed to be 6 \_\_\_\_\_ to the people that entrusted them with them the 7 \_\_\_\_\_ of leading them. 8 \_\_\_\_\_, the political elite in the continent see people as a means to an end. In many countries these days, Kenya included, politics has become the easiest way to make money. Electioneering is seen as an 9 \_\_\_\_\_ with extremely lucrative returns when campaign loyalties are 10 \_\_\_\_\_ with appointments in the government of the day.

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

*Read the following poem then answer the question that follow.*

A song in springs  
O little buds all burgeoning with spring  
You hold my winter in forgetfulness  
Without my window lilac branches swing

Within my gate I hear a robin sing  
O little laughing blooms that lift and bless!

So blow the breezes in a soft caress  
Blowing my dreams upon swallow's wing;

O little merry buds in dappled dress  
You fill my heart with very wantonness-  
Oh little buds all burgeoning with spring

*By Thomas S. Jones Jr.*

### QUESTIONS

- a) Explain what makes this an oral poem (4 mks)
- b) How has rhythm been achieved in this poem. (3 mks)
- c) How would you perform the last two lines in this poem (4 mks)
- d) Give another word pronounced as the following (3 mks)
- i) Gate
  - ii) You
  - iii) Here
- e) Imagine you are performing this poem to learners who are visually impaired. Explain four ways in which you would ensure that they get the message effectively (3 mks)
- f) Indicate where you would place the stress mark in the following words by (/) to make them either Nouns or Verbs as shown in the brackets. (5 mks)
- i) Import (Nouns)
  - ii) Export (Verb)
  - iii) Transport (Noun)
  - iv) Object (Verb)
  - v) Produce (Noun)
- g) In the following sentences, the speaker made errors, rewrite the sentences correctly replacing the under- lined words and expressions with appropriate ones to communicate the intended meaning. (5 mks)
- a) I am sorry to say, Sir Anthony, that my affluence over my niece is very small
  - b) An usher will sew you to your sheet.
  - c) He is very pineapple of eloquence.
  - d) It will take a lot of public fund to bring back the abnormal.
  - e) Kabito is a green grass in a green snake.
  - h) You speak to a group of form ones about an issue of concern and you notice during the talk that many of them are dozing, yawning, fidgeting and silting carelessly. What would this mean to you? (3 mks)

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 3**

101/2

## **ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

#### **FOR EXAMINER'S USE ONLY**

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

**QUESTION 1****(20MKS)**

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

Cities and towns are experiencing massive population growth the world over receiving huge numbers of migrants ever year.

In 1950, urban population accounted for only 29 percent of the world population, according to the United Nations Educational Scientific and Cultural Organization (UNESCO). At the turn of the century, the figure had risen to 45 percent. This was enough to declare the Twentieth Century the century of urbanization and city life. Now the figure is projected to hit 70 percent by 2025.

In Africa, urbanization is most intense in Algeria, Tunisia and South Africa, which have more than 50 percent of their population living in urban areas. Generally, cities in the developing world are growing at a rate of 3.5 per cent per annum.

These figures indicate that there is a continuous massive movement of people from rural to urban areas worldwide. Driven by the desire for better living conditions, they flock to cities in droves in search of greener pastures. But, slowly the **illusion** disappears, and is replaced by harsh realities of urbanism: unemployment or underemployment, crime, poverty, hunger and life in the slums.

To cope with this fast – moving wave of rural flight requires new strategies for urban planning and the use of urban spaces. Thus urban planners, policymakers and governments seek **pragmatic** and timely ways of addressing this challenge. The process of urbanization transforms land use and farming systems, patterns of labour force participation, infrastructural requirements, and natural resource systems. When cities grow, their population expands, putting a strain on food production.

As a way of easing the food shortage, many urban households, particularly the poor, have taken to growing food on small plots. Today, if you take a walk through some of the residential estates in Nairobi such as Ngara, Eastleigh and Buru Buru, you might be forgiven for thinking that a green revolution is under way. And on the outskirts of the city, green – houses and ponds compete for space with small gardens planted with flowers, vegetables and fruits. Banana plants and palm trees dwarf wrought – iron gates, their green dotting the skyline, Kale, cabbage and maize gardens sprout in the middle of urban squalor. In this unusual rare blend, urban features and rural agrarian patterns are combined in a new form of settlement and one might call ‘garden cities.’

Although it is often not given much attention, urban agriculture is steadily increasing. The practice involves cultivating, processing and distributing food in and around a town or city. It also encompasses an array of activities including horticulture, aquaculture, animal husbandry and bee keeping.

**QUESTIONS**

- a) What are the challenges facing major cities and towns **(2mks)**
- b) What does the mention of 70% by 2025 reveal? **(2mks)**
- c) What do we learn about urbanization in Africa from the passage **(2 mks)**
- d) Mention the reason for rural to urban migration **(2mks)**
- e) How are urban households easing the problems of food shortage? **(3 mks)**
- f) What is meant by the term ‘garden city?’ **(1mk)**
- g) In note form, list the influences of urbanization **(4 mks)**

- h) Urban populations accounted for only 29% of the world population (1 mks)  
**(Rewrite the statement adding a question tag)**
- i) Explain the meaning of the following words as used in the passage (3 mks)
- i) Illusion
  - ii) Pragmatic
  - iii) Squalor

## **QUESTION 2: THE COMPULSORY SET TEXT (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 launch it at my own convenient time. (Turning to Nicole and the Principal) There are no two ways for now. **Halt** any activities regarding that thing until my office gives further guidance. (Ramdaye nods in approval. Other guests exchange knowing glances in silence)

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

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

Mossi: (Looking at the Principal) The President?

Narine: Yes, Sir.

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

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

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

Pirro: I think that is beyond their powers, Your Worship.

Mossi; (Looking at Mr. Pirro) This thing we are talking about is a school project under their control! (Turning to face the principal) It is, therefore, within your powers to find a way around it. You are at the centre of it! Figure out a way, like writing to the Ministry of Education indicating that there are some fundamental errors in it that you need to attend get what I mean?

Nicole: I am afraid, Your Worship, the assessment of the innovations was done by senior officers at the Ministry of Education. Experienced software engineers Were involved. It passed all the tests, and no errors were found



**QUESTIONS**

- a) Place this excerpt in its immediate context. (4 marks)
- b) Why is Mayor Mossi adamant to launch the App? (2 marks)
- c) From elsewhere in the play, what is the name of the App and how is it a people's platform? (2mks)
- d) Give reasons App is error proof. (4 mks)
- e) Think about it: (Rewrite using the question tag.) (1mk)
- f) Identify and explain any two stylistic devices used in the excerpt. (4 mks)
- g) From your knowledge of the text, identify four allegations against municipal leaders as uploaded on the APP. (4mks)
- h) Explain the meaning of the following expressions as used in the excerpt. (4 marks)
- i. Far-reaching  
Implications .....
- ii. Halt .....
- iii. Kept us in the dark .....
- iv. Figure out a way .....

**QUESTION 3: ORAL LITERATURE (20marks)**

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

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

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

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

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

He had thrown his hind legs so hard that he hit the pot containing the dye. The dye splattered all over the animals on the queue. The cheetah got speckles all over his body, the leopard got spotted and the crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him the whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

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

**QUESTIONS**

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

**QUESTION 4: GRAMMAR (15 mks)**

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

(a) The children welcomed the teachers.

(Begin with: The teachers)

(b) John does not take Lunch. His sister does not take Lunch.

(Begin with: Neither)

(c) Gatwiri asked, "Can we meet here tomorrow morning?"

(Rewrite in direct speech)

(d) This novel is far better than the one I bought last week.

(Rewrite using the word 'superior')

(e) It is not necessary to collect the garbage today.

(Rewrite being: You do not )

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

i. Of the two books, the first is longest

ii. The quarter of the three girls sleeps earlier.

iii. I did not find any fellow colleagues in class when I arrived late.

*(c) Supply the appropriate question tags in the blank spaces in the following sentences.*

I. We needn't worry about tomorrow,

II. Let me have a taste,

III. They'll come early in the morning,

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

1. Lucy asked Julius not to involve himself with her personal matters. (keep)

2. My mother accidentally met me along Jamhuri highway in the town (run)

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

1. The candidate was not popular amongst the electorate. (famous)

2. The vehicle that was moving very fast caused the accident. (speed)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 3**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	

**Imaginative composition and Essays based on set books.****1. Imaginative Composition (Compulsory)****(20 marks )**

Either

(a) Write a story ending with the following statement.

.....I then realized it was a dream.

**or**

(b) Write a composition on measures of curbing corruption in our community.

**2. 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.

**(20mks)****3.The Optional Set Texts****a) The Short Story**

Our society is characterized by people who mask their true identity in a bid to achieve their selfish intrests. With reference to the story " Truly Married Woman by Abioseh Nicol" Write an essay to support the above illustration.

**(20 marks )****Or****b) The play****Adipo Sidang , Parliament of Owls**

Political assassinations are not a solution to political differences. Justify this claim with relevant illustrations from the play "Parliament of Owls".

**(20 marks )****Or**

A person's self-esteem can be influenced by the events that happen in one's life. Referring closely to Ono's life, write an essay to support this statement.

**(20 marks )**

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 4**

101/1

**ENGLISH****PAPER 1***(Functional Skills, Cloze Test and Oral Skills)***TIME: 2 HOURS**

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

1. Imagine you are the Principal of **Nyakebako High School**. Mr Isaboke Micah, an alumni of the school has recently been recruited as a clerk in Coca- Cola Kenya Ltd and the management has requested you to give them a statement.

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

**Read the passage below and fill each blank spaces with the most appropriate word.**

When you hear a gunshot you (1) \_\_\_\_\_ actually thank God; a bullet (2) \_\_\_\_\_ faster than the speed of sound (3) \_\_\_\_\_ chances are you would not hear a kill shot. In the middle (4) \_\_\_\_\_ untold danger the gravest enemy is not the (5) \_\_\_\_\_, but the panic that naturally grips us. Overcoming this hysteria is (6) \_\_\_\_\_ first battle. At the ring of a gunshot, lie flat on the ground and then (7) \_\_\_\_\_ listen to ascertain the (8) \_\_\_\_\_ of the shots. Looking around or even (9) \_\_\_\_\_ running and screaming makes you an easy (10) \_\_\_\_\_. Lie low as you quickly find a cover position behind a bullet – resistant surface.

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

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

**Horizons by Kalungi Kabuye**

As I meditate  
And levitate  
In human state  
No one can see  
How the internal sea  
Wells up with hope  
But lets hope  
Life so dear  
With love so near  
And closeness so close  
Will bring home  
The thing that we hope  
Means to transform  
Even the simplest digit  
Into a magnified seed  
Of a mustard tree

- i) Which words would you stress in line (i) of the poem and why? (2 marks)
- ii) How has rhythm been achieved in this poem? (4 marks)
- iii) What tone of voice would be appropriate in recitation of this poem? (2 marks)
- iv) How would you say the last line of this poem? (1 mark)

b) Provide a word which sounds the same as each of the following: (4 marks)

- i) Face
- ii) Though
- iii) Dam
- iv) Prophet

c) Indicate whether the following have a rising or falling intonation. (3 marks)

- i) What a wonderful watch you have!
- ii) Hand in your answer sheets now.
- iii) Can I assist you?

d) You are expected to address an assembly of noisy students. How would you ensure that they listen to you? (4 marks)

e) Read the following telephone conversation and answer the questions that follow:

**RECEPTIONIST:** Good morning, this is Chase Construction Company. What can I do for you?

**CALLER:** What is your name and who are you in that company?

**RECEPTIONIST:** I am Agnes and I am the receptionist. May I .....

**CALLER:** If so, you may not be of any help. I want to speak to the boss.

**RECEPTIONIST:** Excuse me, who specifically do you want to speak to yet you have not told me your name?

**CALLER:** They call me DJ Karos or Man P, the king of.....

**RECEPTIONIST:** Sorry for interruption DJ, you have not given the name of the officer you want to speak to.

**CALLER:** Oh! It is the man who issues works.

**RECEPTIONIST:** I do not understand you.

: Come on! Do not tell me you do not know the human officer.

**RECEPTIONIST:** Do you mind holding on as I put you through to the Human Resource Officer?

**CALLER:** You guys advertised works in the papers which I realized I can manage but.....

**OFFICER:** Sorry sir, have you applied for the job?

**CALLER:** How did you expect me to know that? Am I an angel?

**OFFICER:** Sorry for inconvenience.

**CALLER:** You are not sorry; give me this work right away.

- i) Identify ways in which telephone etiquette has been flouted in this conversation. (6 marks)
- ii) How has the receptionist demonstrated effective conversational skills? (4 marks)

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 4**

101/2

## **ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

#### **FOR EXAMINER'S USE ONLY**

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



**QUESTION 1: COMPREHENSION.****(20MKS)****Read the following passage and then answer the questions that follow.**

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in 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 — stopdriving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO<sub>2</sub> pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

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

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible calamity, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO<sub>2</sub> we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

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

- a) According to the passage, what are the effects of global warming? **(4 marks)**
- b) What, according to the passage, is the main cause of global warming? **(3 marks)**
- c) How does Britain encourage people to use renewable electricity? **(3 marks)**
- d) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, ‘Why should I bother to cut down my driving?’ **(4 marks)**
- e) What message does the writer communicate in this passage? **(2 marks)**
- f) Explain the meaning of the following words and expression as used in the passage. **(4 marks)**
  - (i) fob off
  - (ii) incentive
  - (iii) calamity

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

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

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

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

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

**Harvester:** (Turning pages of his note book) But that is only one of the allegations, there are many more, including drug trafficking, grabbing of public land, **inflation** of the cost of municipal projects, use of proxies to secure municipal tenders, undertaking shoddy public

works, murder and gang warfare. The information is very detailed on the people and companies involved .

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

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

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

**Bembe:** This might be our worst nightmare!

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

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

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

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

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

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

## QUESTIONS

- a)What is Seymour referring to at the beginning of the excerpt ? (2mks)
- 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 .....

### **QUESTION 3: LITERARY APPRECIATED.**

(20MKS)

**03. Read the poem below and then answer the questions that follow.**

**No coffin, no grave** by fared 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:
- (i) who could signal yellow (2 marks)
- (ii) submarine of the Third World War
- (f) How else can people bring change in society without assassinating politicians? (2mks)
- (g) Explain the meaning of the following word as used in the poem
- i. Anchored (1mk)
- ii. Brood (1mk)

### **QUESTION 4: GRAMMAR** (15 MARKS)

A. Complete the following sentences by choosing the appropriate expressions to fill the gaps.  
 (3mks)

- (a) Although Nduati is a great friend of mine. I \_\_\_\_\_ him on a few  
 important issues. (differ to, differ with)

(b) As good citizens, we must all pay our taxes \_\_\_\_\_ the policy. (in accordance to, in accordance with)

(c) She chose her career \_\_\_\_\_ (independent of, independent to )

B. **Rewrite the sentences below according to the instructions given after each.** (3mks)

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

(Begin: Under no circumstances .....)

b) Strangers should not be allowed into the compound without the security officer's permission.

(Begin: On no account.....)

c) The plane had just taken off when one of the passengers began to scream.

(Begin: Scarcely .....)

C. **Rewrite the following sentences avoiding repetition.** (3mks)

(a) 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.

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

(c) Help yourself to some oranges. These oranges are sweet but those oranges are sweeter.

D. **Combine each of the following pairs of sentences into one sentence by making one of them a relative clause.**

a) Naliaka joined our school this term. She is very good at grammar.

b) The elephant is a very big animal. It is also very strong.

c) 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.** (3mks)

a) They aren't serious.

b) He bought a new house last month.

c) They won't shut up.

d) Let us go.

e) He hasn't been here before.

f) You live in an apartment.

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 4**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	

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

(a) Write a composition ending with the following words

-----since that day, I have always promised myself to remain focused in my studies.

**OR**

(b) Write a composition explaining what Kenyan youths can do to help in the fight against corruption.

**2. (COMPULSORY) 20 MARKS**

*Seeking revenge results in more pain.* Using illustrations from Paul B. Vitta's novel, "Fathers of Nations", show the validity of the statement. **(20 Marks)**

**3. EITHER**

**(a) The short story ( a silent song and other stories)**

Some cultural practices do not add value hence should be done away with. Show the truth in this statement basing your illustrations from Eric Ng'anyo's Ivory Bangles..

**OR**

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

**(20 Marks)**

War has a way of affecting not only property but also 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 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 5**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

**QUESTION**

1. You are the Public Health Officer of Kibera Sub-county Hospital. There is an outbreak of cholera in the sub-county. The county cabinet secretary of health, Mr Isaboke Micah has requested you together with the members of the Hospital's public Health Committee, to carry out an investigation and present a report to him. Write a report you would present. (20mks)

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

To rank or not rank? This is the (1) \_\_\_\_\_ that greeted the (2) \_\_\_\_\_ on ranking of schools and students based on their performance in national examinations. (3) \_\_\_\_\_ and cons on the decision by the government. (4) \_\_\_\_\_ been put forth with education officials giving varied (5) \_\_\_\_\_ (6) \_\_\_\_\_ the debate on the issue is gradually being relegated to the periphery, it is (7) \_\_\_\_\_ from being conducive. It is (8) \_\_\_\_\_ that scholars and education experts, (9) \_\_\_\_\_ should be the guiding lights by providing enlightened (10) \_\_\_\_\_ have been conspicuous in their silence on this burning issue. (Saturday Nation Newspaper 4/4/2015)

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

**SUNSET**

The sun spun like  
a tossed coin  
it whirled on the azure sky,  
it clattered into the horizon,  
it clicked in the slot,  
and neon lights popped,  
and blinked 'time expired'  
as on a parking meter.

(Oswald Mbusiyeni: mtshaki)

- i) Describe the rhyme scheme of the poem (2 marks)
- ii) How would you say the last line of this poem (2 marks)
- iii) State any two onomatopoeic words in the poem. (2 marks)
- iv) Identify any other sound pattern used in the poem. (1 mark)

- v) State and illustrate three non-verbal cues that you would use to make the recitation of the above poem interesting. (3 marks)
- b) You are a radio presenter with Classic FM and you are scheduled to interview the Deputy President about terrorism and piracy in Kenya.
- i) What preparations would you carry out before the interview. (3 marks)
- ii) What strategies would you employ during the interview? (3 marks)

(c) Study the proverb below.

“Haraka haraka haina Baraka.”

- i) Translate the proverb into English. (1 mark)
- ii) Comment on the various sound dynamics in the proverb. (2 marks)
- iii) Explain the meaning of the proverb. (2 marks)
- iv) Give an example of a proverb that is similar in meaning to the one above (1 mk)
- v) Give two characteristic of proverbs. (2 marks)

d) *The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means.* (3 marks)

- i) Tony hit Sue today
- ii) Tony hit sue today.
- iii) Tony hit sue today

e) *In each of the following groups of words, one of the underlined is different from the rest.*

*Identify the word with the different sound.* (3 marks)

- i) Chasm Chic Choir
- ii) Exercise Equity Example.
- iii) Gigolo Genre Gene.

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 5**

101/2

**ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

**FOR EXAMINER'S USE ONLY**

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

**Read the following passage and then answer the questions that follow (20mks)**

Government housing policy should deliberately promote affordable housing to avoid mushrooming of slums and create decent accommodation for lower and medium income households.

Housing still remains unaffordable for the majority of Kenyans because of an insensitive housing policy and declining incomes.

The government's lip-service regarding affordable housing means that a majority of Kenyans especially those residing in Nairobi continue to wallow in housing poverty having only slums as their accommodation.

As a matter of facts, very few estates in Nairobi can escape the UN definition of a slum. This is because they lack the essential facilities that are deemed to provide decent accommodation.

It is not uncommon to find a household made up of six adults staying in a one-roomed house. This invades personal space, reduces creativity and makes life just mere survival. Residents are normally pre-occupied with survival instead of building the nation.

Several factors combine to create this housing crunch. These include salaries and wages that have not kept pace with housing costs.

Many employers do not factor the cost of housing in their compensation packages. Pushed by tough economic times and the profit maximization motive, many employers are happy to give a consolidated pay. It is up to the employees to allocate their income to get decent accommodation.

Also most jobs are low paying. Statistics shows that a majority of Kenyans earn less than 10,000 per month.

This small sum is meant to meet accommodation needs, beside other equally important family obligation. With poor wages, most people cannot afford decent accommodation.

Since housing for lower and middle-income groups does not offer good returns, investment in this sector is diminishing by the day. The return here is way below what developers get in up market housing.

With the economy now registering 4.3 percent growth there are high hopes that there will be a huge demand for housing.

According to international practice, housing is considered "affordable" if it costs no more than 30 per cent of the monthly household income for rent and utilities. If your household Income is Ksh 10,000 per month, you should pay more than Ksh 3000 monthly for your rent and utilities.

That is why affordable housing is an indispensable proposition in Kenya today. Affordable housing is a concept that can serve Kenya well and offer a solution to the social –economic development of lower and middle – income households.

Affordable housing should serve young families, a stable place to get back to after a hard day building the nation.

It. Is a cost-effective living situation for persons with special needs.

Affordable housing developments normally meet local building standards and designs requirements.

Professional on-site resident management includes stringent tenant selection and quick responses to maintenance requirements.

In other developed economies. Private developers, mostly non-profit co-operative societies, develop affordable housing using a combination of rental income, private funding and government subsidies.

Over the past decade, it has become increasingly clear that partnerships among local government, non-profit housing developers, community leaders and private financial institutions can create attractive and affordable housing that not only serve residents, but is an asset to the broader community,

The benefits that accrue from affordable housing are immense. It provides housing for the local workforce, especially lower wage earners, besides revitalizing distressed,

Affordable housing is also used to direct economic benefits to the local community, e.g. increased jobs, reduced traffic and better air quality.

It is upon the government to come up with policies which promote partnerships with the private sector to ensure affordable housing for all Kenyans

### **QUESTIONS**

a) Why should the government housing policy promote affordable housing? (2mks)

b) Show why the housing has remained out of reach to many Kenyans. (2mks)

c) Residents are normally pre-occupied with survival instead of building the nation.

(Begin; Instead..... (1mk)

d) What are the repercussions of congestion? (3mks)

e) With poor wages most people cannot afford decent accommodation.(add a question tag).

(1mk)

f) When is housing considered affordable? (1mk)

g) Give the antonyms of the following words. (2mks)

i) Promote

ii) Asset

h) State three expectations that could be achieved from affordable housing?(3mks)

i) Give the meaning of the following words and phrases as used in the passage. (5mks)

i)mushrooming-

ii) Lip-service-

iii) wallow-

iv) Considerated pay-

v) indispensable-

**QUESTION 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)**
10. Explain the meaning of the following words as used in the excerpt. **(4mks)**
  - a. outstanding
  - b. innovators
  - c regenerating
  - d. incredible

### **Question 3 ; POETRY**

**Read The Following Poem And Then Answer The Questions That Follow**

**(20MKS)**

The light of the whole being,  
The illuminator of my very self,  
In your presence darkness exists no longer,  
You make me feel bright and shining all over,  
Oh! My moon.

My moon is still not yet fully full,  
My moon is three-quarter full,  
Still becoming what it will be,  
But the brightness of my moon surpasses all other moons,  
Oh! My moon.

My moon is uncomparable,  
My moon has possession of the natural beauty,  
The sight of my moon makes hearts stop a beat or melts hearts'  
The smile of my moon makes the whole of my being hot and boiling,  
Oh! My moon.

My moon when will you become a full moon?

I have waited long enough and my patience is fading away,

I may end up devouring my moon before it is fully ripe,

My moon my moon without you then I am not;

Oh! My moon

From when I wake I think only of you my moon,

At noon you are still dwelling in my mind,

In the evening I die just to see you,

And in the dark night I am restless and sleep never comes,

Oh! My moon.

By NYagilo. C

### **POETRY (20MKS)**

#### **QUESTIONS**

- a) I) classify the poem. (2mks)  
II) What does the term moon refer to. (1mk)
- b) What do you think the persona means when he says that his moon three quarters full? (1mk)
- c) Give the character traits of the persona. (4mks)
- d) Identify any other words the poet uses to refer to the moon? (2mks)
- e) State how the moon affects the persona's mind at different times. (4mks)
- f) Which aspects of style has the poet employed? (4mks)
- g) Give the meaning of the following words as used in the poem. (2mks)
  - I) Devouring
  - II) Surpasses

### **4. GRAMMAR**

**Answer all questions in this section.** (6mks)

- (A) Rewrite the following sentences according to the instructions given after each. Do not change the meaning any more than is necessary.
- a) The lady has screamed. This could cause a cobra attack. (Rewrite beginning with If.....)
  - b) The child hoped that he would take after his father when he grew up. ( Replace the phrasal verb with one word.)
  - c) The tide was strong and fierce, frightening most people. (Use a participle phrase).
  - d) Eagles flew on. John run after them. (combine the two sentences placing the comma in its rightful position)
  - e) My mother worked so hard! (rewrite using inversion)



f) My uncle..... the job reluctantly. (ectadep) (Rearrange the letters to make a word to fill in the blank space.)

(B) Use correct form of the word given in brackets. ( $2\frac{1}{2}$ mks)

- I.Few (know, knows) about the state of Kenya teachers.
- II.Is it possible that anyone (is, are) so silly to worry.
- III.Someone (make, makes) a .noise downstairs.
- IV.Neither of the two cats (like, likes) Mr. Otiende.
- V.It seemed (like, as if) night came quickly.

(C) Correct the errors in the following sentences.(4mks)

- 1. My mother took Mary and I to see our cousin.
- 2. Us believe that everyone should explore nature.
- 3. The story had a strange effect on the listeners.
- 4. The poem was more funnier than the one we read last week.

(D) Use the words given to complete the sentences below. ( $1\frac{1}{2}$ )

Effective, effectiveness, ineffective.

- i) The fever remained because the medicine was .....
- ii) She learned her lessons well because her method of studying was .....
- iii) The .....of the play was proved by audience's enthusiastic approach.

(E) Replace the underlined words with one word. (1mk)

- i) Her handwriting was extremely careful.
- ii) The yellow star made her very visible.

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**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 5**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your essay must not exceed 450 words

**FOR EXAMINER'S USE ONLY**

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	20	
3	20	
	<b>TOTAL SCORE</b>	

**QUESTIONS****1. Imaginative composition (Compulsory)****Either**

a) Write a composition ending with the following: **(20Marks)**

.....'Given another chance, I would have done things differently.'

**Or**

b) Write an interesting composition with the following words;

Police, Friends, Court and Jail. **(20Marks)**

**2. Write a composition on the following statements.**

Technology advancement has impacted negatively on the society, especially the youth  
**(20Marks)**

**3. 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)****

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 6**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

**1. FUNCTIONAL WRITING**

Imagine you are the secretary of young leaders club in your school. The chairperson has asked you to send out a notice of the Annual General Meeting. During the meeting the following issues would be discussed: recruitment of new members, young leader seminar and parliamentary visit.

*a.* Write the notice of this meeting which you would send to the members of the drama club.

**(12mks)**

*b.* Write the agenda that you would attach to the notice

**(8mks)**

**2. Read the following passage and fill in the blank space with the most appropriate word**

One of the challenges(1).....the country today is Youth unemployment. Related to this is lack of patriotism and sense of(2).....A number of interventions have been rolled to tackle(3) .....challenges. That youth issues are(4)....., they deserve a ministry, not just a(5)..... Among the notable programmes by the ministry was the creation(6)..... Youth fund, whose objective is to(7) .....money to young people to venture into business.(8) .....it is too early to assess its impact, the intention was noble. Following this,(9).....government now wants to re- introduce a company paramilitary training programme for school leaders(10).....the National Youth Service

**3. a. ORAL SKILLS.**

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

**A Greedy Old man and the sausage**

Once upon a time, there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother – in law, he found that she had been roasting some meat, among which was delicious looking sausage and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage but the old man didn't know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children's health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke from the quiver and asked the old man:“

**“Paker, how come the quiver is smoking?” the man answered, (“ it’s some naughty fire stick with a soft head that smokes whenever it comes into contact with soft wood and the arrow.”) The woman kept quiet and got up to escort her guest.**

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out, tiak! Together with the stolen sausage. The lady who was walking closely behind exclaimed: ‘see, had I not known it! Then the old man fearing that his sausage might be eaten, shouted, “Oh, my Paker, please do not eat it!”’

So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs and there ends my story.

### Questions

- i. State two things a narrator would do to draw the audience’s attention to the beginning of the story **3mks**
- ii. Describe how a narrator would perform line 5-7(in bold) of the second paragraph **3mks**
- iii. Explain three ways in which the audience can indicate active listening in the performance of this narrative **3mks**
- iv. Apart from using the ending formula, how else would a narrator signal to the audience the ending of his story?

***b. Paying attention to the vowel sound in each of the following words, pick the odd one out***

***4mks***

- |           |        |       |
|-----------|--------|-------|
| i. Ship   | sleep  | sheep |
| ii. pull  | pool   | book  |
| iii. bark | park   | buck  |
| iv. might | height | mice  |

***c. Underline the silent letter in each of the following words*** **3mks**

- i. Suicidal
- ii. Seventy
- iii. Greenwich

d. i. Koech was part of the audience listening to a speech delivered by the Director of Youth Affairs on how to empower the youth. After the speech, the director asked them questions on the key issues which featured in the speech. Koech could not remember much. What do you think he failed to do during the speech? **3mks**

ii. During the presentation, the Director of Youth Affairs was interrupted severally by some members of the audience. Give three reasons why this happened. **3mks**

e. Read the following telephone conversation and then answer the questions that follow.

(Phone rings in Mr. Tumbo's office)

**Secretary:** (*picking up*) Yes?

**Omari:** Can I speak to Mr. Tumbo.....

**Secretary:** (*interrupting*) I can't hear what you are saying. Speak up!

**Omari:** Is Mr Tumbo in the office? I need to speak with him urgently.

**Secretary:** Who are you and what do you want from him?

**Omari:** It is a personal matter, madam. Is he in or not?

**Secretary:** If it is personal, you should go and see him at home. If you want to speak to him, you must tell me what you want.

**Omari:** Please tell him Omari Juma called. He can call me back on 07.....

**Secretary:** (*interrupting*) He is not here and I cannot memorize numbers. I have a lot of work. Call later. (*bangs down the phone*)

### Questions

i. Explain the shortcomings of the secretary's telephone etiquette **4mks**

ii. Suggest specific illustrations of politeness and explain where the secretary should have used them **3mks**

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 6**

101/2

**ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

**FOR EXAMINER'S USE ONLY**

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



**1. COMPREHENSION 20 MARKS**

***Read the following passage and answer the questions that follow:***

**PRESERVING OUR CULTURE**

The night sky light up in a sea of beautiful bright colours, adding to the glamour of the stars. Fireworks explode in unique pattern complementing the nightscape. The sound of drums and songs **reverberate** in the air. Food is available in plenty. Once again people have gathered at a popular hotel to celebrate their ‘cultural night’

Many Kenyans are now reaching out to their roots, determined to salvage some ways that face **onslaught** by Western culture. They are not ashamed to let their children savour the taste of language once considered **Archaic** and **primitive**.

In the recent past, we have seen the emergency of minority groups-marginalized in the face of rapid social and political change- demanding their right to recognition and existence. The Njemps, Ogiek and El molo are but a few of them.

The situation is not unique to Kenya alone. The Maoris of New Zealand and Aborigines of Australia are successfully fighting the battle for recognition. And they are winning  
Aboriginal history, culture and language is researched and it is taught up to university level. Australian Aborigines are proud to be themselves after years of living in shame of who they are, their cultural identity.

In New Zealand, both European and Maoris are encouraged to study Maori language and government has sponsored numerous projects to conserve Maori culture. Every function, national or international, is opened with a Maori song or Maori translation. The government has **embraced** the Maori culture, giving it a unique identity envied by other countries.

Africans in the **Diaspora** too are retracing their roots. In the Caribbean, for instance black people are dropping names of their colonizers for African names and having their children taught dialects from the mother continent. In the USA, African-Americans hold a culture event annually to celebrate their Africanness.

Back home, Language schools exist, most of them church sponsored. Maseno University has begun courses on language in its environs. The National Museum of Kenya has also **spearheaded** the preservation of Kenya’s rich and diverse culture. The other avenues through which this revival is taking place are the electronic media with the FM stations broadcasting in local languages gaining popularity.

Foreign missions in Kenya have set up cultural centres, which stock literature on their history, show films, arts, theatre, music architecture and language. Such ventures not only earn their country income but also go a long way to internationalizing their culture.

Unfortunately, Kenya has no cultural centre abroad. Instead, cultural exchange programmes have been the channel through which the missions raise awareness of Kenyan culture. Methods of raising awareness have been through group performance for audience, exhibition and display of carvings, posters and paintings.

Public institutions that were established to promote the cultural beauty in the country are under-utilised. Bomas of Kenya, for instance, is visited more by primary school parties than adults. The once prestigious Kenya national Theatre has no different story. The effect is a diluted performance, lacking in the aesthetic quality found in authentic performances

Whereas the initiative among private entrepreneurs exists, their promotion is either limited or commercially based.

It is no secret that culture nights' are purely to make a profit in the face of a declining tourism industry. This should also serve as a wake –up call to Kenyans to engage in domestic tourism and see how rich our **heritage** is. Imagine how ashamed you feel when a foreigner explains the marvels of your country to you- and you are totally ignorant of the facts. For example, do you understand the significance of the traditional prayers during the official opening of parliament?

Whereas we have westernized our dress, eating habits, Language and even walking, there are individuals still determined to conserve our culture.

It is a pity, however, that the culture nights are held in expensive hotels – way beyond the reach of the common man.

Government support, unlike in New Zealand and Australia, is not sufficient. The ministry of Gender, Culture, Sport and social services should liaise with other ministries to ensure there is a national policy and action plan that not only promote culture, but makes every Kenyan proud of who he or she is.

All the same we will not belittle the efforts made by many Kenyans who **cherish** their culture. A person without culture, we know, is like a tree that has been uprooted. It is culture that differentiates us from the rest of creation. It gives us identity and a sense of where we are going.

### **QUESTIONS:**

1. What do many people consider as culture according to this passage? [2mks]
2. Give **two** reasons why people are going back to their roots? [2mks]
2. Explain **three** ways in which the governments of New Zealand and Australia have promoted indigenous cultures ( 3mks)
4. Write a sentence contrasting the approaches used by Kenyan mission abroad and the foreign mission in Kenya in promoting their culture [1mk]
5. What does the writer mean by: [2mks]
  - i).....adding to the glamour of the stars
  - ii).....and you were totally ignorant of the fact
6. What are the dangers of “**commercializing**” culture according to the passage [2mks]
7. “Cultural night” promotes cultural identity and recognition; do you support this statement? Explain your answer [2 mks]
8. What evidence portrays the author’s hope of preserving culture against all odds [2 mks]

9. Explain the meaning of the following words and phrases as used in the passage. [4 mks]

- i) Heritage.....
- ii) Diaspora.....
- iii) Reverberate.....
- iv) Authentic .....

### 3. EXCERPT 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, Me just sent a text message on some social media and it spread like wild bush fire and do you I know almost died? During that time I accidentally swallowed a whole toothpick!

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

Basdeo: (To Mayor) The way I see it, that App will be a people's platform! And it will have **far-reaching implications** whether you launch it or not.

Mossi: (Casting a stern look at Mr. Basdeo) I need time to think about it. I will launch it at my own convenient time. (Turning to Nicole and the Principal) There are no two ways for now. **Halt** any activities regarding that thing until my office gives further guidance. (Ramdaye nods in approval. Other guests exchange knowing glances in silence)

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

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

Mossi: (Looking at the Principal) The President?

Narine: Yes, Sir.

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

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

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

Pirro: I think that is beyond their powers, Your Worship.

Mossi; (Looking at Mr. Pirro) This thing we are talking about is a school project under their control! (Turning to face the principal) It is, therefore, within your powers to find a way around it. You are at the centre of it! Figure out a way, like writing to the Ministry of Education indicating that there are some fundamental errors in it that you need to attend get what I mean?

Nicole: I am afraid, Your Worship, the assessment of the innovations was done by senior officers at the Ministry of Education. Experienced software engineers Were involved. It passed all the tests, and no errors were found

### QUESTIONS

- a) Place this excerpt in its immediate context. (4 marks)
- b) Why is Mayor Mossi adamant to launch the App? (2 marks)
- c) From elsewhere in the play, what is the name of the App and how is it a people's platform? (2mks)
- d) Give reasons App is error **proof**. (4 mks)
- e) Think about it: (Rewrite using the question tag.) (1mk)
- f) Identify and explain any two stylistic devices used in the excerpt. (4 mks)
- g) From your knowledge of the text, identify four allegations against municipal leaders as uploaded on the APP. (4mks)
- h) Explain the meaning of the following expressions as used in the excerpt. (4 mks)
- i. Far-reaching

Implications .....

ii. Halt .....

iii. Kept us in the dark.....

iv. Figure out a way.....

### 4. ORAL LITERATURE 20 MARKS

Read the narrative below and answer the questions.

Once upon a time, there lived a boy called Nzoko. He liked two things more than anything else: the forest and music. Scarcely did a moment pass before he sang or quietly whistled a little tune to himself.

The boy's father kept goats, and when Nzoko returned from school, he always took them out to graze in the forest. Once there, he would begin singing, first repeating all the songs he knew and then trying out a few new ones. The murmuring of the river, the rustle of the wind in the trees, even the hum of the bumble bees, all made little tunes for him. One day, he cut a short piece of wood from a willow trees, whittled it down, pierced holes into it and made a flute. On his flute, the tunes sounded lovelier than ever before.

One warm day, Nzoko heard something moving in the bushes around him. On looking up, and to his amazement, he saw a little fairy man. "Do you know what I have come for? The fairy asked. "No", I'm ... I'm ve...ry so..rry but don't," answered the boy.

"Well," the fairy said, "the spirits of the forest have been long listening to your flute and they are convinced only the fairy piper can play as well as you do. So I have come to hear for myself and I will reward you well if you impress me too."

Nzoko did not need telling twice. He was quite at ease with the little man now, and he began to play music so sweet that it entranced the fairy, making him stay on until the moon rose over the distant

hills. Before leaving, he asked Nzoko what reward he desired most. "The fairy fiddle, please. For I have heard it said that it is the finest in the whole wide world," the boy replied expectantly.

"The fairy fiddle!" exclaimed the fairy, greatly astonished. "That is the most precious gift, and only the one who fulfils these three conditions will obtain it. Now listen carefully, Nzoko: your playing must be so enchanting that it will charm the birds into stopping their own music to listen; your music must make animals stop their fighting and finally, your tunes must heal the sick. Take this ring, and when you have worked hard enough, and only then, turn it and it will bring you the fairy fiddle," the fairy said and then vanished.

In the following days, Nzoko played every song over and over, trying to make each better and better. He tried to silence the music of a blackbird with his own but to no avail. However, he didn't give up and one sunny afternoon, there suddenly gathered a wide circle of birds: robins and wrens, finches and blackbirds, cuckoos and wagtails. And they listened. Could this be the first condition fulfilled?

Several days later, he heard a great din coming from a farm. On checking, he saw a fox running after cackling hens, wanting to make them into a meal. Without realizing it, Nzoko started playing his flute loudly and as if by magic, the fox melted away. Thus, the second condition was fulfilled.

On yet another day, as he drove the goats' home, he heard a child cry weakly in agony. He peeped through the window of the cottage and saw a little girl lying in bed, pale and worn. The mother must have gone to look for herbs. Nzoko's eyes welled with tears, and as if driven by some force beyond him, he started playing a merry tune on his flute, then a merrier one still. And, slowly, very slowly, colour began to creep back into the girls face and after a little while she asked for food. The third and last condition fulfilled?

Nzoko leapt for joy and turned the ring, and there, right there in front of him, was the most wonderful fiddle there ever was.

- (a) With reasons classify the narrative above. (2 mks)
- (b) From the second paragraph, what inspired Nzoko to create new tunes? (2 marks)
- (c) Why do you think the boy's reply to the fairy is broken with dots? (2 marks)
- (d) With illustrations identify three features that qualifies the above to be an oral narrative (6mks)
- (e) Give **two** reasons why you think the fairy set conditions for Nzoko before he could get the fairy fiddle. (2mks)
- (f) With an illustration, describe any **one** character traits of Nzoko. (2 marks)
- (g) What can we learn about the values of this community? (2 mks)
- (h) Identify and illustrate one economic activity from the above narrative. (2mks)

**5. GRAMMAR****A. Rewrite the following sentences as instructed.**

- i. The photographs will be taken at the venue of the wedding. The photographs will be taken in a reputable studio. (Combine into one sentence using 'either .....or,,,,') (1 mk)
- ii. Neither the children nor the peasant .....allowed to go to the hall yesterday.  
(Rewrite filling the blank with an appropriate auxiliary verb). (1 mk)
- iii. The farmer's cow gives twenty-five kilos of milk every day. He feeds and waters it very well.  
(Combine using the present participle). (1 mk)

**B. Underline the gerund in the following sentence.**

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

**C. Replace the underlined word with a phrasal verb.**

- i. It is not good to despise other people. (1 mk)
- ii. I am currently living with my brother in Karen. (1 mk)
- iii. The principal was annoyed with the three boys. (1 mk)

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

- (i) There are situations of which you need to act with speed or else the consequences will catch up with you. (1 mk)
- (ii) She likes football as it is more superior than hockey. (1 mk)

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

- (i) He was charged .....forging property inheritance document. (1 mk)
- (ii) Kamau deals .....groceries. (1 mk)

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

"Did you see the girls with a telescope?" (2mks)

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

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

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 6**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	



**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.”

**(20marks)****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. The Optional Set Texts; 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 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 7**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

1. Imagine you are the secretary of your school's journalism club. Recently you held a meeting whose agenda included revamping the club, starting a school magazine, starting and interclass writing competition to nurture writing talent. Two issues from the previous meeting were raised. During the meeting, the treasurer and another member sent their apologies while two members failed to turn up without any explanation. The club patron was present during the meeting. Write down the minutes you took during the meeting. **(20 marks)**

2. Fill in the blanks spaces in the passage below with an appropriate word. **(10 marks)**

Probably no type of test question (i) ..... students so much as an essay question. Usually they fear being (ii) ..... with questions that demand somewhat lengthy answers (iii) ..... intelligible prose. Essay questions (iv) ..... are necessary because they test for the type (v) ..... information that objective questions tend to ignore. (vi) ..... essay questions enables the tester to determine a student's ability to put facts into perspective and to draw subjective conclusions. You should (vii) ..... an essay with the same care as you would any formal written (viii) ..... A careful reading of the question is indispensable. You must determine (ix) ..... what it is the question seeks to discover. It is also good practice to sketch out an (x) ..... before you begin.

3. ORAL SKILLS

**(30 marks)**

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

**Do not stand at my grave and weep**

Do not stand at my grave and weep,

I am not there, I do not sleep.

I am in a thousand winds that blow,

I am the softly falling snow.

I am the gentle showers of rain,

I am the fields of ripening grain.

I am in the morning hush,

I am in the graceful rush

Of beautiful birds in circling flight,

I am the starshine of the night.

I am in the flowers that bloom,

I am in a quiet room.  
 I am in the birds that sing,  
 I am in each lovely thing.  
 Do not stand at my grave and cry,  
 I am not there. I do not die  
 (by *Mary Elizabeth Frye*)

i). Describe the **rhyme scheme** of this poem. (2 marks)

ii). Identify any **two** sound patterns used in the poem above. (2 marks)

iii). How would you perform the last line of the poem? (3 marks)

iv). Which words would you stress in the first line? (2 marks)

(b) Your school is participating in a debate on the motion, “Technology has brought more harm than good.” How would your listeners lead to your failure in presentation? (4 marks)

(c) State whether the following sentences would be said in a falling or raising intonation? (3 marks)

i). Will you take tea or coffee today?

ii). He who laughs last laughs the longest

iii). You don’t have to leave immediately, do you?

(d) Underline the **silent letter** in each of the following words. (3 marks)

i. parliament

ii. debris

iii. subtle

(e) Complete the list below by providing another word pronounced in the same way as the ones below. (3 marks)

prays                  praise                  .....

bight                  byte                  .....

sees                  seas                  .....

(f) You recently attended an interview at Upendo Supermarket for the position of an accounts clerk. Unfortunately, you were not successful. What would have led to your failure? (4 marks)

(g) You have just witnessed an accident. A matatu rammed into a stationary tractor. Many passengers have been seriously injured. The driver has requested you to call Kona Mbaya Police station and inform them about the accident.

***Complete the following telephone conversation between you and the police officer on duty.***

**(4 marks)**

**You:**..... **(1 mark)**

**Police officer:** Yes. This is Kona Mbaya Police Station. Constable Kiraka speaking. Can I help you?

**You:** Yes, please. There has been a terrible accident.

**Police officer:** May I know who is calling please?

**You:**..... **(1 mark)**

**Police officer:** Where has the accident taken place?

**You:** Along Kona Mbaya- Majengo road.

**Police officer:** What happened?

**You:**.....**(1 mark)**

**Police officer:** Really! Are there any casualties?

**You:**..... **(1 mark)**

**Police officer:** Don't worry; we will be there as soon as possible. Meanwhile call the ambulance and alert Kona Mbaya hospital to be ready for casualties. Thank you **very** much Mr. Tumbo Mali for calling.

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 7**

101/2

## **ENGLISH**

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

TIME: 2½ HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

#### **FOR EXAMINER'S USE ONLY**

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

**QUESTION 1****(20mks)**

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

Cities and towns are experiencing massive population growth the world over receiving huge numbers of migrants ever year.

In 1950, urban population accounted for only 29 percent of the world population, according to the United Nations Educational Scientific and Cultural Organization (UNESCO). At the turn of the century, the figure had risen to 45percent. This was enough to declare the Twentieth Century the century of urbanization and city life. Now the figure is projected to hit 70 percent by 2025.

In Africa, urbanization is most intense in Algeria, Tunisia and South Africa, which have more than 50 percent of their population living in urban areas. Generally, cities in the developing world are growing at a rate of 3.5 per cent per annum.

These figures indicate that there is a continuous massive movement of people from rural to urban areas worldwide. Driven by the desire for better living conditions, they flock to cities in droves in search of greener pastures. But, slowly the **illusion** disappears, and is replaced by harsh realities of urbanism: unemployment or underemployment, crime, poverty, hunger and life in the slums.

To cope with this fast – moving wave of rural flight requires new strategies for urban planning and the use of urban spaces. Thus urban planners, policymakers and governments seek **pragmatic** and timely ways of addressing this challenge. The process of urbanization transforms land use and farming systems, patterns of labour force participation, infrastructural requirements, and natural resource systems. When cities grow, their population expands, putting a strain on food production.

As a way of easing the food shortage, many urban households, particularly the poor, have taken to growing food on small plots. Today, if you take a walk through some of the residential estates in Nairobi such as Ngara, Eastleigh and Buru Buru, you might be forgiven for thinking that a green revolution is under way. And on the outskirts of the city, green – houses and ponds compete for space with small gardens planted with flowers, vegetables and fruits. Banana plants and palm trees dwarf wrought – iron gates, their green dotting the skyline, Kale, cabbage and maize gardens sprout in the middle of urban squalor. In this unusual rare blend, urban features and rural agrarian patterns are combined in a new form of settlement and one might call ‘garden cities.’

Although it is often not given much attention, urban agriculture is steadily increasing. The practice involves cultivating, processing and distributing food in and around a town or city. It also encompasses an array of activities including horticulture, aquaculture, animal husbandry and bee keeping.

- a) What are the challenges facing major cities and towns **(2mks)**
- b) What does the mention of 70% by 2025 reveal? **(2mks)**
- c) What do we learn about urbanization in Africa from the passage **(2 mks)**
- d) Mention the reason for rural to urban migration **(2mks)**
- e) How are urban households easing the problems of food shortage? **(3 mks)**

- f) What is meant by the term ‘garden city?’ (1mk)
- g) In note form, list the influences of urbanization (4 mks)
- h) Urban populations accounted for only 29% of the world population (1 mks)  
(Rewrite the statement adding a question tag)
- i) Explain the meaning of the following words as used in the passage (3 mks)
- iv) Illusion
- v) Pragmatic
- vi) Squalor

## **QUESTION 2: THE COMPULSORY SET TEXT (25 MARKS)**

**Mossi:** Municipal fund? How?

**Seymour:** We just need to do some reallocation of budget line items.

**Ted:** I agree. We must set aside some money to take care of investigators, lawyers, prosecutors and judges if things go wrong.

**Seymour:** You see, the waste disposal system in our town is in a terrible state. There is garbage all over the place and the drains are broken. As we speak, it is a serious health hazard. We can justify reallocation of funds on the need to address this problem. In reality, we will use some of the funds to **fight off** cases that are without a doubt coming.

**Mossi:** (*Surprised and in disbelief*) What?

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

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

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

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

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

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

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

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

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

**Seymour:** Which demands?

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

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

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

- (a) Where does this conversation take place and what happens before it? **(3 marks)**
- (b) Basing on the events that happen earlier in the play, explain the cause of the conflict in this excerpt **(3 marks)**
- (c) Identify and illustrate one theme brought out in the excerpt. **(2 marks)**
- (d) How is Seymour portrayed in the excerpt? Illustrate your answer. **(4 marks)**
- (e) “If you are not careful, I will have you arrested and prosecuted!” From your knowledge of the play, state any **three** accusations for which Seymour can be arrested and prosecuted. **(3 mks)**
- (f) Explain the effect of any **two** stylistic features used in this excerpt. **(4 marks)**
- (g) What is the mood of this excerpt? **(2 marks)**
- (h) “We just need to do some reallocation of budget line items.” *Begin:* What.... **(1 mark)**
- (i) Explain the meaning of the following expressions as used in the excerpt. **(3 marks)**
  - (i) fight off .....
  - (ii) concede .....
  - (iii) pontificating .....

### **QUESTION 3: ORAL LITERATURE (20marks)**

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

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

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

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

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

He had thrown his hind legs so hard that he hit the pot containing the dye. The dye splattered all over the animals on the queue. The cheetah got speckles all over his body, the leopard got spotted and the crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him the whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

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



**QUESTIONS**

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

**QUESTION 4: GRAMMAR (15 mks)**

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

(a) The children welcomed the teachers.

(Begin with: The teachers)

(b) John does not take Lunch. His sister does not take Lunch.

(Begin with: Neither)

(c) Gatwiri asked, "Can we meet here tomorrow morning?"

(Rewrite in direct speech)

(d) This novel is far better than the one I bought last week.

(Rewrite using the word 'superior')

(e) It is not necessary to collect the garbage today.

(Rewrite being: You do not )

*(g) Rewrite the following sentences to correct the errors.*

i. Of the two books, the first is longest

ii. The quarter of the three girls sleeps earlier.

iii. I did not find any fellow colleagues in class when I arrived late.

*(h) Supply the appropriate question tags in the blank spaces in the following sentences.*

IV. We needn't worry about tomorrow,

V. Let me have a taste,

VI. They'll come early in the morning,

*(i) Replace the underlined words with phrasal verbs formed from the words in brackets*

3. Lucy asked Julius not to involve himself with her personal matters. (keep)

4. My mother accidentally met me along Jamhuri highway in the town (run)

*(j) Use the words in bracket in their correct form to replace the underlined words.*

1. The candidate was not popular amongst the electorate. (famous)

2. The vehicle that was moving very fast caused the accident. (speed)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 7**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	

**Q1: Imaginative Essay****(20mk)**

a). Write a story beginning with the following statement, “*Looking up at the sky, I knew everything would be fine.*”

or

b). Write a story illustrating the saying “*Crime does not pay*”

**Q2: Compulsory Text****(20mks)****Paul B. Vitta , Father's of Nations**

Seeking revenge results in more pain. Using illustrations from Fathers of Nations, write an essay to support this statement. ( 20 marks )

**Q3: Essay based on Optional Text**

Answer any one question

**3a) *A Silent Song and Other Stories*: “A Man of Awesome Power” by Naguib Mahfouz (20 mks)**

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

**3b) *Parliament of Owls* by Adipo Sidana**

**(20 mks)**

Misuse of power is a common phenomenon in most African countries. Validate this statement basing your arguments on the play *Parliament of Owls*.

**3c) *Artist of the Floating World* by Kazoo Ishiguro.**

**(20 mks)**

Noriko’s marriage negotiations have been used as a means to reveal Ono’s past. Justify the statement using illustrations from the novel *Artist of the Floating World*.

# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 8**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

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

You have recently read an interesting novel which you feel can be recommended as a class reader for the form two students. Write a book review of that novel.

**2. Read the passage below and fill in the blanks with the most appropriate word. (10mks)**

Addiction is an escape (1).....reality, and different people will find different (2)..... to escape from the real world. They can be addicted to food water, power, work, gambling, sex, love (3) ..... even to destructive relationships. Do these belong in the same category (4)..... alcohol or drugs? And if so, does recovery from those “people addictions” work the same way as with alcohol and drugs?

Addicts look for substitutes, and (5).....reason behind this is always the same: to escape, to close one eye and not to (6).....the facts. By becoming fat, the overeater insulates himself from the world around. It is better to be rejected (7).....the way they look, than for who they are as a person. Thus, being fat becomes a way to avoid the risk of intimacy. There are people who are (8)..... to work. (9).....will go home late, just to avoid interaction with the family. Workaholism is a dysfunctional attempt to earn self – esteem by .....Productive.

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

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

I wonder by the edge  
Of this desolate lake  
Where wind cries in the sledge  
Until the axle break  
That keeps the stars in their round  
And hands hurt in the deep  
The banners of east and west  
And the girdle of light is unbound,  
Your breast will not lie by the breast  
Of your beloved in sleep

*(i) Describe the rhyme scheme of the poem.*

**(2mks)**

*(ii) Identify and illustrate any two sound pattern used in the poem*

**(4mks)**

(iii) How would you say the last two lines of the poem? (2mks)

(iv) Give homophones for the following words used in the poem (2mks)

Wonder –

Break-

(b) *Underline the word that is said differently from the sets of words given below. (4mks)*

(i) Fairy                      ferry                      furry

(ii) Floor                      flower                      flour

(iii) Pear                      pare                      peer

(iv) Canal                      kernel                      colonel

(c) During a presentation you were interrupted severally by some members of the audience. Give three reasons why the audience would do so. (3mks)

(d) Classify the words below according to the pronunciation of sounds /s/ and /z/

See, raise, miser, pieces, waste, days (3mks)

(e) You have been summoned in a court of law after being arrested in a swoop targeting hawkers.

You have been put on your defence (10marks)

**Prosecutor:** is your name James Wambua

**You:** (2marks)

**Prosecutor:** (*addressing the magistrate*) sorry for that mix – up your honour the name is James Wambura not James Wambua.

(*to the defendant*) You are accused of contravening the city by laws CAP 16/2B of the county Government by hawking goods without a license. What is your plea?

**You:** (2marks)

**Prosecutor:** If you were truly coming from school, would you prove to this court that you are really a student?

**You:** (2marks)

**Prosecutor:** (*passing some document to the magistrate*) your honour the document looks genuine and has a school stamp (*To the defendant*) but exactly where were you arrested and what were you doing there at that time?

**You:** (2marks)

**Prosecutor:** (*to the magistrate*) your honour since the accused is a minor, I have no intention of proceeding with the prosecution of this case.

**Magistrate:** alright: case dismissed.

**You:** (2marks)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 8**

101/2

**ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

**FOR EXAMINER'S USE ONLY**

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

**QUESTION 1: UNSEEN TEXT COMPREHENSION.**

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

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The scientific evidence 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 Ankeleshe, 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 carbon dioxide pollution in a year than all the country's motorists combined. That must be 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 hardline 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 carbon dioxide we emit. But as surely 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.

- a) According to the passage, what are the effects of global warming? (4 marks)
- b) What, according to the passage, is the main cause of global warming?. (2 marks)
- c) How does Britain encourage people to use renewable electricity? (2 marks)
- d) Make notes on why climatic pollution is a difficult problem to solve .(3 mks)
- e) That must be a strong argument for targeting industries,\_\_\_\_\_ ( Add a question tag) ( 1 mk)
- f) Paraphrase the following sentence: If we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation (1 mark)
- g) What message does the writer communicate in this passage? (2 marks)
- h) Explain the meaning of the following words and expression as used in the passage?  
(4 marks)
  - (i) fob off
  - (ii) incentive
  - (iii) calamity
  - (iv) Disconnect

## QUESTION TWO: SEEN TEXT COMPREHENSION (25 MARKS)

Read the extract below and answer the questions that follow.

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

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

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

**Bembe:** (*Interrupting Nicole*) I understand that to mean you are ready for a fight. And to get us

started, are you aware that the signal of your phone was at one time located at the scene of murder?

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

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

**Nicole:** What?

**Bembe:** The school generator.

**Nicole:** School generator? What about it?

**Bembe:** Who sold it?

**Nicole:** That is ridiculous!

**Bembe:** I thought so, too.

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

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

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

**Bembe:** What? Are you threatening a police officer?

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

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

**Nicole:** Which allegations?

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

**Nicole:** What crime is that?

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

**Nicole:** Hidden What?

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

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

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

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

1. Briefly explain what Nicole was told to do by the Mayor. (3marks)
2. Summarize the circumstances that makes Bembe interrupt Nicole at the beginning of the excerpt (3marks)
3. Describe the following characters as seen in the excerpt (4marks)
  - i) Bembe
  - ii) Nicole
4. Describe the mood portrayed in the excerpt. (3 marks)
5. From your knowledge of the text, explain how the Samaritan works (3 marks)
6. Identify and state the effectiveness of two styles used in the excerpt. (4 marks)
7. Identify and illustrate one theme from the excerpt. (2 marks)
8. You cannot fabricate crimes against me! (Begin: Crimes ...) (1 mark)
9. Explain the meaning as used in the excerpt. (2 marks)
  - i) a losing battle .....
  - ii) prepositions .....

**QUESTION THREE: LITERARY APPRECIATION.****(20MKS)****Read the poem below and then answer the questions that follow.**

The owner of yam peels his yam in the house:

A neighbour knocks at the door

The owner of yam throws his yam in the bedroom:

The neighbour says, "I just heard

A sound, 'kerekere', that is why I came,"

The owner of the yam replies,

"That was nothing, I was sharpening two knives."

The neighbour says again, "I still heard

Something like 'bi' sound behind the door."

The owner of the yam says,

"I merely tried my door with a mallet."

The neighbour says again,

"What about this huge fire burning on your hearth?"

The fellow replies,

"I am merely warming water for my bath."

The neighbour persists,

"Why is your skin all white, when this is not the Harmattan season?"

The fellow is ready with his reply,

I was rolling on the floor when I heard the death of Agadapidi.”  
 Then the neighbour says, “Peace be with you.”  
 The owner of the yam starts to shut,  
 “There cannot be peace  
 Unless the owner of food is allowed to eat his own food!”

### **QUESTIONS.**

- (a) Briefly explain what the poem is about. (2 marks)
- (b) What does the neighbor hope to achieve by being so persistent? (3 marks)
- (c) Using illustrations, describe any **two** character traits of the owner of the yam (4 marks)
- (d) Identify the ideophones words in the poem (2 marks)
- (a) How do we know that the neighbour is observant? (3 marks)
- (b) Describe the tone of the owner of the yam (1 mark)
- (g) The neighbour says, “peace be with you.” Why is this statement ironic? (3 marks)
- (c) What lesson can we learn from this poem? (2 marks)

### **QUESTION 4: GRAMMAR (15 MARKS)**

**A: Complete the following sentences by choosing the appropriate expressions to fill the gaps.**

(3mks)

- a) She chose her career \_\_\_\_\_ her father. (independent of, independent to, independent from, independent off )
- b) We decided to stay longer in Mombasa since we had \_\_\_\_\_ a little \_\_\_\_\_ money left. (little, a little).
- c) The time keeper had \_\_\_\_\_ the bell before time.

**B: Rewrite the sentences below according to the instructions given after each without changing the meaning. (3mks)**

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

(Begin: Under no .....)

- b) The visitor spoke for one hour. I did not understand anything he said. (Join into one sentence using **however**)

- c) The meeting was called off because there was no quorum. (Replace the underlined phrasal verb using a single word with the same meaning)

**C: Fill in the gaps in the following sentences using the correct prepositions(3mks)**

- (a) The rat ran \_\_\_\_\_ the hole when it saw the cat.  
(b) The students travelled \_\_\_\_\_ bus to Mombasa.  
(c) My mother is fond \_\_\_\_\_ singing Christian hymns.

**D: Combine each of the following pairs of sentences into one sentence using the instructions in the brackets (3 mks).**

- a) Naliaka joined our school this term. Nalika is very good at grammar. (Use a relative clause)  
b) The elephant is a very big animal. The elephant is also very strong. (Use not only..... )  
c) The generator had been left on the whole night. The generator broke down in the morning. (Use having.....)

**E. Answer the following questions on gender sensitivity as instructed. (2mks)**

- (1) The steward who served us in the plane is my cousin. (Replace the underlined word with a gender sensitive term).  
(2) My uncle has recently bought a goose. (Replace the underlined word with a gender opposite one).

**F: Give two possible meanings of the following sentence (1 mk).**

Flying planes can be dangerous.

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 8**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	

**1. Imaginative composition.****(20 marks)****Either;**

a) Write a composition with the following beginning;

As I stepped into the dingy lit room, a sense of unease washed over me ...

**Or;**

b) Write an essay discussing how poor parenting has had negative effect on children.

**2. The Compulsory Set Text; Fathers of Nations by Paul Vitta.****(20 marks)**

The irresponsible decisions that people make in life have consequences. Drawing illustrations from the novel Fathers of Nations show how valid this assertion is.

**3. The Short Story □ A Silent Song and Other Stories by****(20 marks)**

The low self-esteem that some children suffer is a result of parents who try to control their lives.

Using relevant illustrations from the story Sins of the fathers, show the truth in this statement.

**Or**

**The Play □ Parliament of Owls by Adipo Sidang****(20 marks)**

Ineffective leaders use oppressive means to govern the citizens but it leads to misery. Citing

illustrations from Adipo Sidang's Parliament of Owls, write an essay to show the validity of this statement.

**Or**

**The Novel – Artist of the Floating World by Kazuo Ishiguro****(20 marks)**

The ambitious nature of artists makes them strive to bring a change in life and even if they fail they still take pride in it. Write a composition using textual evidence from Kazuo Ishiguro's novel Artist of the Floating World to show the truth of this statement

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# **KCSE 2025 CROSS-COUNTRY MOCKS**

## **NATIONAL TRIAL 9**

101/1

## **ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

### ***Kenya Certificate of Secondary Education.***

#### **INSTRUCTIONS TO CANDIDATES.**

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	



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

You are the principal of Isaboke High school. Your former student has indicated you as his referee in his application for a job at Utumishi organization to be employed as a clerk. Write a reference letter to the Human Resource manager about the suitability of the applicant.

**2. CLOZE TEST****(10 MARKS)**

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

As a student who does well in Science and Maths, I always wonder why English is taught as a .....(1) subject in high school. We were taught spelling and punctuation from Primary school. But this fizzles out once we .....(2) to high school. Now, I can understand the teaching of English if it involved things such as ..... (3) to write a thesis paper or how to write a proposal. But we are taught to analyse ..... (4) and what they mean to us. We are made to ..... (5) lengthy essays on a weekly basis explaining things such as “How women have played a significant role in the development of their society,” and we have to include examples and quotes from different texts. The .....(6) work is then marked according to how well they..... (7) and are generally not marked .....(8) because of things such as ..... (9) and punctuation. I believe that what we learn in primary school should be a ..... (10) of what to expect in secondary school.

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

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

Thou art indeed just, Lord, if I contend  
 With thee; but, sir, so what I plead is just.  
 Why do sinners' way prosper? and why must  
 Disappointment all I endeavour end?

Wert thou my enemy O thou my friend  
 How wouldst thou worse, I wonder, than thou dost  
 Defeat, thwart me? Oh, the sots and thralls of lust

Do spare hours more thrive than, that spend,  
 Sir, life upon thy cause. See, banks and breaks  
 Now, leavèd how thick! lacèd they are again  
 With fretty cherril, look, and fresh wind shakes  
 Them; birds build – but not I build; no, but strain,  
 Time's enough, and not breed one work that wakes.  
 Mine, O thou lord of life, send my roots rain.

- (i) Identify **four** examples of assonance in the poem. (2mks)
- (ii) Write out and describe the rhyme scheme of the poem. (2mks)
- (iii) How would you perform the last line of the poem? (2mks)
- (iv) Indicate whether the following lines in the poem would be said with a falling or rising intonation. (2mks)

- a) Why do sinners' way prosper? .....
- b) Disappointment all I endeavor end? .....

(b) **Write a word pronounced exactly the same way as each of the following. (5marks)**

Whine .....

Tire .....

Stare .....

Rest .....

Oh .....

None .....

(c) **Read the passage below and then answer the questions that follow.**

It's a cold July morning. You hear a sharp screeching of brakes followed by aloud bang, then screams. You rush to the scene of the crash, where you find the car overturned with a young woman with two boys inside. The woman and one of the boys climb from the wreckage unhurt; but the other boy pinned between the dashboard and the roof of the car, groaning in pain. Kru! Kru! Kru! You scratch your scalp as you try to remember your lessons in first aid.

Identify any four instances of onomatopoeia in the passage. (4marks)

- (d) Place the following words in their appropriate columns to show whether it has a /z/ sound or /s/ sound. (see, piece, scissors, season, phase, miser) (3marks)

/z/	/s/

- (e) You have met a teacher reporting to your school for the first time. He asks for direction to your school. State **four** steps you would follow in giving them a clear direction. (4marks)

(e) Read the conversation below and then answer questions that follow.

**David:** How are you feeling after the surgery?

**Peter:** I feel terrible, my entire body is aching but I can't stop shivering. My vision is blurry, my mouth is dry and I feel so weak and dizzy when I get out of bed.

**David:** That is to be expected after a serious operation.

**Peter:** I know, but I'm so hot I feel like I'm burning up and my body feels itchy. Do you think I have a fever?

**David:** You could have a fever and maybe an infection, describe exactly where you are aching the most.

**Peter:** I think my back and legs hurt the most, they are throbbing and I think they are swollen.

**David:** And how does your stomach feel?

**Peter:** My stomach is cramping and I'm very nauseous, I can't eat or drink anything without vomiting.

**David:** OK, I'm going to check your temperature and your pulse. You may need an antibiotic if you have an infection.

**Peter:** Can you please give me something for the pain, my whole body is sore and my head is aching too.

**David:** Yes, I will prescribe something for the pain now.

**Peter:** Thank you.

- i) What is the relationship between David and Peter? (1mark)
- ii) Where does the above conversation take place? Give **two** word evidences in support of this. (3marks)
- iii) Explain the formality of the language used by both David and Peter. (2marks)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 9**

101/2

**ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

**FOR EXAMINER'S USE ONLY**

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

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

Some fifteen thousand years ago an artist drew on the walls of a cave in Spain a picture of his Stone-Age neighbor robbing a bees' nest of its golden store. In the centuries that have since gone by, no one has ever discovered or invented a purer and sweeter food than honey.

Because of its **chief** ingredient, Levulose, or 'fruit sugar', honey is almost twice as sweet as cane sugar. Table sugar, like salt, has but one taste. Every honey has its own. It would take an epicure's lifetime to discover, sample and enjoy all the possible vintage that bees distil from the thousands of species of nectar-bearing plants.

Honey is the purest of all foods. When properly ripened, its concentration of sugar is so high that bacteria cannot live in it for more than an hour or two. It is said that in one of the royal Egyptian tombs was found honey that was thirty-three hundred years old – darkened and thickened by time, but pure honey still. No **knavery** can corrupt honey without detection. If diluted with water, it ferments. Nor can the wax of the honeycomb, product of the bees' own glands, be successfully imitated.

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and nectar. Some ten thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

The honey bee is the most faithful and provident of the flowers' lovers. While a butterfly or a bird would move from flower to flower, a honey- bee is loyal to one sort of flower at a time. So she brings to each bloom none but its specific pollen, and she makes but one kind of honey at a time.

At the height of the nectar flow in late spring and early summer, bees literally kill themselves with work. It is the destiny of every good worker to die flying, struggling to bring back one last load to the hive. It takes about three hundred pounds of honey just to keep one colony alive; thus to gather a surplus, so that you and I may have some, the hive's workers must fly many million miles more.

Each drop of nectar is an ocean holding minerals, enzymes and foods. It contains traces of iron, copper, manganese, potassium, sodium, phosphorous, proteins and vitamins. This explains why many diabetics can tolerate honey but not table sugar, and why it helps babies to retain calcium and so grow stronger limbs and better teeth.

Only certain plants with truly exquisite nectars produce a honey you would want to eat. Many others yield nectar from which are made dark-coloured, strong flavoured honeys that bakers and confectioners use in immense quantities. Tobacco companies buy millions of pounds of low- grade honey a year for preserving, flavouring, moistening and mellowing tobacco.

Such honeys also go into lotions and cough medicines. For thousands of years connoisseurs have been buying their honey with discrimination. The ancient Athenians got their most delicate honey from Mt. Hymettis. It was famous because it came from a little wild flower called thyme.

Perfect as it is as a food, honey is more; it is a slow- formed, perfect drop upon a growing tip of evolution. To take that drop upon the tongue is to partake of a sacrament with nature.

- (a) What amazing fact about honey do we learn from the first paragraph? (2mks)
- (b) Why is the bees' nest described as "golden store"? (2mks)
- (c) Using information in the third paragraph and in note form, highlight the unique qualities of honey. (4mks)
- (d) In what ways are bees and flowers interdependent? (3mks)
- (e) This ancient and mysterious food is one of the wonders of the world.  
(Rewrite adding a question tag) (1mk)
- (f) What is the writer's attitude towards the bee? Give reasons from the passage to support your answer. (3mks)
- (g) Identify and explain the **metaphor** in the seventh paragraph (3mks)
- (h) Explain the meaning of the following words as used in the passage. (2mks)
- Chief.....
- Knavery .....

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

**Ted:** The first is the indecisive type.

**Seymour:** Like who?

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

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

**Seymour:** So, what did he say?

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

**Ramdaye:** Is that a proverb?

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

**Seymour:** Which bridge now?

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

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

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

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

**Ramdaye:**Headless?

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

**Seymour:**How on earth?

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

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

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

**Ted:** Then, there is what I can best describe as the entrepreneurial type.

**Ramdaye :**Who are these?

**Ted:** These are political entrepreneurs, very keen on making money. They vote with their stomach, so to speak. That means they will vote the side that gives more money.

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

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

### **QUESTIONS**

- a) Explain what happens *just before* this excerpt. (2marks)
- b) Identify and illustrate one character trait of: (4marks)
  - i) Hon Ferreira.
  - ii) Hon Ted
- c) Explain the use of language in the excerpt above. (4marks)
- d) From elsewhere in the play, what cases is Hon Ted referring to? (3marks)
- e) What is Hon Ted's attitude towards the 'headless type' category of leaders? (3 marks)
- f) These are political entrepreneurs, very keen on making money. (*Re-write using a relative clause*) (1 mark)
- g) Explain *two social concerns* that are addressed in this excerpt (4 marks)
- i) Explain why the leaders in this excerpt are planning a vote of no confidence.(2 marks)
- a) Explain the meaning of the following expressions as used in the excerpt. (2marks)
  - I. Upstart
  - II. Vote with their stomachs.

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

#### **Mid- Term Break**

I sat all morning in the college sick bay  
 Counting bells knelling classes to a close.  
 At two o' clock our neighbours drove me home.

In the porch I met my father crying-  
 He had always taken funerals in his stride-

And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram  
When I came in, and I was embarrassed  
By old men standing up to shake my hand

And tell me they were ‘sorry for my troubles,’  
Whispers informed strangers I was the eldest’  
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.  
At ten o’clock the ambulance arrived  
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops  
And candles soothed the bedside; I saw him  
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,  
He lay in the four foot box as in his cot.  
No gaudy scars, the bumper knocked him clear.  
A four foot box, a foot for every year.

*(Seamus Heaney)*

- (a) What is the poem about? (4mks)
- (b) Who is the persona in the poem? (2mks)
- (c) How differently does the persona’s father react to this tragedy? (2mks)
- (d) Identify any two instances of alliteration used in the poem. (2mks)
- (e) Contrast the father’s and the mother’s reactions to the tragedy (2mks)
- (f) What is the mood of the poem? (2mks)
- (g) How did the persona’s brother die? (2mks)
- (h) Has the persona expressed his reaction towards the tragedy in the poem? Explain your answer. (3mks)
- (i) Explain the meaning of the following line as used in the poem. (1mk)

He had always taken funerals in his stride

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

- It was difficult but Alice completed the task. (Begin: Difficult....)
- Kevin said he had not insulted Stella. (use: ‘denied’)



iii. She is renovating her house so that she may sell it.(Rewrite using 'with a view...)

iv. Just in case you change your mind, call this number.(Begin: should...)

**b. Fill in the gaps with the appropriate form of the word in brackets (4mks)**

i. Mary is the most .....(quarrel) of the three girls

ii. The ODM and Wiper parties have formed an

.....(ally)

iii. You must write this answer in .....(continue) prose.

iv. The government has put in place .....(punish) measures.

**c. Appropriately punctuate the following sentences to indicate parenthesis(3mks)**

i. The company which I talked about yesterday has been declared bankrupt.

ii. Mwikali a young and brilliant lawyer was elected mayor.

iii. This class and I speak from long experience is the best I have ever taught.

**d. Fill in the blank spaces with the correct preposition (4mks)**

i. Juma is proficient.....his work.

ii. We are banned .....bringing food to school.

iii. We went to work .....foot.

iv. I am so taken in .....your beauty.

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 9**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your 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	

**QUESTIONS****1. IMAGINATIVE COMPOSITION (20 MARKS)**

- a) Write a composition beginning;

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

.....

OR

- b) Write a composition that explains the saying; "pride comes before a fall,"

**2. Compulsory text.**

**Fathers of nations by Paul B Vitta**

"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 (20 mks)

**3. Essay based on optional text. (20mks)**

EITHER

- a) **The short story (a silent song by other stories)**

Drawing illustrations from Meja Mwangi's "An Incident in the Park," write an essay to discuss the problems of urbanization

OR

- b) **The play; Parliament of Owls by Adipo Sidang**

Misuse of power is a common phenomenon in most African countries validate this statement basing your argument on the play Parliament of Owls

OR

- c) **The novel ;An Artist of the Floating World**

Noriko 's marriage negotiations have been used as a means to reveal Ono's past justify this statement using illustrations' from the novel An Artist of the Floating World

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 10**

101/1

**ENGLISH**

PAPER 1

*(Functional Skills, Cloze Test and Oral Skills)*

TIME: 2 HOURS

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) 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	60	

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

Drama Club, for which you are a member, needs to raise a sum of Kshs 20,000/= to aid them on their trip to Muranga for a Drama Contest. To yours and the other members astonishment, the school Principal has offered to give you Kshs 15,000/=.

- a.** Write a memorandum to the other club members inviting them to a meeting to discuss this development. **(12 mks)**
- b.** Write the Principal a note to sincerely thank him/her for their generosity. **(8 mks)**

**2. CLOZE TEST****(10mks)**

**Fill in each of the blank spaces in the following passage with the most appropriate word.**

From the modest achievement of overcoming Maths and Science anxiety, some students at St. Alberts Ulanda Girls High School (1)..... Migori County have launched a thriving water bottling business and are now looking (2)..... to raking millions from the venture.(3)..... plant, operated strictly by students currently produces 3,600 half litre bottles (4)..... month. They plan to expand its capacity to tap (5)..... the commercial market.

As the (6).....awaits certification by the Kenya Bureau of (7).....(KEBS), the (8)..... water is internally sold to members of staff, administration and the (9)..... than 2,400 students at the school.

The water is sourced from the nearby River Oyani (10)..... undergoing a series of purification processes, after which it is released for consumption.

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

**(a) Read the following oral poem and then answer the questions that follow.**

Oh! It has dawned  
Oh! It has dawned  
You asking for a loin cloth to take where?  
Ii ii ii It has dawned  
You asking for a loin cloth to take where?

Uncircumcised man of Ngiro,  
It has dawned  
What do you need a loin cloth for?

Now only your mother can help you  
Uncircumcised man of Ngiro  
What do you need a loin cloth for?

Won't you call your mother to plead for you?  
Oh! It has dawned.

Ii ii ii it has dawned  
What do you need a loin cloth for?

### Questions

- i. Identify three aspects of oral performance that make this oral poem easy to remember. **(3 mks)**
- ii. In what ways would you make the performance of this oral poem effective? **(3mks)**
- iii. If you were to perform this oral poem, what preparations would you make to ensure that the performance is effective? **(4mks)**
- (b)** A form one student is trying to compose a poem with alliteration. She has come up with the following list of words. Advise by picking out from the list below five pairs that alliterate. **(5mks)**
- |      |          |        |
|------|----------|--------|
| Few  | utensils | cool   |
| Cite | utter    | chair  |
| One  | soil     | mash   |
| Own  | chef     | won    |
| Kite | shoe     | phloem |
- (c)** You are attending an interview after which if you are successful, you will get promotion. Give **four** non-verbal cues that can earn you marks. **(4mks)**
- (d)** List down **five** circumstances that may force one to interrupt a speaker. **(5mks)**

(e) You are stranded at a bus stop. You decide to ring your Principal to report that you cannot arrive in school in time for classes. Below is a part of the conversation. Fill in the missing part.

(6mks)

**You:(1mk)**

**School secretary:** I'm sorry the Principal is in a meeting and cannot speak to you at the moment.

**You: (1mk)**

**School secretary:** May I know your class teacher please?

**You:(1mk)**

**School secretary:** I am sorry Mrs Mbau is already in class. Could you leave a message?

**You: (1mk)**

**School secretary:** Oh! Mrs Muli is your house mistress? Just hold on as I connect you to her.

**Mrs Muli:** Hello. What can I do for you?

**You: (1mk)**

**Mrs Muli:** Sorry, I'll inform your class teacher about your predicament. Bye for now.

**You: (1mk)**

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 10**

101/2

**ENGLISH**

PAPER 2

*(Comprehension, Literary Appreciation and Grammar)*

TIME: 2½ HOURS

NAME.....

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

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

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

- a) Write your name, class and admission number in the spaces provided above.*
- b) Sign and write the date of examination in the spaces provided above.*
- c) Answer ALL questions in this question paper.*

**FOR EXAMINER'S USE ONLY**

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



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

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

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

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

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

Playing truancy not only harmful to our own self, but also the staff in school. Try to imagine, although we can successfully escape from school, we may have accidents in the streets. Recently, a student who played truancy was injured in a traffic accident. The boy was crushed by a truck. The parents of the boy complained about the school. A lot of people have to shoulder the responsibility if the students are hurt. Janitors will bear the brunt of the injury. They are responsible for preventing

students from going out from the main entrance. Students may escape from school when the janitors go to toilets. The janitors may be sacked as students are hurt when they are on duty. Their living of their family will be difficult as they are usually the breadwinners. They are victims of the incident.

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

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

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

## QUESTIONS

- (a) According to the first paragraph, who is a truant? (1mark)
- (b) The second paragraph of the passage explores characteristics of poor academic performers. State these characteristics. (4marks)
- (c) For what reasons do students play truancy? (2marks)
- (d) Make notes on the effects of truancy on both the player and members of school staff. (4marks)
- (e) The parents will lodge a complaint to him/her. (1mark)  
*Rewrite beginning with: A complaint...*
- (f) Janitors will bear the brunt of the injury. (1mark)  
*Add a tag question*
- (g) Discuss the writer's attitude towards truancy. (3marks)
- (h) Give the meaning of the following words as used in the passage. (4marks)
- Undoubtedly .....
  - Janitors .....
  - Tarnished .....
  - Aftermath .....

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

**Nicole:** I have been reading the posts on The Samaritan and they are all about leaders, public officials and even private individuals. You have not been singled out in any way

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

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

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

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

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

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

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

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

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

**QUESTIONS**

- Immediately after this excerpt, the mayor comments about two key leaders in the municipal administration. Who are they? What does he say about each? (4 marks)
- Mayor Mossi claims that Hon. Ramdaye has conned almost everyone in their town. Mention one council leader who has been conned and explain. (3 marks)
- With examples identify any two character traits of Hon. Ramdaye brought out in this excerpt. (4 marks)

- d) Identify and explain any two themes evident in this excerpt (4 marks)
- e) With example, Identify any two stylistic techniques employed by the playwright in this excerpt (4 marks)
- f) The buck stops with you, as they say(Rewrite adding a question tag) (1 marks)
- g) They simply misappropriate the funds. (Begin; Funds...)
- h) Explain the meaning of the following expressions as used in the excerpt (4 marks)
- i) Inflating
  - ii) The buck stops with you...
  - iii) Misappropriate
  - iv) mediocrity

**3. Read the song below and then answer the questions that follow. (20mks)**

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

**QUESTIONS**

- (a) With a reason, classify the song above. (2mks)
- (b) Why does the singer choose not to be buried under forest trees? (2mks)
- (c) Where does the speaker want to be buried? Why? (3mks)
- (d) Discuss **three** social structures of the people from where the song is sourced. (6mks)
- (e) I want to hear the drums beating. (1mk)
- Begin: What...*
- (f) With suitable illustrations, identify three aspects of style from the poem. (6mks)

**4. GRAMMAR****(15mks)**

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

i. It started to drizzle as soon as we started our exams.

*Rewrite beginning: Hardly...*

ii. “Why do you always come late to work?” the boss asked John. “This is no longer acceptable.”

*Rewrite in indirect speech*

iii. I am the one your mother warned you about.

*Rewrite this statement adding an appropriate question tag*

**b. Replace the underlined words with a phrasal verb that conveys the same meaning.**

**(4mks)**

i. I could not clearly understand what he meant.

ii. It is improper to despise the less fortunate members of the society.

iii. John rejected the gift he was given.

iv. Did you meet your class teacher in town?

**c. Complete the following sentences with an appropriate preposition.**

**(3mks)**

i. We agreed to substitute this novel.....the encyclopedia.

ii. What is this school coming .....? The results are so bad.

iii. Nicole was wearing a silver ring ..... her little finger.

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

i. Previously, the bus attendants used to issue passengers with..... ( tickets, receipts)

ii. She padded in .....feet towards the door. (bare, bear)

iii. You have a .....of shs 500/= because you paid shs 1000/= for the bag that costs shs 500/=. (balance, change)

**e. In the sentences below, use the correct form of the verb in brackets.**

**(2mks)**

i. You will have to pay for the ..... of the house. (maintain)

ii. The workers decided to wait for the outcome of the .....( deliberate)

**KCSE 2025 CROSS-COUNTRY MOCKS****NATIONAL TRIAL 10**

101/3

**ENGLISH**

PAPER 3

*(Creative Composition and Essays Based On Set Texts)*

TIME: 2½ HOURS

NAME.....

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

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

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

- (a) Answer three questions only  
(b) Question 1 and 2 are compulsory.  
(c) In question three answer only one of the optional texts you have prepared on.  
(d) Each of your essay must not exceed 450 words

**FOR EXAMINER'S USE ONLY**

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	20	
3	20	
	<b>TOTAL SCORE</b>	

**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*.

**CALL/TEXT/WHATSAPP**

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## **CAUTION TO KCSE 2025 CANDIDATES:**

**IN CASE / ON EVENT YOU REALIZE PART OF THESE  
QUESTIONS WERE DIRECTLY OR INDIRECTLY LIFTED IN  
THE FINAL KCSE 2025 EXAMINATIONS PLEASE DO NOT  
PANIC!**

**KILA LA HERI**