



**GOLDLITE ONLINE PUBLISHERS-0724351706**



**ENGLISH TOP SCHOOLS JOINT  
TRIAL EXAMS 2023  
PAPER 2**

**A SOURCE YOU CAN TRUST**

- **KABARAK SACHO JOINT(MOKASA)**
- **ALLIANCE BOYS HIGH SCHOOL**
- **SUNSHINE JOINT(SUKELEMO)**
- **ALLIANCE GIRLS**
- **FRIENDS SCHOOL KAMUSINGA**
- **KENYA HIGH**
- **NAIROBI SCHOOL**
- **ALLIANCE GIRLS**
- **MASENO SCHOOL**
- **MANG'U HIGH SCHOOL**

**COMPILED BY**

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**NAIROBI**

**0724351706/0726960003**

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **KABARAK, SACHO AND MOI GIRLS' ELDORET**

**101/2**  
**ENGLISH**

#### **Instructions to students**

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

<b>Question</b>	<b>Maximum Score</b>	<b>Student's Score</b>	<b>Examiner's Initials</b>
<b>1. COMPREHENSION</b>	20		
<b>2. EXCERPT</b>	25		
<b>3. ORAL LITERATURE</b>	20		
<b>4. GRAMMAR</b>	15		
<b>TOTAL</b>	<b>80</b>		

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

20 marks

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

A mental disorder called Kleptomania was uncovered in 1816 after experts discovered that a small group of thieves were stealing things that could be obtained easily without engaging in the **criminal** act. It was also noted that they stealing was impulsive (not planned for) and somehow compulsive.

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

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

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

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

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

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

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- .....
2. Make notes on the differences between Kleptomaniacs and other types of thieves. (4 marks)
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- .....
- .....
- .....
- .....
3. What are the characteristics exhibited by those suffering from Kleptomania. (2 marks)
- .....
- .....
- .....
- .....
4. Why do Kleptomaniacs fail to seek for treatment? (1 mark)
- .....
- .....
- .....
- .....
5. Comment on the use of one aspect of style in paragraph 1. (3 marks)
- .....
- .....
- .....
- .....
- .....
6. Give two ways in which Kleptomaniacs can manage their condition. (2 marks)
- .....
- .....
- .....
- .....
7. It's been more than two centuries since the condition was discovered. (Rewrite adding a question tag). (1 mark)
- .....
- .....

8. Give the meanings of the following words as used in the passage:

- a) criminal.....
- b) discard.....
- c) innovate.....
- d) consider.....

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

**Helmer:** Have you really the courage to open that question again?

**Nora:** Yes, dear, you must do as I ask; you must let Krogstad keep his post in the bank.

**Helmer:** My dear Nora, it his post that I have arranged Mrs. Linde shall have

**Nora:** Yes, you have been awfully kind about that; but you could just as well dismiss some other clerk instead of Krogstad.

**Helmer:** This is simply incredible obstinacy! Because you chose to give him a thoughtless promise that you would speak for him, I am expected to –

**Nora:** That isn't the reason, Torvald. It is for your own sake. This fellow writes in the most scurrilous newspapers; you have told me so yourself. He can do you an unspeakable amount of harm. I am frightened to death of him –

**Helmer:** Ah, I understand; it is recollections of the past that scare you.

**Nora:** What do you mean?

**Helmer:** Naturally you are thinking of your own father.

**Nora:** Yes – yes, of course. Just recall to your mind what these malicious creatures wrote in the papers about papa, and how horribly they slandered him. I believe they would have procured his dismissal if the Department had not sent you over to inquire into it, and if you had not been so kindly disposed and helpful to him.

**Helmer:** My little Nora, there is an important difference between your father and me. Your father's reputation as a public official was not above suspicion. Mine is, and I hope it will continue to be so, as long as I hold my office.

**Nora:** You never can tell what mischief these men may contrive. We ought to be so well off, so snug and happy here in our peaceful home, and have no cares – you and I and the children, Torvald! That is why I beg you so earnestly-

Helmer: And it is just by interceding for him that you make it impossible for me to keep him. It is already known at the Bank that I mean to dismiss Krogstad. Is it to get about now that the new manager has changed his mind at his wife's bidding –

Nora: And what if it did?

Helmer: Of course! – If only this obstinate little person can get her way! Do you suppose I am going to make myself ridiculous before my whole staff, to let people think that I am a man to be swayed by all sorts of outside influences? I should very soon feel the consequences of it, I can tell you! And besides, there is one thing that make it quite impossible for me to have Krogstad in the bank as long as I am manager.

Nora: Whatever is that?

Helmer: His moral failings I might perhaps have overlooked, if necessary –

a) Briefly explain why Nora would want another clerk dismissed. (3 Marks)

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b) What do we learn of Nora in the excerpt? (4 Marks)

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c) Explain the irony in the excerpt. (3 Marks)

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d) Briefly describe what happens immediately after this excerpt. (4 Marks)

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e) Identify and illustrate any two themes brought out in the excerpt. (4 Marks)

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f) Who is Mrs. Linde? (3 Marks)

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g) Describe the mood in the excerpt. (3 Marks)

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h) Discuss the truth of the statement ‘ It is for your own good.’ (3 Marks)

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i) From your knowledge of the play, why does Tovarld insist on firing Krogstad? (2 Marks)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

(a) Classify the above narrative. (2marks)

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(b) What are the functions of the formulae used in this story? (2marks)

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(c) Identify and illustrate the character traits of the following. (4 marks)

i) Oswera

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ii) The Ogre

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(d) How is song used as a stylistic device in this narrative? Use two illustrations to support your answer. (4marks)

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(e) Illustrate **two** features of the story that makes it an oral narrative. (4marks)

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(f) State and explain one theme of this narrative. (2marks)

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(g) Identify and explain one economic activity of the community in this narrative. (2 marks)

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

i) The tourist knows some Kiswahili. He understands what I say. (Rewrite as one sentence using 'enough')

.....  
.....

ii) He drank water yesterday. (Begin: The water.....)

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iii) Boys are playful and quick on their feet. They are also curious and like to explore. (Combine using: Not only.....)

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iv) Letting is the best athlete in the school. (Begin: No.....)

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b) Replace the underlined words with a suitable phrasal verb. (3 marks)

i) I was completely deceived by the thief.

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ii) The teacher ordered the students to submit their scripts at the end of exam.

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iii) I will visit you if I got time.

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c) *Fill* in the blank spaces with the correct preposition. (3 marks)

i) Every member is entitled ..... one acre of land.

ii) John is very excited ..... going to India.

iii) She has been down ..... Malaria for the last three days.

d) Complete each of the following sentences by filling in the blank space with the correct form of the word in brackets. (4 marks)

i) Expectant mothers should not do ..... work (strain)

ii) Your explanation is based on too many ..... (presume)

iii) We wanted the option that would give us the ..... (little) trouble.

iv) I could not remember the .....(define) of the word

e) Rewrite the sentence below replacing the underlined idiomatic expression with words of similar meaning.

(1 mark)

Kibet lives from hand to mouth.

.....  
.....

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*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **ALLIANCE BOYS HIGH SCHOOL**

**101/2**

**ENGLISH**

**Instructions to the candidates**

- a) Write your name and admission number in the spaces above.*
- b) Answer all the questions in the spaces provided.*
- c) Check to ascertain that the paper has all questions.*
- d) The paper has 13 printed pages.*

**FOR EXAMINERS USE ONLY**

<b>QUESTIONS</b>	<b>MAXIMUM SCORE</b>	<b>CANDIDATE'S SCORE</b>
<b>1.Comprehension Passage</b>	<b>20</b>	
<b>2. Literary Appreciation</b>	<b>25</b>	
<b>3. Oral Literature</b>	<b>20</b>	
<b>4. Grammar</b>	<b>15</b>	

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

America has a long tradition of creativity. The expression Yankee **ingenuity** is an acknowledgement of this trait present Americans with a novel problem, especially technological and they are likely to come up with the solution sooner rather than later.

That is the positive side. The downside is that in policy matters, Americans sometimes come up with the solutions and then look for personal problems on which to test them. Washington D.C, perhaps more than any other city in the world, has many solutions seeking problems to lock onto.

If the solutions are successful, domestically or internationally, you can expect any amount of excitement and chest thumping, which is another **hallmark** of the American character. Modesty is frowned upon as something for sissies or failures. Countries and peoples are ready paradigm of winners and losers. Woe unto you if you are a 'loser'. You will endure all manner of taunts and putdowns.

To escape this fate, most Americans-including those who are demonstrably poor, call themselves middle class, which probably they are when compared to the poor in other places. But poverty is relative to immediate environment not to some distant places.

One of the more recent American inventions is spinning not as in making clothes (the American textile industry has long been outsourced, notably from China another low wage country), but rather as in using words and other symbols amplified by the media to paint a picture of anything and everything in a light favorable to the presenter's side.

This past week, the world witnessed, yet again, this peculiar American habit of hype and more hype, in this instance, designed to drive the point home that America's declared policy to force-feed democracy to recalcitrant societies has just scored a **humongous** victory. Following the Iraqi elections the turn out in particular, has been hailed as a stunning victory of American policy. Pitted against Iraqi Jihadists who are waging a relentless and ruthless insurgency, a scintilla of validation of America's Iraqi policy was all that was necessary to set off celebratory fireworks.

To those who recount narratives (the spinners), whose job it is to put a bright glass on things a clear picture of winners and losers are the Neanderthals; "thugs and assassins" in the words of the newly sworn in secretary of state Condeleeza Rice-the insurgents who threatened to wreak havoc on election day in Iraq but were thwarted.

The high turnout was read as a violation of many things that were most likely absent from the minds of those Iraqi voters who cast their ballots. Before it was even known whom they had voted for and why, the whole enterprise was turned into cause for chest thumping by some American politicians, prompting John Kerry the loser in the November presidential race, to warn against hyping the Iraqi election.

Who will listen to a loser? This is America! By the time Kerry spoke, the spinning was in full gear. It was another turning point, declared elated talking heads. Never mind that there have been numerous “turning pints” in Iraq’s tortured post-invasion experience. The winners were emerging.

A few voices have urged caution but they are drowned out by the self-congratulation that has **engulfed** just about every major media outlet here.

It is reminiscent of the chatter that followed Saddam Hussein’s capture. That was another turning point. The irony is that America has been through this before, in a different place, with almost the exact same headlines. In the late 1967, many American newspapers published flowery and upbeat stories on the elections held in South Vietnam at the height of the war. The turnout was nearly 83% despite Vietcong terror. The election was declared a success and a turning point that would lead to stabilization of the country and eventual defeat of the insurgents. Of course, nothing of the sort happened.

History does not **invariably** repeat itself. Sometimes it does. Whatever one might think of it, history does always serve up many lessons. One of them is that a dose of modesty is always in order when confronted with vast historical forces or when seeking to rearrange complex societies their go hundreds, if not thousands, of years back.

What may look like victory as first sight may turn out to be another opening to a complex and trying situation that control produce winners or losers. It looks like this what is emerging in Iraq. The millions who headed to the polls on the instructions of their electrical leaders (remember Grand Ayatollah Sistani declared it a religious duty to vote? May or may not have had a clear idea of what society were hoping to create. Their leaders probably do.

Iraqis voted and they are justifiably proud of it. However, this should not be made to look like a first in the Islamic world, as it is being painted in the media. Not too long ago, an Islamic party had won a clear and convincing victory in a free and fair election in Algeria. It was never allowed to assume power. The international authorities desisted from calling the denial an affront to democratic practice. The man who cancelled the Algerian election results is feted in the very same quarter that now preach democracy.

Society’s broken tyranny, war, fragmentation and other ills are not served by putdowns of important segments within them.

The approach may produce winners in the short term but for more losers in the end. Moreover, here we are talking of those who could lose everything, including their lives, on a mass scale. A little modesty may just be what is needed to get people across the divide talking. After all, in the end, we are all losers.

Questions

- a) What is the negative side of America’s long tradition of creativity? (2marks)

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b) "Woe unto you if you are a loser." What does the author mean by this statement?  
(2marks)

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.....

c) Identify and explain an instance of irony in this passage. (3mks)

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d) What is the author's attitude towards the Americans? Give reasons for your answer.  
(2marks)

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e) '...and the losers are Neanderthals; ...' explain how the Neanderthals became losers  
according to this passage. (2marks)

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f) What according to the passage is referred to as spinning? (2marks)

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g) Identify one American policy discussed in this passage. (2marks)

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- h) Explain the meaning of the following words as used in the passage. (5marks)
- i) Ingenuity.....
- ii) Hallmark.....
- iii) Engulfed.....
- iv) Humongous.....
- v) Invariably.....

**2. Read the excerpt believe then answer the questions that follow. (25marks)**

**Nora:** I don't believe that any longer. I believe that before all else I am a reasonable human being, just as you are – or at all events, that I must try and became one. I know quite well, Torvald that most people would think you right, and that views of that kind are to be found in books; but I can no longer content myself with what most people say, or with what is found in books. I must think over things for myself and get to understand them

**HELMER:** Can you not understand your place in your own home? Have you not a reliable guide in such matters as that? - have you no religion?

**Nora:** I am afraid, Torvald, I do not exactly know what **religion** is.

**Helmer:** What are you saying?

**Nora:** I know nothing but what the **clergyman** said, when I went to be confirmed. He told us that religion was this and that, and the other. When I am away from all this, and I am alone, I will look into that matter too. I will see if what the clergyman said is true, or at all events if it is true for me.

**Helmer:** This is unheard of in a girl of your age! But if religion cannot lead you alright, let me try and awaken your **conscience**. I suppose you have some moral sense? Or –answer me- am I to think you have none?



**Nora:** I assure you, Torvald that is not an easy question to answer. I really don't know. The thing **perplexes** me all together. I only know that you and I look at it in a quite different light. I am learning, too, that the law is quite another thing from what I suppose; but I find it quite impossible to convince myself that the law is right. According to it a woman has no right to spare her old dying father, or to save her husband's life. I can't believe that.

**Helmer:** You talk like a child. You don't understand the conditions of the world in which you live.

**Nora:** No, I don't. But now I am going to try. I am going to see if I can make out who is right, the world or I.

**Questions**

1. Place this extract in its immediate context. (4 marks)

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2. Discuss any two character traits of Helmer in this extract. (4marks)

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3. Give evidence that Nora is an assertive character (3marks)

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4. From elsewhere in the play how is Nora portrayed in a different light? (2marks)

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5. I do not exactly know what religion is.(Add a question tag) (1mark)

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6. In which way does Nora conflict with the law? (2marks)

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7. Discuss one major issue of concern addressed in this context. (2 marks)

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8. What is the mood in this context? Explain. (3marks)

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9. What is the meaning of the following words? (4 marks)

i) Religion

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.....

ii) Clergyman

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.....

iii) Conscience

.....  
.....

iv) Perplexes

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.....

3. Read the oral narrative below and answer the questions that follow.

20MARKS

The Moon, it is said, once sent an insect to men, saying, "Go to men and tell them, 'As I die, and dying live, so you shall also die, and dying live'"

The insect started with the message, but while on his way, was overtaken by hare, who asked, "On what errand are you bound?"

The insect answered, I am sent by the Moon to men, to tell them that as she dies and dying lives, so shall they also die and dying live."

The hare said, "As you are an awkward runner, let me go." With these words he ran off, and when he reached men, said, "I am sent by the Moon to tell you, 'As I die and dying perish, in the same manner you also shall die and come wholly to an end.'"

The hare then returned to the Moon and told her what he had said to men. The Moon reproached him angrily saying, "Do you dare tell the people a thing which I have not said?"

With these words the Moon took up a piece of wood and struck the hare on the nose. Since that day the hare's nose has been slit but men believe what hare had told them.

**(Taken from African Folktales; edited by Paul Radin)**

a) Classify this oral narrative. Illustrate your answer. (2 marks)

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b) What evidence is there in the story to show that it is a translation? (2 marks)

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c) Identify and explain any two features of oral narratives evident in this poem. (4marks)

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d) Describe the character of men in this narrative. (2 marks)

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e) What does this story reveal about death? (2marks)

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f) How different is the Moon's message from the one delivered by the hare? (2 marks)

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g) Describe one social activity of the society portrayed in the story? (2 marks)

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h) Describe the tone projected in this narrative? (2marks)

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i) Explain the moral of this story. (2 mark)

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**4. GRAMMAR 15MARKS**

**A. Rewrite the following sentences according to the instructions given after each. (4 marks)**

i. It was difficult but we completed the job. (Begin: Difficult ...)  
.....  
.....

ii. She said that she had not murdered her. (Use: 'denied')  
.....  
.....

iii. I will not at any cost support your evil plans. (Begin: At no cost...)  
.....  
.....

iv. They are renovating their house so that they may sell it. (Rewrite using 'with a view')

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.....

**B. Fill in the blank spaces with appropriate preposition. (3 marks)**

- (i) The accident occurred when the brakes of the car gave .....
- (ii) Focused students never throw ..... the towel.
- (iii) The most wanted criminal turned themselves ..... last night.

**C. Use the correct form of the word in brackets to fill in the blank space in each of the following sentences. (3 marks)**

- (i) Only the ..... will live in peace in the new political dispensation.  
(corrupt)
- (ii) The aim of education is to make one..... (function)
- (iii) Their greed for money was..... (rival).

**D. Choose the correct words from the ones given in the brackets. (3 marks)**

- i. She works harder than..... (he/him)
- ii. Uncle Jeff gave.....(my twin sister and I / me and my twin sister) mobile phones on our birthday.
- iii. (He/Him)..... being the eldest in the family, has to shoulder all the responsibility.

**E. Replace the underlined phrasal verbs in the following sentences with one word that has the same meaning. (2marks)**

- (i) The boy pulled out of the marathon race due to fatigue

.....

- (ii) The county fire brigade put out the fire after many hours

.....

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **ALLIANCE GIRLS' HIGH SCHOOL**

**101/2  
ENGLISH**

#### **INSTRUCTIONS**

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

FOR EXAMINER'S USE ONLY

<b>QUESTION</b>	<b>MAXIMUM SCORE</b>	<b>CANDIDATE'S SCORE</b>
1	20	
2	25	
3	20	
4	15	
Total score	80	

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**Read the passage provided below and answer the questions that follow: (20 marks)**

At the start of this week, 1.3 million people had officially died on account of Covid-19 worldwide. According to the World Health Organization, another 55 million people had contracted the virus. It was a bitter-sweet week as far as efforts to battle the virus are concerned. On one hand was the great news of a second vaccine with a 95 per cent efficacy rate. We also saw leading capitals tighten travel, school ban and other containment measures as the second wave of the pandemic batters many regions.

Locally, the situation seems to mirror the global positions, albeit on a less scale, but the numbers of fatalities and infections are rising. We have lost 1,300 compatriots, with 73,000 more having encountered the virus. A casual glance on our neighbourhoods, social media and obituary pages back this, suggesting the official tally might be conservative due to unreported cases. The occasional infection of a public figure reminding us that we are not out of the woods yet. Medics and scientist continue burning the midnight oil to understand Covid-19 better and its symptoms, or lack of them witnessed in different people.

Though clear patterns of symptoms in fever, fatigue, breathing difficulty and loss of taste and smell were identified early, the last few months have seen some patients report a wide range of unexplained signs like longer infection periods and mental challenges such as anxiety, memory problems even depression. Even more intriguing has been the asymptomatic cases and cases of certain people in a family contacting illness while others remain healthy. Add that to the fact that, Africa appears to suffer disproportionately lower rates of infection and mortality, its dilapidated health systems notwithstanding.

It is going to take time before someone can explain this incongruent picture. What is clear in the interim is that our world has dramatically changed, perhaps for the better. Traditionally, countries have spent colossal amounts of money building armies to deter global bullies. Now it appears potential threats to humanity must be re-assessed and budgets adjusted. It might be an unknown virus and not a nuclear bomb that will bring the world to its knees. The most secure nations are likely to be those with highly diversified risk registers and commensurate investment to build capacity to confront such.

The early travel bans and overflowing hospitals in the developed world was another rebuke to developing nations to priorities health. The fact that some regions have been affected more than others is another sobering lesson. With the 21<sup>st</sup> century having experienced its fair share of protectionist tendencies and inward-looking policies; the pandemic has highlighted the need for concerted effort to ensure no part of the globe is left behind in modernising its health systems. Who knows, a future pandemic, may see the less affected regions serving as refuge centres and provided manufacturing hubs for drugs.

Perhaps it is time to build longer bridges and not towing walls. The pandemic has shown the spotlight on the place and role of global information systems and co-operation among nations. The future will likely be more secure if pandemics and other threats are reported early and containment measures quickly activated Covid-19 has painfully reminded us of the dividend of tackling a problem early and at source, before it grows wings.

**Questions**

- a) Why are the efforts to battle the virus bitter-sweet? (2 marks)

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- b) What measures were put in place to contain the 2<sup>nd</sup> wave of infection? (2 marks)

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.....  
c) Explain these expressions as used in the passage; (2 marks)

i) Not out of the woods yet

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.....  
ii) Burning the midnight oil.

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.....  
d) What are the symptoms of Covid-19. (3 marks)

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.....  
e) Identify 2 instances of irony in the passage. (4 marks)

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.....  
f) In point form, summarise the lessons the pandemic has highlighted. (4 marks)

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.....  
g) Explain the meaning of the following words as used in the passage; (3 marks)

efficacy

.....  
.....Asymptomatic  
.....  
.....Colossal  
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**2. EXERPT (25 MARKS)**

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

Mrs. Linde: I think I have the right to be.

Nora: I think so, too. But now, listen to this; I too have something to be proud and glad of.

Mrs. Linde: I have no doubt you have. But what do you refer to?

Nora: Speak low. Suppose Torvald were to hear! He mustn't on any account – no one in the world must know, Christine, except you.

Mrs. Linde: But what is it?

Nora: Come here (*pulls her down on the sofa beside her*)

Now I will show you that I too have something to be proud and glad of. It was I who saved Torvald's life

Mrs. Linde: "saved"? how?

Nora: I told you about our trip to Italy. Torvald would never have recovered if he had not gone there-

Mrs. Linde: Yes, but your father gave you the necessary funds

Nora: (*smiling*) yes, that is what Torvald and all the others think, but-

Mrs. Linde: But –

Nora: Papa didn't give us a shilling. It was I who procured the money,

Mrs. Linde: You? All that large sum?

Nora: Two hundred and fifty pounds. What do you think of that?

Mrs. Linde: But, Nora how could you possibly do it? Did you win a prize in the Lottery?

Nora: (*contemptuously*) In the Lottery? There would have been no credit in that.

Mrs. Linde: But where did you get it from, then?

Nora: (*humming and smiling with an air of mystery*)  
Hm,hm! Aha!

Mrs. Linde: Because you couldn't have borrowed it.

Nora: Couldn't I? why not?

Mrs. Linde: No, a wife cannot borrow without her husband's consent.

Nora: (*tossing her head*) Oh, if it is a wife who has any head for business – a wife who has the wit of be a little bit clever, -

Mrs. Linde: I don't understand it at all, Nora.

Nora: There is no need you should. I never said I had borrowed the money. I may have got it some other way. (*Lies back on the sofa*) perhaps I got it from some other admirer. When anyone is as attractive as I am.

Mrs. Linde: You are a mad creature

Nora: Now you know you're full of curiosity, Christine

Mrs. Linde: Listen to me, Nora dear, haven't you been a little bit imprudent?

Nora: (*Sits up straight*) Is it imprudent to save your husband's life?

Mrs. Linde: It seems to me imprudent, without his knowledge to –

#### Questions

a) What happened just before this excerpt?

(4 marks)

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.....

b) Highlight two major themes that come out in the excerpt. (4 marks)

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c). From this excerpt

Identify and illustrate any one-character traits of (4 marks)

i). Nora

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ii). Mrs. Linde

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d). Compare the life experience of both Nora and Mrs. Linde and comment on what it reveals about women in society. (4 marks)

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e). Explain the effectiveness of dramatic irony in Nora's revelation. (4 marks)

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f). I think I have the right to be. (Add a question tag) (1 mark)

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g) Explain the meaning of the following words as used in the excerpt. (3 marks)

(i) Contemptuously

.....  
.....  
.....  
(ii) Consent

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.....  
.....  
(iii) Imprudent

**Q3. Read the narrative below and answer the questions that follow. (20 marks)**

At the beginning of creation, Mwene Nyaga. Ngai, the creator and provider for all mankind called one of his servants Gikuyu. He said to him, “My son Gikuyu, I am going to give you your share of land. The land I am going to give you is full of ravines, rivers, valleys, forests and plenty of game for you to hunt for your food. The land is fertile and your children and your children’s children will never go hungry if you till it well.

Gikuyu stood still with disbelief. Mwene Nyaga saw Gikuyu’s hesitation. He took him to his residence on top of the mountain of mystery, “kirinyanga” where He resided. From here, he commanded a good view of all his lands. He therefore, wanted Gikuyu to see for himself all the land he had been given. He showed him all the land and its beauty. He said, “My son, all this is yours.”. Then He sat back and watched Gikuyu’s happiness as he moved from place to place, trying to locate the boundaries to his land. But no matter how hard he looked, his land seemed to roll for miles and miles. Having inspected the panorama of his land, he quickly composed himself and ran to Mwene Nyaga’s feet and cried with happiness thanking Him for the great gift. He

was sure that he would be happy ever after. But then, he felt a kind of loneliness and his happiness subsided. What would he do with all that land all by himself? Mwene Nyaga knew what was going on in Gikuyu's mind. As he was leaving, Mene Nyaga called him back and pointed to him a spot far, far off in the middle of the country, where a fig tree, Mukuyu, grew. He ordered Gikuyu to settle there and call this place; "Mukurwe wa Nyagathanga". Whenever Gikuyu was in need of Mwene Nyaga's help in whatever way, he should offer sacrifice to Him at the fig tree. He should raise his hands towards Kiringaga, Mwene Nyaga's residence, and state all his problems. Mwene Nyaga will definitely see him and come to his rescue. He also told him that he had given him a present, the most precious present in his life and that he would get

he presents on his arrival home, his new home.

Gikuyu thanked Mwene Nyaga and being unable to contain his curiosity any longer, he hurried straight to Mukurwe wa Nyagathanga. To his surprise, seated there was a young beautiful woman whom he called Mumbi (Moulder or creator). They lived together as man and his wife and were blessed with nine daughters but no sons. The daughters were: Wachera, Wanjiku, Wairimu, Wambui, Wangari, Wanjiru, Wangui, Mwithaga and Waithera. Gikuyu needed an heir and his not having a son disturbed him. He then remembered Mwene Nyaga's advice, "I'll come to your rescue".

He organized a sacrifice at the Mukuyu tree. He slaughtered a ram and a kid from his flock and poured their blood and fat on the trunk of a sacred tree. He went to his house and called Mumbi and their daughters. They roasted some meat and offered it to Mwene Nyaga. They raised their hands towards Kiringaga and prayed, "Thaai thathaiya Ngai thaai.....". He later left and went home.

Mwene Nyaga quickly answered Gikuyu's prayers. On the following morning Gikuyu went to the sacred tree and he couldn't believe his eyes when he found seated near the tree, nine strong young men. He was overcome with joy and he looked up to the mountain and thanked Mwene Nyaga, his benefactor. He welcomed the nine young men and he took them to his home where he introduced them to his wife and daughters. Food was cooked for them and after bathing and eating they went to sleep.

The next morning, the nine men woke up early in the morning having had a good night's sleep. After the morning meal, Gikuyu called them outside to discuss marriage. He told them they would marry his daughters on one condition: they had to live with them in his land. By this time, the men had already made their choices. They were so fascinated by the daughter's beauty and the father's kindness that they agreed to his proposal. Gikuyu and Mumbi were overjoyed for they now had sons to inherit their vast lands. The daughters, on the other hand had already started to show their preference of the men. They were also happy when the men agreed to their father's wish for, they knew they now had men to protect them and give them company.

Gikuyu did not wait long before making arrangements for his daughters' wedding according to the Gikuyu customary laws. He did not ask for bride wealth from the young men for he knew they did not have any and in actual fact they were a blessing to him. They were, however, united under one name "Mbari ya Mumbi" which means Mumbi's family group. This was in honour of their mother Mumbi.

Gikuyu and Mumbi were the heads of "Mbari ya Mumbi" and the nine families remained under them. They are the mother and father of the Gikuyu people.

As the years passed, Gikuyu and Mumbi became older and older and eventually they died. Before they died, Gikuyu called all his daughters and their husbands. He told them, "My children, as you can see, your mother and I are about to leave you but before we go, we would like to leave you with these words. All the land and whatever else we possess is yours. Divide it equally among yourselves.

Remember that on finger cannot kill a louse"

With these words, Gikuyu and Mumbi breathed their last breath.

The nine families continued to live together but the number of their children and grandchildren were increasing. They become so many that it was impossible for the families to live together anymore. They called a meeting where they resolved that each family should call together all its children and grandchildren and live together as one clan (Muhiriga). The clans were to be called after the nine daughters of Gikuyu and Mumbi. This decision is the basis of the nine principal Gikuyu clans. They are Acheera, Atachiko, Airimo (or Agathigia), Ambui, Agari, Anjiru, Ethaga, and Aitherando. The nine clans lived in Gikuyu's land but they occupied different parts of it.

**Questions**

(a) Classify the above narrative fully. (2 marks)

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(b) Gikuyu received his gift with mixed feelings. Why? (4 marks)

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(c) "Divine intervention is real" how true is this statement in light of what happens in the narrative. (3 marks)

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(d) Comment on the use of at least one feature of style in this narrative (2 marks)

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(e) Gikuyu thanked Mwene Nyaga and being unable to contain his curiosity any longer, he hurried straight to MukurwowaNyagathanga

(Begin:



Having.....  
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(1 mark)

(f). Give and illustrate at least two-character traits of Mwene Nyaga. (4 marks)

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(g). With illustrations, identify two themes evident from this tale. (4 marks)

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**Q. 4 GRAMMAR (15 MARKS)**

(a) Rewrite the following sentences according to the instructions given (3 marks)

(i) if I were the president, I would ensure all the bandits were rounded up. (Begin 'Were...')

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.....

(ii) I like Nairobi more than Machakos (Use prefer)

.....  
.....

(iii) The army has rounded all the bandits (Rewrite in passive)

.....  
.....

- (b) Use the correct form of the words in brackets. (3 marks)
- (i) The rebels were subjected to ..... (relent) bombarding by the loyal soldiers.
- (ii) The .....(certain) of the petition outcome has made him very nervous.
- (iii) No single female candidate won the .....seat in the recently conducted elections (Governor)

- (c) Replace the following phrasal verbs with one word (2 marks)
- (i) Mosonik rarely had fare home because he was wasteful in spending  
.....
- (ii) Take care of the utensils, they are easily broken  
.....

- (d) Fill in the blanks spaces in each sentence with the most appropriate choices of word from those Provided (3 marks)
- (i) Odongo introduced Apundo and .....(her/she) to his father
- (ii) Mrs. Swazuri sent two students .....(i/me) and John out of her class.
- (iii) We are better than .....(they/them)

- (e) Complete the following sentences with the correct from of the verbs in bracket. (3 marks)
- (i) A concerted effort from all stakeholders .....needed for good parenting.  
(be)
- (ii) The tour .....the luggage amid protests (fling)
- (iii) The counselors have .....an extensive healing programme (Begin)

- (f) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the sentence.
- (i) Taiyo was very beautiful and permuat could not help admiring her. (Begin so.....)

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **FRIENDS SCHOOL KAMUSINGA**

**101/2  
ENGLISH**

#### **INSTRUCTIONS TO CANDIDATES**

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

#### **FOR EXAMINERS USE ONLY**

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

#### **CONTACT US ON:**

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

## 1.COMPREHENSION

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

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's behavior that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

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

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

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

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

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

*(Adapted from [livescience.com](http://livescience.com)-Tue Feb 2, 2010)*

**Questions**

a) In one sentence, explain what this passage is talking about? (2mks)

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b) What is the number one need of any human being? (1mk)

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c) What are cited as the causes for social rejection according to the passage (2mks)

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d) What is social rejection likely to lead to (2mks)

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e) What vicious cycle is referred to in this passage (2mks)

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f) How can a parent make children appreciate the lesson on social skills? (2mks)

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g) “How would you feel if Emma was hogging the tyre swing?” Re-write in reported speech.

(1mk)

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h) Make notes on the five-step approach to teach children social skills (5mks)

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i) Explain the meanings of the following words and phrases as used in the passage (3mks)

i. Authority figure

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ii. Shunned

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iii. Jump on board

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

**A Doll’s House:**

Krogstad: (Controlling himself) Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora: So it seems

Krogstad: It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason-well, I may we well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora: I think I have heard something of the kind.

Krogstad: The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me – and now your husband is going to kick me downstairs again into the mud.

Nora: But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

Krogstad: Then it is because you haven't the will; but I have means to compel you.

Nora: You don't mean that you will tell my husband that I owe you money?

Krogstad: Hm! – suppose I were to tell him?

Nora: I would be perfectly infamous of you. *(Sobbing)* To think of his learning my secret, which has been my joy and pride, in such an ugly, clumsy way – that he should learn it from you! And it would put me in a horribly disagreeable position-

Krogstad: Only disagreeable?

Nora: *(Impetuously)* well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post them.

Krogstad: I asked you if it was only a disagreeable scene at home that you were afraid of?

Nora: If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.

Krogstad: *(Coming a step nearer)* Listen to me, Mrs Helmer. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

**Questions**

- a) What happens just before this excerpt? (2mks)
- .....
- .....
- .....
- .....
- b) Identify and illustrate any two themes evident in the excerpt. (4mks)
- .....
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c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank (5mks)

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d) Identify and illustrate any one character trait of; (4mks)

i. Krogstad

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ii. Nora

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e) Identify and illustrate any two stylistic devices used in the excerpt. (4mks)

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f) Explain the meaning of the following words as used in the extract (2mks)

i. Compel

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ii. Blackguard

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g) "I shall be obliged to remind you of a few details". Which are those details? (4mks)

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

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

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

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

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

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

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

Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for his him. Then he told her to come and greet

him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

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

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

**Questions**

a) With illustrations, classify the above narrative (2mks)  
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b) Identify three features in this story that are characteristics of oral narratives (3mks)  
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.....  
.....

c) Briefly explain the character traits of the following (4mks)  
i. Hare  
.....  
ii. Hyena  
.....

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

e) Identify two socio-economic activities from the community in which the narrative is taken from. (4mks)

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

(f) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”. (Re-write into indirect speech) (2mks)

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

g). Describe the irony in the third paragraph (3mks)

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

**3. GRAMMAR (15MKS)**

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

i. He will not be given a driving license. He passes the road test (Rewrite as one using ‘unless’)

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

ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)

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

iii. The boys went to play in the field (underline the adverbial)

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

**b) Supply the correct preposition to complete the sentences given. (3mks)**

i. Property worth millions of shillings went up .....flames.

ii. The three boys shared the bread .....themselves.

iii. We should strive to live .....our means.

**c) Use the correct form of the word in brackets to fill in the blank spaces in the sentences below.**

**(3mks)**

- i. The audience was offended by the .....(sense) of the speaker.
- ii. The .....(acquire) of a university degree is a great milestone to a student.
- iii. Everyone should obey the law .....( regard) of their position in the society.

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

- i. Teaching .....(practise/practice) is not an easy job for teacher-trainees.
- ii. The prophet's .....(prophesy/prophecy) was misleading to his audience.
- iii. He .....((insured/ensured) his car with Madison.
- iv. Mwita .....(hanged/hung) the chart on the wall.

**e) Write the following sentences in indirect speech (1mk)**

“These are juicy mangoes,” Ken said.

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

**f) You do not require to cheat to pass (1mk)**

(Supply a suitable question tag).

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

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **KENYA HIGH SCHOOL**

**101/2**

**ENGLISH**

#### **INSTRUCTIONS TO CANDIDATES**

1. Write your name, admission number, class, date and index number in the spaces provided.
2. Answer all questions in the spaces provided.
3. This paper consists of 11 printed pages. Check to ascertain that all pages are printed as indicated and that no pages are missing.

#### **FOR EXAMINERS' USE ONLY**

<b>QUESTIONS</b>	<b>MAXIMUM SCORE</b>	<b>CANDIDATES SCORE</b>
<b>1</b>	<b>20</b>	
<b>2</b>	<b>25</b>	
<b>3</b>	<b>20</b>	
<b>4</b>	<b>15</b>	
<b>TOTAL</b>	<b>80</b>	

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## COMPREHENSION

20 MARKS.

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

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

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

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

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

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

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in **negotiating** situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and tolerate them. For instance the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behaviour as wrong -just different.

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

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

(a) According to the passage, what is the meaning of culture shock? (2 marks)

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

(b) Identify any **three** factors that can cause culture shock. (3 marks)

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

(c) What evidence does the author give to show "you understand all the words, but you do not understand the meaning"? (2 marks)

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

(d) Give any **three** features that characterize a person in the worst state of culture shock. (3 marks)

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

.....  
.....  
.....  
(e) In note form, give the difficulties experienced in the second stage of culture shock. (4 marks)

.....  
.....  
.....  
.....  
.....  
.....  
.....  
(f) Why is making friends helpful in overcoming culture shock? (2 marks)

.....  
(g) Explain the meaning of the following words as used in the passage: (3 marks)

alive .....

obsession .....

negotiating .....

(h) Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land. (Rewrite the sentence above without changing the meaning. Begin: You ....) (1 mark)

**QUESTION 2: LITERARY COMPREHENSION 25 MARKS**

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

**Nora:** But it was absolutely necessary that he should not know! My goodness, can't you understand that? It was necessary he should have no idea what a dangerous condition he was in. It was to me that the doctors came and said that his life was in danger, and that the only thing to save him was to live in the south. Do you suppose I didn't try, first of all, to get what I wanted as if it were for myself? I told him how much I should love to travel abroad like other young wives; I tried tears and entreaties with him; I told him that he ought to remember the condition I was in, and that he ought to be kind and indulgent to me; I even hinted that he might raise a loan. That nearly made him angry, Christine. He said I was thoughtless, and that it was his duty as my husband's not to indulge me in my whims and caprices – as I believe he called them. Very well, I thought, you must be saved- and that was how I came to devise a way out of the difficulty...

**Mrs. Linde:** And did your husband never get to know from your father that the money had not come from him?



**Nora:** No, never. Papa died just at that time. I had meant to let him into the secret and beg him never to reveal it. But he was so ill then-alas, there never was any need to tell him.

**Mrs. Linde:** And since then have you never told your secret to your husband?

**Nora:** Good heavens, no! How could you think so? A man who has such strong opinions about these things! And besides, how painful and humiliating it would be for Torvald, with his manly independence, to know that he owed me anything! It would upset our mutual relations altogether; our beautiful happy home would no longer be what it is now.

**Mrs. Linde:** Do you mean never to tell him about it?

**Nora:** (*meditatively, and with a half-smile*) yes-someday perhaps, after many years, when I am no longer as nice-looking as I am now. Don't laugh at me! I mean, of course, when Torvald is no longer as devoted to me as he is now; when my dancing and dressing-up and reciting have palled on him; then it may be a good thing to have something in reserve-*(breaking off)* what nonsense! That time will never come. Now, what do you think of my great secret, Christine? Do you still think I am of no use? I can tell you, too, that this affair has caused me a lot of worry. It has been by been by no means easy for me to meet my engagements punctually. I may tell you that there is something that is called, in business, quarterly interest, and another thing called payment in installments it is always so dreadfully difficult to manage them. I have had to save a little here and there, where I could, you understand have not been able to put aside much from my housekeeping money, for Torvald must have good table. I couldn't let my children be shabbily dressed 'I have felt **obliged** to use up all he gave me for them, the sweet little darlings!

**Mrs. Linde:** So it has all had to come out of your own necessities of life, poor Nora?

**Nora:** Of course. Besides, I was the responsible for it. Whenever Torvald has given me money for new dresses and such things, I have never spent more than half of it: I have always bought the simplest and cheapest things. Thank heaven, any clothes look well on me, and so Torvald has never noticed it. But it was often very hard on me, Christine-because it is delightful to be really well dressed, isn't it?

*(Adapted from, a Dolls House by Henrik Ibsen, EAEP, 2017)*

a) What had Mrs. Linde said before this excerpt to prompt Nora to say, '...My goodness can't you understand that?' (2 marks)

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

b) How did Nora try to convince her husband to go south? (3 marks)

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

c) What do we learn about the character trait of Nora from this excerpt? (4 marks)

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

d) Give reasons why Nora found it difficult to reveal her secret to Torvald. (3 marks)

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

e) What themes emerge from this excerpt? Illustrate your answer. (4 marks)

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

f) Briefly explain how keeping the secret from Torvald has affected Nora. (2 marks)

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

g) After this excerpt, Nora reveals what else she has been doing to earn money. What revelation does she make? (1 mark)

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

h) From your knowledge elsewhere in the text, how would you describe Nora and Torvald's marriage/relationship? (3 marks)

.....  
.....

.....  
.....  
i) It would upset our mutual relations altogether; our beautiful happy home would no longer be what it is now. (Rewrite beginning: It would both...) (1 mark)

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

i. Entreaties \_\_\_\_\_

ii. Obligated \_\_\_\_\_

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

The poor man knows not how to eat with the rich man.  
When they eat fish, he eats the head.

Invite a poor man and he rushes in  
licking his lips and upsetting the plates.

The poor man has no manners, he comes along  
with the blood of lice under his nails.

The face of a poor man is lined  
from hunger and thirst in his belly.

Poverty is no state for any mortal man.  
It makes him a beast to be fed on grass.

Poverty is unjust. If it befalls a man,  
though he is nobly born, he has no power with God.

a) Identify and illustrate any **four** features of oral poetry evident in the poem above. (8marks)

.....  
.....  
b) Describe a probable situation in which such a poem could be performed. (2 marks)

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

c) During a recitation of this oral poem, what **three** elements should be emphasized?

(3 marks)

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

d) What does the phrase '...with the blood of lice under his nails' reveal about the poor man?

(2 marks)

.....  
.....

e) Describe with illustrations the tone of this oral poem. (3 marks)

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

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

(i) he eats the head

.....  
.....

(ii) he has no power with God

.....  
.....

**4) GRAMMAR 15MARKS**

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

i) We have never witnessed such cruel behaviour by one child to another. (Begin; never...)

.....  
.....

ii) David says; "I have been saying prayers everyday" (change to reported speech)

.....  
.....  
iii) The time keeper rang the bell earlier than expected. (Begin; The bell....)

.....  
.....  
iv) He knows very little about the surprises which are waiting for him. (begin; little..)

.....  
.....  
v) Mary is a good teacher. She is good like any teacher you can find anywhere else. (join into one using,....as....)

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

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

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

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

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

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

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

He fed her cat food.  
.....  
.....

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **MANG’U HIGH SCHOOL**

**101/2**

**ENGLISH**

#### **Instructions to Candidates**

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

#### **FOR EXAMINER’S USE ONLY**

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

#### **CONTACT US ON:**

**WhatsApp/Call or Text: 0724351706/0726960003**

**EMAIL: [Goldlitepublishers@gmail.com](mailto:Goldlitepublishers@gmail.com)**

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

Africa is undoubtedly a very enduring race and has the capacity to utilize the available natural resources for the betterment of life. The biggest challenge, however, is to identify ways and means of creating an environment that is likely to encourage development in Africa. Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement 'genuine poverty alleviation strategies'. Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Government should foster exploitation and management of natural resources by providing an enabling environment. Having stable government may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the tax payer. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return them and face the full force of the law. Again, people known to have **stashed** money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, Africa must find a way of solving their internal conflicts without involving the international community. After all, we are all brothers with a common cause. The need to unite and exist as unitary state should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The African union should be strengthened to enable it to arbitrate intra and inter-state disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity. Another solution would be to develop rural-based economies, since the bulk of our population live in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in the rural areas. Similarly, mining concerns should establish processing plants near the mines. Such industries will naturally recruit manpower from the locality and consequently, reduce the incidence of rural-urban migration. Setting up industries in the rural areas will necessitate development of infrastructures which will open up rural areas for business. This will further encourage expansion and increase food production to counter perennial food shortage in Africa. For instance, development of dairy and beef processing industry in the rural areas will encourage sustainable livestock keeping and probably bring to an end loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the **disparity** between the rich and the poor.

We should also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africa should tap local expertise to develop technologies appropriate to our needs. Home grown technology should enable us alleviate Africa's food security by utilizing river and lake water for irrigation and by harnessing wind and solar energy.

Lastly, our economic units such as ECOWAS, SADC, and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market. The people of Africa should continually seek a better life. We have the resources; we have the manpower, and the capacity to make things move.

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....



e) Why is appropriate technology useful?

(1 mark)

.....  
.....

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

(5 marks)

**Rough copy**

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

**Fair copy**

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

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

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

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

i) Stashed.....

ii) Disparity.....

**1. READ THE EXTRACT BELOW AND ANSWER THE QUESTIONS THAT FOLLOW**

**Nora:** I didn't find it dull.

**Helmer:** (*smiling*) But there was precious little result, Nora.

**Nora:** Oh, you shouldn't **tease** me about that again. How could I help the cat's going in and tearing everything to pieces?

**Helmer:** Of course you couldn't, poor little girl. You had the best of intentions to please us all, and that's the main thing. But it is a good thing that our hard times are over.

**Nora:** Yes, it is really wonderful.

**Helmer:** This time I needn't sit here and be **dull** all alone, and you needn't ruin your dear eyes and your pretty little hands-

**Nora:** *(clapping her hands)* No, Torvald, I needn't any longer, need I! It's wonderfully lovely to hear you say so! *(taking his arm)* Now I will tell you how I have been thinking we ought to arrange things, Torvald. As soon as Christmas is over-*(A bell rings in the hall.)* There's the bell. *(She tidies the room a little.)* There's someone at the door. What a **nuisance!**

**Helmer:** If it is a **caller**, remember I am not at home.

**Maid:** *(in the doorway)* A lady to see you, ma'am,--a stranger.

**Nora:** Ask her to come in.

**Maid:** *(to Helmer)*The doctor came at the same time, sir.

**Helmer:** Did he go straight into my room?

**Maid:** Yes, sir.

**Questions**

1. What does Nora refer to in her opening words in this extract? (2 marks)

.....

.....

.....

2. What has happened that has made the couple happy? (2 marks)

.....

.....

.....

.....

3. Discuss two themes evident in this extract. (4 marks)

.....

.....

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

4. "There's someone at the door." Rewrite in indirect speech. (1mark)

.....

5. A lady has come to see Nora as reported by the maid. Who is this lady and how does her coming affect the Helmers from the rest of the play. Summarize in about 60 words. (6marks)

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

6. Discuss one aspect of style in this extract. (2 marks)

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

7. Identify and explain one character trait of Helmer as brought out in the excerpt. (2 marks)

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

8. Briefly explain what happens after this extract. (2 marks)

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

9. Describe the overriding mood of the excerpt. (2 marks)

.....  
.....

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

iii) Nuisance .....

iv) A caller .....

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

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

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

He woke up at dawn and began to scavenge for food once again. He walked slowly and circumspectly, lest he missed a carcass in the woods. Feeling helpless, he walked slowly and circumspectly, lest he missed a carcass in the woods.

Feeling helpless, he walked to the great valley overlooking a bushy hill where he

glanced up and saw the sun which was then above his head. Walking on through the bush, he came upon a huge tree with spreading branches. Under the tree lay a dead elephant which must have died of hunger.

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

He ate quickly because he feared other Hyenas would come to share the carcass with him. He did not want to share his good fortune. He ate and ate for nearly two hours without even pausing to look up to see if anyone might be coming. He stopped and looked up to see the sun. It was moving across the sky and making for the West. He walked farther away from his great feed and jumped up onto low hanging branch to see how much he had eaten. He made a quick jump to the ground again, and went back to the carcass to resume his feed. He ate and ate until he disappeared into the Elephant's stomach through the channel he had cut. He walked a little away from the Elephant, looking for a branch. He found one, rushed and made a high jump towards the branch. This time he jumped carefully but still missed narrowly, hurting himself. He went back and continued with his feed, this time slowly and forcing himself, but being fully satisfied, he could not eat anymore.

He looked for yet another branch with which to satisfy himself that he was fully fed. He walked backwards, stomach protruding outwards from both sides. He sped painfully for the final jump, with much difficulty. He gathered momentum, and threw his trunk up determinedly with all his might. Whilst flying through mid-air heard a deafening explosion. "Gugugukuruuuuuuit!" He cried out, saying, "God, come to my rescue." He somersaulted in the air and dropped down dead with all intestines jutting out.

## Questions

- a. Why would this story be called a fable? (2mks)  
.....  
.....  
.....
- b. Identify and illustrate two traits of Hyena in this narrative. (4mks)  
.....  
.....  
.....  
.....
- c. State one economic activity practiced by the community from which this narrative is taken. (2mks)  
.....  
.....
- d. Identify and illustrate any three features of oral narratives used. (6mks)  
.....  
.....  
.....  
.....
- e. What moral lesson do you learn from this narrative? (2mks)  
.....  
.....
- f. "He stopped and looked up to see the sun" (**Rewrite as a question beginning' Did ..... ) (1mk)**  
.....  
.....
- g. Explain the meaning of the following expressions as used in the oral narrative: (3mks)

a. Scavenge

.....  
.....

b. Not sleep a wink

.....  
.....

c. Ravenously

**4. GRAMMAR.**

**(15marks)**

**a. Rewrite the following sentences according to the instructions given. (4marks)**

(i) Kipchoge is the most popular athlete in Kenya. **(Begin: No...)**

.....  
.....

(ii) The young man was very hungry. He swallowed the food without chewing it.  
**(Begin: So...)**

.....  
.....

(iii) The teacher found out how intelligent Joel was when he started the discussion.  
**(Begin: It was not until...)**

.....  
.....

(iv) They were so exhausted that they could not stay awake. **(Rewrite using "too".)**

.....  
.....



**b. Complete the following sentences using the appropriate form of the word in brackets.**

**(3marks)**

(i) The winner of the race jogged..... around the stadium waving the Kenyan flag. (**pride**)

(ii) The guard was very .....today. (**quarrel**)

(iii) That is not the correct.....(**define**)

**c. Fill in the gaps with an appropriate preposition.(2marks)**

(i) The prefect is answerable \_\_\_\_\_ the behaviour of the class.

(ii) I have placed the coffee table \_\_\_\_\_ the shade of that tree over there.

**d. Complete each of the following sentences with one of the words in brackets.**

**(2marks)**

(i) They saw \_\_\_\_\_ animals in the park than they expected.  
(less, fewer)

(ii) After walking for three kilometers, they were lucky to get \_\_\_\_\_ water from the stream. (little, a little)

**e. Correct the error(s) in each of the sentences below.(2marks)**

(i) I went for shopping yesterday.

.....

(ii) How do you hope to get the lost child between so many people?

.....

f. Explain the meaning of the underlined idiomatic expressions in the following sentences. (2marks)

(i) They arrived at the eleventh hour.

.....

(ii) Most people prefer to sit on the fence

.....

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **MASENO SCHOOL**

**101/2**

**ENGLISH**

#### **INSTRUCTIONS TO CANDIDATES**

- a) *Write your name, school and Index number in the spaces provided above.*
- b) *Answer ALL the questions in the spaces provided*

#### **FOR EXAMINERS USE ONLY**

<b>QUESTIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MAXIMUM SCORE</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>15</b>
<b>CANDIDATES SCORE</b>				

#### **CONTACT US ON:**

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**EMAIL: [Goldlitepublishers@gmail.com](mailto:Goldlitepublishers@gmail.com)**

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

When Google hosted a boot camp in California this month for its Android operating system, there were some new faces in the room: auto manufacturers. They made the trip to learn about Android Auto, a new dashboard system meant to let a smartphone power a car's center screen. Tasks as varied as navigation, communication and music apps, all constantly talking to the cloud. And to the driver. A similar scene is playing out just a few miles down the road at Apple, where a rival system, Car Play, has been developed for iPhone users.

After years of being treated as an interesting side business, autos have become the latest obsession for Silicon Valley, with Apple assigning about 200 engineers to work on electric vehicle technology and Google saying it envisions the public using driverless cars within five years. But nowhere is that obsession playing out more immediately than in the battle to develop the next generation of cars' dashboard systems.

In the coming weeks and months, dealerships around the country will begin selling vehicles capable of running Android Auto, Apple Car Play, or both. The systems go far beyond currently available Bluetooth pairing for playing music or making a hands-free call, and allow for Google's or Apple's operating system to essentially take over the center screen and certain buttons within the car. "Consumers have spoken," said John Maddox, assistant director of the University of Michigan's Mobility Transformation Center.

"They expect to have coordination between their phone and their vehicle." Here at Google's headquarters, Android Auto is about to make its debut in Americans' cars after two years in development. Plug in a smartphone with a USB cord and the system powers up on a car's screen. The phone's screen, meanwhile, goes dark, not to be touched while driving. Apple's Car Play works similarly, with bubbly icons for phone calls, music, maps, messaging and other apps appearing on the car's center screen. (Apple declined to comment for this article.)

While the idea of constantly connected drivers zipping along roads raises concerns about distracted driving, both companies say their systems are designed with the opposite goal: to make cellphone-toting drivers safer. "We looked at what people do with their phones in the car, and it was scary," said Andrew Brenner, who heads Google's Android Auto team. "You want to say to them, 'Yikes, no, don't do that.'"

Brenner said his team tried to figure out how to minimize distraction during tasks people frequently do while driving, while also deciding what should be prevented in the car altogether. Google even built its own driver-distraction lab, to test different variations.

Android Auto, for example, has no “back” button like the smartphone version. No “recents” button either. Google Maps has been adjusted to make fonts bigger and streets less detailed, for easier reading while driving. No action should take more than two seconds — consistent with the Transportation Department’s voluntary guidelines. “Things that we don’t show are just as important as what we do show,” Brenner said. Music is most definitely in. Streaming video? Most definitely not.

Most social media will also be blocked, and texts can be sent only with voice commands. Apps on the screen are optimized for speed: glance, touch and eyes back to the road. “It’s these little glances at the screen that people do in a car,” he said.

“We want something that’s very glanceable, that can be seen and done quickly.” When the Android Auto project began, it included a core group of automakers like General Motors, Audi, Honda and Hyundai. Now, as it prepares for its debut, roughly two dozen car brands have signed on to offer it soon. Apple has teamed up with roughly the same number of brands, many of which will offer both systems. Most automakers are staying mum on their exact start dates, but Hyundai is expected to act shortly, and Volkswagen has indicated availability for its next Golf. GM has said the same about its Spark subcompact. One of the most widespread adopters will be Ford, which this year will begin offering both Android Auto and Car Play in conjunction with the revamping of the automaker’s much-criticized Sync system.

By the end of 2016, they will be available on all Fords sold in the United States. “We don’t want people to have to make a vehicle choice based on which mobile phone they have,” said Don Butler, Ford’s executive director for connected vehicles and services. “We want to accommodate all customers and their devices.”

Fiat-Chrysler, considered to have one of the better infotainment platforms on the market, has signed on to support Google’s and Apple’s systems. But a bit of lament is evident. “We’re confident that our systems deliver a good experience for our customers,” said Eric Mayne, a spokesman at Chrysler. “But we’re not standing still either.”

a) Why did Auto manufacturing companies make the trip to California? ( 2mks)

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

b) What according to the passage shows the seriousness that companies have autos have attached to autos?

c) What does the expression “Consumers have spoken,” imply? (2mks)

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

d) Briefly explain how the system works? (2mks)

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

e) Why in your opinion do social media have to be blocked? ( 3mks)

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

f) In point form, summarize how developers have tried to minimize distractions that may arise out of the new developments. (5mks)

.....  
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.....

**g) Rewrite the following in reported speech. (1 mark)**

“We’re confident that our systems deliver a good experience for our customers,” said Eric Mayne, a spokesman at Chrysler. ....  
.....  
.....

**h) What do the following words mean as used in the passage? (3 marks)**

i) Debut .....

ii) Mum .....

iii) Infotainment .....

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

Krogstad: (Controlling himself) Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora: So it seems.

Krogstad: It is not only for the sake of the money; indeed that weighs least with me in the matter. There is another reason – well. I may as well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora: I think I have heard something of kind.

Krogstad: The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don’t think I’ve been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me downstairs again into the mud.

Nora: But you must believe me, Mr. Krogstad; It is not in my power to help you at all.

Krogstad: Then it is because you haven’t the will; but I have means to compel you.

Nora: You don't mean that you will tell my husband that I owe you money?

Krogstad: Hm! – Suppose I were to tell him?

Nora: It would be perfectly infamous of you. (*sobbing*) To think of his learning my secret, which has been my joy and pride, in such ugly, clumsy way – that he should learn it from you! And it would put me in a horribly disagreeable position –

Krogstad: Only disagreeable?

Nora: (*Impetuously*) Well, do it, then! – and it will be the worse for you. My husband will see for himself a blackguard you are, and you certainly won't keep your post then.

Krogstad: I asked you if it was only disagreeable scene at home you were afraid of?

Nora: If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.

Krogstad: (*coming a step nearer*) Listen to me, Mrs. Helmer. Either you have a very bad Memory or you know very little of business. I shall be obliged to remind you of a few details.

**Questions:**

i )Briefly describe what happens before the excerpt . (3marks)

.....

.....

.....

.....

ii) Identify and illustrate major themes evident in the excerpt . (4 marks)

.....

.....

.....



iii) In note form, state reasons why Krogstad says that he is prepared to fight for his small post in the bank as if he was fighting for his life. (5mks)

.....

.....

.....

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.....

iv) How is Nora and Krogstad portrayed in the excerpt (4 marks)

.....

.....

.....

.....

.....

v) Discuss any style used in the excerpt and show it's effectiveness (3mks)

.....

.....

.....

.....

vi) I shall be obliged to remind you of a few details.(Add a question tag) (1 mark)

.....

.....

vii) From your knowledge of the text, explain how Nora found herself in this predicament (3mks)

.....

.....

.....

.....

viii) Explain the meaning of the following words as used in the excerpt. (3 marks)

(i). Indiscretion .....

(ii). Compel .....

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

The Crop Thieves

Tswiri tswiri! I the person, I suspect?

What have you heard that makes you suspicious?

I heard things said, rumours of weaver birds;

They ate corn in Lesiba's field and finished it.

And when they left they sounded hummmmm-

They said, "Listen to the numerous weaver birds, sons of Mosima;s family.

Children of the horse that ate the courtyards and the times,

It is the numerous weaverbirds,

The grey ones that go about in swarms,

Children with the little red beaks,

Children that make a noise in the mimosa trees,

Tupu-tupu! The smoke comes out while the dew still glitters.

Howaaa! Sweaaa! – is heard in the early morning

They are finishing the corn, the numerous weaver birds.

Children with the little red beaks.

At home, it is yo! yo!

The children are crying,

Their mothers have gone to the fields to the birds,

It is the Zulus that have entered the country,

Take axes and loop the tree branches,

Yo! This year we shall eat five,

We shall lack even a blue-tongued goat!

It is numerous weaverbirds, the grey ones that go about in swarms.

**Questions**

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

.....  
.....

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

.....  
.....

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

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

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

.....  
.....

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

.....  
.....

vi) Identify and illustrate two economic activities practiced in this community. (4 marks)

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

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

.....  
.....  
viii) *Explain the meaning of the following lines as used in the song. ( 2marks)*

We shall lack even a blue-tongued goat.

.....  
.....  
ix) It is the Zulus that have entered the country.

.....  
.....  
**4.GRAMMAR. (15MKS)**

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

i) Juma did not do the assignment. He did not report to the teacher. (Rewrite into one sentence using a correlative conjunction)

.....  
.....  
.....  
ii) *Complete with the correct alternative.*

They won the match because they had enough.....

(Practice/practise)

iii) I like to swim. ( change the infinitive into a gerund)

.....  
iv) My examination results were released only after I had cleared the fee balance.( Begin: Not until.....)

.....  
.....  
.....  
b) *Fill in the blank spaces with the correct form of the word in brackets. (3mks)*

- i) He was relieved when the three ..... left his compound. (passerby)
- ii) The inmates took advantage of the .....to escape from custody.  
(confuse)
- iii) The film, though poor in artistic value, was a ..... success. (finance)

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

- i) It is improper to hurl abuses ..... people.
- ii) The principal was very happy ..... her students.
- iii) Mueni and her family had lived in Mombasa ..... twenty years.

*d) Replace the underlined phrasal verb in each of the following sentences with an appropriate word. (3mks)*

- i) Juma always **calls in on** us during meals.
- ii) We felt completely **let down** by her performance.

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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NAME ..... ADMISSION NUMBER .....

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

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### **MURANG'A EXTRA COUNTY SCHOOLS JOINT 101/2 ENGLISH**

**Instructions to the candidates.**

- a) Ensure you write **your name, admission number and class** in the spaces provided above.
- b) All questions in this paper are **compulsory**.
- c) Answer **ALL** questions in the spaces provided.

**For Official use only**

<b>Question</b>	<b>Maximum Score</b>	<b>Candidate's Score</b>
<b>1. Comprehension</b>	<b>20</b>	
<b>2. Excerpt</b>	<b>25</b>	
<b>3. Poetry</b>	<b>20</b>	
<b>4. Grammar</b>	<b>15</b>	
<b>TOTAL</b>	<b>80</b>	

**CONTACT US ON:**

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## 1. COMPREHENSION (20 MARKS)

Read the comprehension below and answer the questions that follow

People must be careful the kind of personal information they post on sites. It is difficult to imagine life in what seems like a century ago without the internet and the cell phone. Just how did we manage our lives before the age of instant communication at a fraction of the cost of the landline?

As a little child in 1960s, I could not visualize what my teenage sons do with technology today.

Could I have even dreamt of a cell phone, a device that I could have taken to school with me and been able to chat with my friends wherever I was and whenever I wanted? You know the answer. However, today's heaven of instant communication can easily turn into the hell of deadly sin. I mean quite literally.

Instant communication devices and portable entertainment products could of course be addictive to anybody, but such addiction can be particularly destructive to young people in school. They can distract students from homework and house chores. They can also damage ear drums. Think of the **ubiquitous** iPod which the youth equate to oxygen without which life is unsuitable!

I have even seen some grown men behaving like teenagers with iPods! Last year, a person was killed by a vehicle that spun out of control and hit him as he crossed the road somewhere in the United States. The footage showed clearly that the victim could have heard or seen the rogue vehicle had his ears not been plugged up to loud music.

While I do not want to sound like a Neanderthal, I nevertheless would like to reflect on the perils of this new gadgetry and technology. The first obvious point is that not all technology is good. Think of the A-Bomb for example, and you get my point.

I disagree with those who argue that it is not technology that is bad, but the users who misapply it. This is how some scientists justify their abdication of social responsibility. Thus we do not have to buy every little silly gadget that market puts out. Haven't you noticed that the companies always time the release of these gadgets to Christmas, or some other consumer holiday? They surely know how to apply peer pressure and pit children against parents as a marketing tool. Sometimes I wonder whether capitalism can be any more devious!

To be sure I cannot gainsay the benefits of new technologies. The computer and the internet are without doubt the greatest inventions of our age. Information and knowledge that was inaccessible just several decades ago is now a click away even in the remotest village in the world. And it is all quite cheap. Access to information and knowledge is being democratized in a way that was unthinkable just a few decades ago. Think about the revolution of the cell phone for the individual communication and business transactions. Landlines are becoming virtually obsolete. It is this revolution that should lift millions out of poverty in the near future.

But these advances come with perilous clouds over them. I particularly, I want to focus on social networking sites and the dangers of the instant transmission of information and images. We have known for a long time that the internet is the new Wild West where everything goes.

Countries that are afraid of democracy and dissent, like China or Syria, limit, monitor, control, censure or deny access to the internet. They claim they must keep at bay pornography and sexual predators like pedophiles who troll the interment with demonic schemes. These are real problems, but do not think that censorship is the answer. Cyber surveillance by law enforcement and the prosecution of these malignant forces is the only effective and civilized response.

But individuals must themselves act responsibly. Ultimately, the **pivot** of any democracy responsible citizen action. This is where parents, civil society and the media come in. Take Face Book, the wildly popular social networking site, for example. Some of the things I have seen there are downright stupid, dangerous, malevolent

or just plain crazy. Teenagers on these sites sometimes communicate with imposters bent on luring the naïve to a dead end. How many times have we seen reports of some sixty-year-old pervert posing as a teen? Even scarier, how many times have we read about such rendezvous ending in a fatality? There are other less deadly, but very destructive dangers. Prospective employers are increasingly looking into social networking sites for personal information about applicants. Even some colleges are snooping around for information about prospective students. There are reports that some people have been rejected because of the personal information they posted to the sites. Such information has ranged from **lurid** pictures to abusive language.

This means that young folks must be very careful about posting intimate details including personal pictures and other personal data such as birth dates, personal ID numbers and home address on such sites. Such information about yourself can only hurt you if displayed for the entire world to see. Teenagers need to be particularly careful about the new fad of “**sexting**”. This is an epidemic in New York among teenagers. Teens and other young people are sending nude pictures of themselves to their friends or lovers. A large number of such pictures have been shared widely beyond the intended audience. In one case, a child whose nude pictures were revealed took her own life. It can cause untold grief.

**Questions**

1. What does the writer find puzzling before the coming of technology? (2mks)

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

2. What is the purpose of a cell-phone? (2mks)

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

3. Make notes on the dangers of modern technology. (6mks)

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

4. What is the attitude of the author towards modern technology? (2mks)



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

5. How do scientists justify their innovations? (1mk)

.....

6. What is implied by the expression “perilous clouds” (2mks)

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

7. Write the following sentence in indirect speech. (1mk)  
I wonder whether capitalism can be more devious!

.....

8. Explain the meaning of the following words; (4mks)

- i) Lurid
- ii) Pivot
- iii) Sexting
- iv) Ubiquitous

**2. EXERPT**

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

**Nora:** *(begins to unpack the box, but soon pushes it away from herself)* If only I dared go out. If only no one would come. If only I could be sure nothing would happen here in the meantime. Stuff and nonsense! No one will come. Only I mustn't think about it. I will brush my muff. What lovely, lovely gloves! Out of my thoughts, out of my thoughts! One, two, three, four, five, six- *(screams)* Ah! There is something coming - *(makes a movement towards the door, but stands irresolute)* *(enter MRS. LINDE from the hall, where she has taken off her cloak and hat)*

**Nora:** Oh, it's you, Christine. There is no one else out there, is there? How good of you to come!

**Mrs. Linde:** I heard you were up asking for me.

**Nora:** Yes, I was passing by. As a matter of fact, it is something you could help me with. Let us sit down here on the sofa. Look here. Tomorrow evening there is a fancy-dress ball at the Stenborgs', who live above us; and Torvald wants me to go as a Neapolitan fisher girl, and dance the Tarantella that I learned at Capri.

**Mrs. Linde:** I see; you are going to keep up the character.

**Nora:** Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven't any idea—

**Mrs. Linde:** We will easily put that right. It is only some of the trimming come unsewn here and there. Needle and thread? Now then, that's all we want.

**Nora:** It is nice of you.

**Mrs. Linde:** (*sewing*) So you are going to be dressed up tomorrow Nora I will tell you what --

I shall come in for a moment and see you in your fine feathers. But I have completely forgotten to thank you for a delightful evening yesterday.

**Nora:** (*gets up, and crosses the stage*) Well, I don't think yesterday was as pleasant as usual. You ought to have come to town a little earlier, Christine. Certainly Torvald does understand how to make a house **dainty** and attractive.

**Mrs. Linde:** And so do you, it seems to me; you are not your father's daughter for nothing. But tell me, is Dr. Rank always as depressed as he was yesterday?

**Nora:** No; yesterday it was noticeable. I must tell you that he suffers from a dangerous disease. He has consumption of the spine, poor creature. His father was a **horrible** man who committed all sorts of excesses; and that is why his son was sickly from childhood, do you understand?

**Mrs. Linde:** (*dropping her sewing*) But, my dearest Nora, how do you know anything about such things?

**Nora:** (*walking about*) Pooh! When you have three children, you get visits now and then from---- from married women, who know something of medical matters, and they talk about one thing and another.

**Mrs. Linde:** (*goes on sewing a short silence*) Does Doctor Rank come here everyday?

**Nora:** Everyday regularly. He is Torvald's most intimate friend and a great friend of mine too. He is just like one of the family.

**Mrs. Linde:** But tell me this-is he perfectly sincere? I mean, isn't he the kind of man that is very anxious to **make himself agreeable**?

**Nora:** Not in the least. What makes you think that?

**Mrs. Linde:** When you introduced him to me yesterday, he declared he had often heard my name mentioned in this house; but afterwards I noticed that your husband hadn't the slightest idea who I was. So how could Doctor Rank---

**Nora:** That is quite right, Christine. Torvald is so absurdly fond of me that he wants me absolutely to himself, as he says. At first he used to seem almost jealous if I mentioned any of the dear folk at home; so naturally I gave up doing so. But I often talk about such things with Doctor Rank, because he likes hearing about them.

**Questions**

a) Why does Nora look disturbed at the beginning of this excerpt? (3marks)

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

b) Who brought the box that Nora is unpacking at the beginning of this excerpt and why did Nora want it (2marks)

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

c) “Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven’t any idea-----“

i) What does this reveal about the character of Nora? (2marks)

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

ii) From this statement, describe the relationship that exists between Nora and Torvald. (2marks)

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

iii) Identify and explain a stylistic device used in this statement. (2marks)

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

..... d) Cite **two** things that indicate that Nora is lying about Dr. Rank's sickness  
in this excerpt (2marks)

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

e) Identify two themes evident in this excerpt. (4marks)

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f) Basing your argument from elsewhere in the play, explain what else Mrs. Linde repairs and how? (3marks)

.....  
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j) What tone does Nora adopt at the end of this excerpt? (2 marks)

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.....

k) Explain the meaning of the following words and phrases as used in the excerpt.

- (i) Dainty
- (ii) Horrible
- (iii) make himself agreeable

### 3. ORAL POETRY (20MKS)

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

#### Adieu

It's two months today

And the absence looks eternity  
But the memories and experiences-still very fresh  
Thought we'd have many more years  
And so much more time together  
I was wrong  
But the last day laughs, dances, sharing...  
Then the silence  
The many tubes  
The complex machines  
The silent prayers and tears  
And then the ambulance  
At one in the night  
Miles away from home  
These...these shall be my keepsakes  
You were my son  
My friend  
My love  
Still you are and I wanted you to know that  
Until that day we meet again, nind gi kue Thura  
For I can't forget about you yet  
And I will not  
Just not now!

a) What type of an oral poem is this? Explain your answer. (2mks)

.....  
.....

b) Identify three stylistic devices employed in the above genre. (6marks)

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

c) Explain the relevance of the title 'Adieu'. (1marks)

.....  
.....

d) Identify the persona in the above genre. (2marks)

.....  
.....  
e) Explain the mood of the oral poem above. (2marks)

.....  
.....  
f) Explain two functions of this specific genre. (1marks)

.....  
.....  
h) Explain any character trait of the persona (2marks)

.....  
.....  
i) Explain one social aspect of the society from which the genre is drawn. (2marks)

.....  
.....  
j) Give the meaning of the following expressions: (2marks)

1. These...these shall be my keepsakes

.....  
.....  
2. The silent prayers and tears

.....  
.....  
**4. GRAMMAR (15MKS)**

**A Use the correct form of each of the words in brackets to fill in the blank space. (3mks)**

i) They were given a warm ..... (receive)

ii) Maarifa is praised for his ..... in approaching issues. (sober)

iii) I don't understand why Eunice had to be given .....treatment (prefer)

**B Rewrite the following sentences as instructed. Do not change the meaning (4mks)**

i)I don't know how it happened. (Rewrite using the word "idea.")

ii) Apart from James, they all took the same subjects. (Begin: save.....)

.....

iii) We only recognized the visitor when she spoke (Begin: it wasn't.....)

.....

iv) The candidates did the exams. They hoped for the best.(End with the word "exams")

.....

**C Fill in the gaps with the correct preposition (3mks)**

(i) I hope your friend does not deal .....stolen cars.

(ii) Mwema's conduct is ..... reproach.

(iii) Unfortunately, the airplane plunged .....the ocean.

**D Replace the underlined words with phrasal verbs (3mks)**

(i) It is unfortunate that the talks have collapsed

.....

ii) I felt ignored the entire time they talked.

.....

iv) Will the meeting begin in the chair's absence?

.....

**E Rewrite the following sentences in indirect speech (2mks)**

(i) "Wanjiru, please help me get away from here," Caroline Mueni said.

.....

(ii) "Can you remind me what your name is?" John asked Treza.

.....

# **GOLDLITE ONLINE EDUCATIONAL SERVICES**

*Kenya Certificate of Secondary Education*

## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

---

NAME ..... ADMISSION NUMBER .....

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

---

### **NAIROBI SCHOOL**

**101/2  
ENGLISH**

#### **Instructions**

- (a) Write your name, index number in the spaces provided above this paper.
- (b) All questions in this paper are compulsory.
- (c) Answer **ALL** questions in the spaces provided.

#### **For Official Use Only**

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

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

This article is a response to Tom Odhiambo's article in Saturday Nation of 25<sup>th</sup> January 2014 entitled, *Where is the Evidence of Big Literary Debates in the 1960s and 70s*. The writer took on Egara Kabaji's sentiments that the Kenyan academy is dead. He also **castigated** Taban Lolyong on his assertion that Kenyan critics cannot read books, critique them and publish their findings. I wish to differ with the writer on a number of issues; these are the rubbishing of the scholar's nostalgia and the blanket proclamation that there are hardly mentors in our universities today. As much as Egara Kabaji's assertion is an overstatement, upcoming literary scholars like us, partly agree with him that unlike now, there was a humongous literary appetite in the 1960s and 70s. The robust creative output of our fathers like Wole Soyinka, Chinua Achebe, Ngugu Wa Thiong'o, Peter Abrahams and Alex La Guma fitted aptly with the roaring appetite and curiosity of African audiences at the time. The **clamor** for independence that characterized postcolonial era led to a magnetic reception of their works. Furthermore, value systems of the people at the time were untainted by materialism; consequently, they thirsted for knowledge and wisdom.

People create authors. Their faith creates heroes. Their great passion for ideas at the time created great authors like Chinua Achebe, Wole Soyinka and Ngugi Wa Thiong'o. Critics were their prophets – they had the ability to interpret what authors said to the people. Therefore, they rode on the wings of the authors. The authors were deities. Their audiences crowned and glorified them, so did the critics. The literary conferences of the sixties and seventies were sterling, not because the authors and critics were more dedicated than today's. They were eminent because they drew inspiration from the people of their time. If Professor Egara Kabaji says the Kenyan academy is dead, he might have overstated his observation but we ought to not shut him down. If a medium no longer receives oracles, his deity could be dead. A deity is dead if people no longer believe in him. They have changed their attitude towards him perhaps because they think they have a better option.

In other words, there is a considerable attitude change in the populace towards literature since the eighties and this is the deadly virus that all literary scholars, including Tom Odhiambo, should try to find a cure. The replication of materialism that came with a boom in science and technology on one hand and escalation of poverty on the other hand, have eroded the passion for most genres of literature. Poverty trains the mind to idolize the material and scoff at the idea since the poor person pursues survival. The material is apt for survival just as wisdom is apt for success. Literature,

which is a subset of knowledge under the rationalism school of philosophy, upholds the abstract aspects of humanity inconsistent to the prevalent materialism.

With proliferation of science and technology, the empiricism school of philosophy that holds that knowledge is what you acquire via the five senses is carrying the day. Critics and authors may burn their midnight oil to write and publish but for a market that is interested in procurement and entrepreneurship courses to start money minting businesses and glue themselves on social media and Hollywood movies since they disseminate knowledge by sight. When will they have time for JKS Makokha's thesis on Vassanji's novels?

**Questions**

- a) On which issues does the writer disagree with Tom Odhiambo? (2 marks)
- .....
- .....
- .....
- .....

2

- b) Contrast the attitude of people towards literature in the 60s and in the present world. Give reasons for your answer. (4 marks)
- .....
- .....
- .....
- .....
- .....

- c) According to the passage, what has lowered the motivation of critics? (3 marks)
- .....
- .....
- .....
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- d) Mention some of the things that have caused diminishing reading culture of the traditional story book. (3 marks)
- .....
- .....
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e) Relate the emergence of materialism to the death of literature. (3 marks)

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f) Literature, which is a subset of knowledge under the rationalism school of philosophy, upholds the abstract aspects of humanity inconsistent to the prevalent materialism. *(Rewrite the sentence by omitting the relative pronoun)* (1 mark)

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

- i) castigated .....
- ii) robust .....
- iii) clamour .....
- iv) replication .....

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

**Nora.** Yes, you have been awfully kind about that; but you could just as well dismiss some other clerk instead of Krogstad.

**Helmer.** This is simply incredible obstinacy! Because you chose to give him a thoughtless promise that you would speak for him, I am expected to--

**Nora.** That isn't the reason, Torvald. It is for your own sake. This fellow writes in the most scurrilous newspapers; you have told me so yourself. He can do you an unspeakable amount of harm. I am frightened to death of him--

**Helmer.** Ah, I understand; it is recollections of the past that scare you.

**Nora.** What do you mean?

**Helmer.** Naturally you are thinking of your father.

**Nora.** Yes--yes, of course. Just recall to your mind what these malicious creatures wrote in the papers about papa, and how horribly they slandered him. I believe they would have procured his dismissal if the Department had not sent you over to inquire into it, and if you had not been so kindly disposed and helpful to him.

**Helmer.** My little Nora, there is an important difference between your father and me. Your father's reputation as a public official was not above suspicion. Mine is, and I hope it will continue to be so, as long as I hold my office.

**Nora.** You never can tell what mischief these men may contrive. We ought to be so well off, so snug and happy here in our peaceful home, and have no cares--you and I and the children, Torvald! That is why I beg you so earnestly--

**Helmer.** And it is just by interceding for him that you make it impossible for me to keep him. It is already known at the Bank that I mean to dismiss Krogstad. Is it to get about now that the new manager has changed his mind at his wife's bidding--

**Nora.** And what if it did?

**Helmer.** Of course!--if only this obstinate little person can get her way! Do you suppose I am going to make myself ridiculous before my whole staff, to let people think that I am a man to be swayed by all sorts of outside influence? I should very soon feel the consequences of it, I can tell you! And besides, there is one thing that makes it quite impossible for me to have Krogstad in the Bank as long as I am manager.

**Nora.** Whatever is that?

**Questions**

- a) Briefly explain the events that had taken place before this excerpt. (3 marks)

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- b) "Yes, you have been awfully kind about that" what is Nora referring to? (2 marks)

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- c) Why does Nora earnestly beg Helmer to retain Krogstad in the bank? (3 marks)

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- d) Comment on the character of Helmer and Nora as seen in this excerpt. (4 marks)

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- e) "And it is just by interceding for him that you make it impossible for me to keep him." From within and without the excerpt, give four reasons cited by Helmer as to why he can't keep Krogstad in the bank. (4 marks)

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f) Identify and explain one theme evident in this excerpt. (2 marks)

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g) From your understanding of the rest of the play, who is Krogstad and Why is he so determined to fight for his small post at the bank. (4 marks)

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h) You never can tell what mischief these men may contrive. (add a question tag) (1 mark)

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i) What happens immediately after this excerpt? (2 marks)

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

**Tears in Heaven**

Would you know my name?  
If I saw you in heaven  
Would it be the same?  
If I saw you in heaven

I must be strong  
And carry on  
'Cause I know I don't belong  
Here in heaven

Would you hold my hand?  
If I saw you in heaven  
Would you help me stand?  
If I saw you in heaven

I'll find my way  
Through night and day  
'Cause I know I just can't stay  
Here in heaven

Time can bring you down  
Time can bend your knees  
Time can break your heart  
Have you begging "please"  
Begging" please"

Beyond the door  
There's peace, I'm sure  
And I know there'll be no more  
Tears in heaven

Would you know my name?  
If I saw you in heaven  
Would you be the same?  
If I saw you in heaven

I must be strong  
And carry on  
'Cause I know I don't belong  
Here in heaven

*( Source: Clapton, E., Jennings, W. Warner Bros Records)*

**Questions**

a) Classify the oral poem above. (2 marks)

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b) What makes this an oral poem? (6 marks)

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c) Explain what the poem is about? (3 marks)

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d) What is the prevailing mood in this poem? (3 marks)

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e) Explain the meaning of the following line: (2 marks)

'Cause I know I just can't stay  
Here in heaven

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f) What do we learn about the persona? (2 marks)

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g) What is the tone of the poem in stanza 6? (2 marks)

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

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

(i) Who gave you this gift? (Rewrite in passive.)

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.....

(ii) He is intelligent but he must still work hard. (Begin: Intelligent.....)

.....  
.....

(iii) I did not know you then and so I couldn't help you. (**Rewrite** beginning: Had.....)

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b) *In each of the following sentences provide one word for the underlined words.* (2 marks)

(i) The young, beautiful Teresa surprised everybody present when she took a vow of remaining unmarried all her life.

.....  
.....

(ii) James said that his sister suffers from a disease that prevents her from sleeping.

.....  
.....

c) *Use the correct form of the word in brackets to complete the sentences.* (3 marks)

(i) The teacher had nothing but ..... (admire) for the top KCSE student

(ii) Jaoko still wants more food even after clearing a whole plateful of Ugali. His appetite is simply..... (Satisfy).

(iii) To prove his youthful ....., the young man went after the Lion. (brave)



d) *Choose the correct pronoun to complete the following sentences* (3 marks)

i.) The girls, \_\_\_\_\_ (she/her) and Joan, won the tournament.

ii.) My mother sent James and \_\_\_\_\_ to the shop. ( me, I )

iii.) It is \_\_\_\_\_ that escorted him to the airport. ( us, we)

e) *Replace the underlined word with a phrasal verb.* (3 marks)

(a) We felt completely disappointed by John's performance.

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(b) Sharleen is currently living with her sister-in-law in Lagos.

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(c) The governor was annoyed with his deputy who appeared to undermine him..

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f) *The following sentence has more than one meaning. Explain the ambiguity..* (2 marks)

(i) Put your hands together for Tom

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## **TOP SCHOOL EXAMS 2023**

**2023- 2 ½ Hours**

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### **SUNSHINE SCHOOL**

**101/2**

#### **INSTRUCTIONS TO CANDIDATES**

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

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

<b>QUESTION</b>	<b>MAXIMUM SCORE</b>	<b>CANDIDATE'S SCORE</b>
1	20	
2	25	
3	20	
4	15	
<b>TOTAL</b>	<b>80</b>	

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## 1. COMPREHENSION:

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

*20 marks*

Kenyan roads hold two things in equal measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the road presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does happen, value of property appreciates a hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger day by day, and finally, they develop into the craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them, permanent scars and loss of lives. Right in front of our eyes, what held great promise and hope to us, becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business in spite of the difficulties.

Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. When it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds. Here are some thoughts to consider.

First, just like roads, relationships are necessary in spite of their challenges. People come into the relationship with expectations, some realistic, some unrealistic and everything in between them. The background we come from inform those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family, wealth and so on. When these expectations are not met, disappointments are bound to occur.

Yet like the roads, relationships still hold great promise for happiness, health and wealth. Mark Gungor, the creator of the video, "Laugh your Way to a Better Marriage," quotes research that says: Married people are happier, healthier and make more money on average than the singles, the challenges notwithstanding. I am of the opinion that human beings have not yet discovered any other source of companionship, love, friendship and pleasure that is greater than that which is found in relationships.

Another thought is the permanent nature of the roads. Every time I visit my home town, am amazed that most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature. In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans pledge allegiance. Unfortunately, these traditional deals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be a difficult proposition for anyone.

The proliferation and acceptance of come-we-stay arrangements and other forms of non-committal type of unions is a challenge. This is because the roles that marriage plays in the society -- producing and nurturing of children to maturity, providing companionship and building wealth -- require a high level of permanency. The promise of relationships lies in commitment, and if approached from any other angle, relationships become unfulfilling.

1. Explain why people look to the construction of a new road with optimism. 3 marks

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2. Identify one similarity between Kenyan roads and relationships. 2 marks

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3. What is the writer's take on Mark Gungor's position on relationships? 2 marks

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4. According to the passage, state why relationships should be permanent. 3 marks

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5. What is the writer's attitude towards Kenya roads as revealed in the passage? 2 marks

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6. In note form, give the consequences of poor road workmanship. 5 marks

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7. "Everyone is excited about the possibilities that the road presents."  
(Rewrite beginning: Everyone's.....) 1 mark

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8. Explain what the following word and phrase mean as used in the passage. 2 marks

a. Proliferation

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b. Pledge allegiance

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**2. Read the excerpt below from *A Doll's House* by Henrik Ibsen and then answer the questions that follow 25mks**

Nora: (shaking her head) You have never loved me. You have only thought it pleasant to be in love with me.

Helmer: Nora, what do I hear you saying?

Nora: It is perfectly true, Torvald. When I was at home with papa, he told me his opinion about everything, and so I had the same opinions; and if I differed from him I concealed the fact, because he would not have like it. He called me his doll-child, and he played with me just as I used to play with my dolls. And when I came to live with you –

Helmer: what sort of an expression is that to use about our marriage?

Nora: (undisturbed) I mean that I was simply transferred from papa's hands into yours. You arranged everything according to your own taste, and so I got the same tastes as yours or else I pretended to, I am really not quite sure which – I think sometimes the one and sometimes the other. When I look back on it, it seems to me as if I had been living here like a poor woman – just from hand to mouth. I have existed merely to perform tricks for you, Torvald.

But you would have it so. You and papa have committed a great sin against me. It is your fault that I have made nothing of my life.

Helmer: How unreasonable and how ungrateful you are, Nora! Have you not been happy here?

Nora: No, I have never been happy . I thought I was, but, it has never really been so.

Helmer: Not – not happy!

Nora: No, only merry. And you have always been so kind to me. But our home has been nothing but a playroom. I have been your doll-wife, just as at home I was papa's doll-child; and here the children have been my dolls. I thought it great fun when you played with me, just as they thought it great fun when I played with them. That is what our marriage has been, Torvald.

Helmer: There is some truth in what you say – exaggerated and strained as your view of it is. But for the future it shall be different. Playtime shall be over, and lesson-time shall begin.

Nora: Whose lessons? Mine, or the children's?

Helmer: Both yours and the children's , my darling Nora.

Nora: Alas, Torvald, you are not the man to educate me into being a proper wife for you.

Helmer: And you can say that!

Nora: And I – how am I fitted to bring up the children?

Helmer: Nora!

Nora: Didn't you say so yourself a little while ago — that you dare not trust me to bring them up?

Helmer: In a moment of anger! Why do you pay any heed to that?

Nora: Indeed, you were perfectly right. I am not fit for the task. There is another task I must undertake first. I must try and educate myself – you are not the man to help me in that. I must do that for myself. And that is why I am going to leave you now.

Helmer: (springing up) What do you say?

Nora: I must stand quite alone, if I am to understand myself and everything about me. It is for that reason that I cannot remain with you any longer.

Helmer: Nora, Nora!

Nora: I am going away from here now, at once. I am sure Christine will take me in for the night –

Questions:

1. Why is Nora shaking her head? 2mks

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2. Describe Helmer's attitude towards Nora as brought out in this excerpt 2mks

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3. How is Helmer depicted in this excerpt? 2mks

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4. Explain two major themes brought out in this excerpt 4mks

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5. Describe the tone of Nora as evident in this passage 2mks

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6. Stating the effectiveness, explain one stylistic device employed in the excerpt 2mks

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7. Contrast Nora and Helmer's views of happiness 4mks

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8. Explain two roles of Christine in this play? 4mks

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9. What happens immediately after this excerpt 3mks

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### 3. ORAL LITERATURE

20 MARKS

**Read the following narrative and answer the questions after it.**

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

Audience: 'We salute you, too'

Story Teller: 'Is this where you reside?'

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

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

Audience: 'O, yes.'

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

Audience: 'A good one.'

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

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

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

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



They looked at the fruits and they were all unripe or bad. Kimera, the grandson of the great Kimera who first told the clan to move to the mango grove said: ‘I am going to climb up again and pick some better fruits. This is no good.’

“Yes, you go,” said the other children. If the giant attacks you, we shall come to your help at once.’

Kimera climbed up, but just as he put out his hand to pick a large mango, the huge giant Nohoho appeared! He was as big as an elephant and the whole body was covered with thick short hair. He had four eyes just under his forehead. His eyelids were like red flames and his eyes kept moving up and down or sideways.

When Kimera saw this awful sight, he screamed. The giant hit him a terrible ‘whack’ on his left cheek. ‘Where are my helpers?’ Kimera angrily asked himself.

Of course, as soon as the other children had heard the ‘whack’ they forgot to keep the promise to kick the giant. You know what happened then.

Nohoho picked up Kimera in one hand and put him in a dirty purse which was tied around his waist. Kimera cried and cried, but the giant thought what a good meal he would be. The giant went home and cooked Kimera and ate him. Each year the ripe fruits fall on the ground, but who touches them? My story ends there.

Nede! Nede!

a) Classify this narrative.

2 marks

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b) Explain **two** aspects creating the effectiveness of dialogue in this narrative. 4 marks

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c) Explain **one** aspect that would bring out the difference if the narrative were performed before an audience rather than silently read.

2 marks

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

i) Kimera

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ii) Kimera's friends

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

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

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

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#### 4. GRAMMAR (15MKS)

1. She lost many marks in her examination because of \_\_\_\_\_ (pronounce). *Use the correct form of the word in bracket.*

2. A good judge relies, to some degree, on his common sense. *Rewrite to remove gender bias.*

---

3. Between \_\_\_\_\_ (you and me/you and I), who is more hardworking? *Choose the correct option.*

4. The teacher gave us \_\_\_\_\_ (few/ a few/ a few) foolscaps, hardly enough to complete the assignment that he had been given. *Choose the correct form of word).*

5. She can sing. She can draw. *Join the two sentences using a correlative conjunction.*

---

6. Amina exclaimed that the teacher would not come the next day. *Rewrite into direct speech.*

---

7. The man came home. The wife left. *Join the two, beginning with: No sooner...*

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8. I prefer \_\_\_\_\_ (to stand/standing) on my own to joining a group that I know to be wrong. *Choose the correct form of the word in bracket.*

9. We visit my grandmother \_\_\_\_\_ (in/at/on) Easter. *Choose the correct option.*

10. Each of the students that \_\_\_\_\_ (was/were) punished came from the same stream. *Choose the correct option.*

11. They followed all the steps carefully \_\_\_\_\_ passing the test. *(Supply a complex preposition)*

12. They are singing a new song. *Rewrite into passive voice.*

---

13. I bought a \_\_\_\_\_ dress.

Silk, wedding, beautiful, red. (*Put the adjectives in their right order*).

14. This is a case of the kettle calling the jug black. *Correct the idiomatic expression used in this sentence.*

\_\_\_\_\_

15. I'm afraid I can no longer \_\_\_\_\_ such obnoxious behavior. (Supply the appropriate phrasal verb using the verb "put").