

KCSE ENGLISH TOP NATIONAL SCHOOLS AND JOINT MOCKS 2021

NAME DATE

INDEX NO. CANDIDATE'S SIGNATURE

101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
TIME: 2 HOURS

KENYA HIGH SCHOOL POST MOCK EXAMINATIONS FORM 4 2021 *Kenya Certificate of Secondary Education*

INSTRUCTIONS TO CANDIDATES

Write your name and admission number in the spaces provided above
Answer **ALL** the questions in this paper in the spaces provided

FOR EXAMINER'S USE ONLY

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

This paper consists of 6 printed pages.

Candidates should check to ensure that all pages are printed as indicated and no questions are missing

Question 1

FUNCTIONAL WRITING(20 MARKS)

A friend has written to say that he will be traveling to another country via Kenya. He hopes that you can host him for a day in your house. However, something very important comes up the material day and you have to be away. You leave the key to your house with a neighbour who will give it to your visitor.

Write a letter to that friend explaining the situation. Also assist him prepare dinner in your absence.

Question 2

CLOZE TEST (10 MARKS)

The African business climate (1)..... unpredictable. Many contracts are difficult(2) enforce due to inefficient judiciary(3) high level corruption. Africa is(4)..... by aid money from wealthy nations. To cover(5)for this fact, developed countries media address the corruption issue by implying that African leadership is(6) corrupt! Corruption is not an individual(7) It is a process; a systematic issue that can only(8) addressed by discouraging the incentive behind it. Part of the (9)..... is the developed nation willingness to bank all the stolen(10) from Africa.

Question 3

ORAL SKILLS (30 MARKS)

A. Read the following poem and then answer the questions that follow

Happy Baby

Her lips suckle the nipples
Milk bubbles, foams and ripples
Little hands up in the air
Catch on the mother's hair
Sweet sensation rises in pressure
Tiny legs kick pleasure
Sleep comes gently and strong
Sleep whispers softly and long

(i) Describe the rhyme scheme of the poem. (2 Marks)

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(ii) Give and illustrate two oral features of style. (4 Marks)

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.....
(iii) Which two words would you stress in line 2, and why?

(2 Marks)

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B. For each of the following words, construct two sentences to bring out the difference in meaning. Do not change the form of the word. **(4 Marks)**

(i) Produce

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(ii) Beat

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C. Suppose you are reciting a solo verse to a big audience, what problems are you likely to encounter?

(3 Marks)

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.....

D. Identify and underline the word that is pronounced different in each of the following set. **(5 Marks)**

- a) Sew Sue Sow
- b) Hair Air Heir
- c) Hard Heard Herd
- d) Fort Forty Fought
- e) Cause Coarse Course

E. Complete the following dialogue with the most suitable expressions.

(10 Marks)

You just witnessed an accident. A matatu rammed into a lorry. Many passengers have been seriously injured.

Matatu driver: Is there anyone here with a mobile phone? We have to call the police immediately.

You:(1 Mark)

Matatu driver: Can you please call the police station and inform them about the accident?

You:.....

.....

.....

(1 Mark)

Police officer: Yes. This is Pangani Police Station. Constable Mwanja speaking. Can I help you?

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

Police officer: May I know who is calling please?

You:.....

.....

(2 marks)

Police officer: Where has the accident taken place?

You: On Gen. Waruinge Street, at the bumps next to Pumwani Secondary School.

Police officer: What happened?

You:.....

.....

.....

(3 Marks)

Police officer: Really? Are there any casualties?

You:.....

(2 Marks)

Police officer: Don't worry, we will be there as soon as possible. Meanwhile, I will call the ambulance

and also alert Kenyatta Hospital to be ready for casualties. Thank you very much master

Leon for calling.

You:

(1 Mark)

NAME:

INDEX NO: CLASS:

101/2

ENGLISH PAPER 2

(Comprehension, Literary appreciation & Grammar)

TIME: 2½ HOURS

KENYA HIGH SCHOOL
POST MOCK EXAMINATIONS
FORM 4
2021

Kenya Certificate of Secondary Education

INSTRUCTIONS TO CANDIDATES

- Write your name and index number in the spaces provided.
- Answer all the questions in the question paper
- All your answers must be written in the spaces provided in this question paper.

FOR EXAMINER'S USE ONLY

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

Turn Over

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

At length the air began to grow grey with light, then swift golden arrows came slashing across the snow, and at last the glorious sun peeped up above the lava wall and looked upon – frozen forms and upon Vent Rogel, sitting there among us stone dead. No wonder his back had felt cold, poor fellow. He had died when I heard him sigh, and was now almost frozen stiff. Shocked beyond measure we dragged ourselves from the corpse (strange, the

horror we all have of the companionship of a dead body), and left it still sitting there with its arms clasped round its knees. By this time the sunlight was pouring its cold rays (for here they were cold) straight in at the mouth of the cave. Suddenly I heard an exclamation of fear from someone, and turned my head down the cave.

And this is what I saw. Sitting at the end of it, for it was more than twenty feet long, was another form, of which the head rested on the chest and the long arms hung down. I stared at it, and saw that it too was a dead man, and what was more, a white man.

The others saw it too, and the sight proved too much for our shattered nerves, one and all we scrambled out of the cave as fast as our half-frozen limbs would allow. Outside the cave, we halted, feeling rather foolish “I am going back” said Sir Henry. “Why?” asked Good.

“Because it has struck me that – what we saw – may be my brother. This was a new idea, and we re-entered the cave to put it to the proof. After the bright light outside, our eyes, weak as they were with staring at the snow, could not for a while pierce the glooms of the cave. Presently however we grew accustomed to the semi-darkness, and advanced on the dead form, Sir Henry knelt down and peered into its face

“Thank God”, he said, with a sigh of relief, “it is not my brother”. Then I went and looked. The corpse was that of a tall man with aquiline features, grizzled hair, and a long black moustache, the skin was perfectly yellow, and stretched tightly over the bones. Round the neck hung a yellow ivory crucifix. The corpse was frozen perfectly stiff.

Who on earth can it be? Said I. “Can’t guess?”

asked Good. I shook my head. ‘Why, the old Don Jose da Silvestra, of course who else?’

“Impossible, ‘ I gasped, “He died three hundred years ago,”

“And what is there to prevent his lasting for three hundred years in this atmosphere. I should like to know?” asked Good. “If only the air is cold enough, flesh and blood will keep fresh forever, and Heaven knows it is cold enough here. The sun never gets in here, no animal comes here to tear or destroy and no doubt his slave of whom he speaks on the map took off his clothes and left him. He could not have buried him alone. “Look here he went on, stooping down and picking up a queer-shaped bone scraped at the end into a sharp point, “here is the “clef-bone” that he used to draw the map”. We gazed astonished, for a moment forgetting our own miseries, at this extraordinary and, as it seemed to us, semi miraculous sight.

‘Ay’ said Sir Henry, and here is where he got his ink from, and he pointed to a small wound on the dead man’s left arm.

‘Did ever man see such a thing before?’

There was no longer any doubt about the matter, there he sat, the dead man, whose directions, written some ten generations ago, had led us to this spot. There in my own hand was the rude pen with which he had written them, and there round his neck was the crucifix his dying lips had kissed.

Questions

- (a) From your reading of the passage how can you tell where the man spent the night
(2mks)

- (b) How can you tell that the writer had been together with Vent Rogel?
(2mks)

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-
- (c) What caused the state of excitement or fear? (1mk)
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- (d) What hindered them from rushing out fast? (2mks)
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-
- (e) How according to the passage did the people know about the state of the dead man (2mks)
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-
- (f) Identify and explain the significance of the figure of speech employed in paragraph one (3mks)
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-
-
- (g) Did the man ever see such a thing before? (Re-write the sentence beginning). He (1mk)
-
-
- (h) Give one synonym for the word 'directions' as it is used in the passage. (1mk)
-
-
- (i) What evidence in the passage suggests why the body of Dan Jose da Silvestra remained intact for ten generations? (2mks)
-
-
- (j) Explain the meaning of the following words and phrases as used in the passage (4mks)
- i. shattered nerves _____
 - ii. clasped _____
 - iii. accustomed _____

- 4) Discuss a theme implied in the extract. (3 marks)
- 5) Using the rest of the book, cite and explain one cultural aspect that had a life changing effect on the lives of the two girls (3mks)
- 6) Explain a stylistic device used in the extract. (2mks)
- 7) Taiyo and Resian adjusted accordingly? Add a question tag. (1mk)

2. **POETRY**

Read the poem below and answer the questions that follow.

THE BREWING NIGHT

It was that memorable night when I heard it

Yes, I heard it all
That night sleep deserted me,
Mocked at me and tantalized me,
So I lay awake, sharp in all my senses.
It was long past midnight:
Time dragged on, the clock chime;
The dog wouldn't bark, nor the baby cry;
It was a moonless and windless night;
The whole universe seemed to stagnate
In dark, dreary, dead slumber.
What was amiss? I knew not.

The dead quietness and solitude

Seemed to be eternal, but
Waves of babbling and muttering
Began to trickle through the streets;
A distant roaring of heavy trucks filled the air,
Hurried footsteps eroded through the street.
What was a miss? I knew not.

I pulled my curtain
And there I saw it all
Heavy boots thick uniforms and solid helmets
Dimly discernible under the pale street lamp
The atmosphere stood stiff and solid with
Brawny- faced and clenched –teeth determination

The night had pulsed with passion high and wild;
The streets were stained with new portraits framed;
The wheel changed hands and new plans were filed.
The morning saw the country strangely dresses
And everyone attended the rally.
To hear the eloquence from a strange face,
And everyone quietly nodded and said, ‘yes’

(By Yusuf O. Kassam, in *Poems from East Africa.*)

Questions

- (a) Explain what the poem is about. (3 mks)

- (b) In what ways was the night described in the poem peculiar? (2 mks)

- (c) What was a miss? I knew not. (rewrite as one sentence beginning I did.....) (2 mks)

- (d) Paraphrase in one sentence what the persona saw when he or she pulled the curtain to see. (1 mk)

- (e) What is the significance of stanza two? (3 mks)

(f) Identify and explain any one personification in the poem. (2 mks)

(g) Explain in your own words what happens in the last stanza. (5 mks)

(h) Explain the meaning of the title. (2 mks)

4. **GRAMMAR**

(a) **Fill in the blank spaces with most appropriate words (3mks)**

i. My uncle, _____ I am sure you remember, flew to
Britain yesterday.

ii. The Principal, _____ is out at the moment, will see you
when he comes back.

iii. _____ of the students is brighter?

(b) **Rewrite the following sentences according to the instructions after each.
(2mks)**

i. He was the wisest man (Rewrite using “wiser”)

There is no excuse for rudeness. (Rewrite to end with ‘exclusable’)

(c) **Fill in the blank spaces below with the correct form of the verb in brackets
(3mks)**

i. The team was _____ for coming late (qualify)

ii. They were _____ attacked by the gangsters (vicious)

iii. The _____ of the matter brought the president to their county. (grave)

(d) **Use the correct collective nouns in the following sentences
(3mks)**

i. The evening party was beautiful by the _____ of colours.

ii. The guest of honour was given a _____ of flowers.

iii. She put a _____ of salt in her food.

(e) **Complete the sentences below by changing the verb in brackets, in each case, into the form indicated in the instructions after each.**

i. _____ (lie) to your parents is a bad practice. (infinitive)

ii. John considers _____ (work) very seriously. (gerund)

iii. Farida expected _____ find everyone settled. (infinitive)

iv. _____(prefer) tilapia to mudfish is understandable in your circumstances (gerund)

KAPSABET BOYS HIGH SCHOOL

FORM FOUR EXAMINATION NOVEMBER, 2020

ENGLISH

101/1 (Functional Skills) 2 Hours

NAME: _____ ADM NO.: _____

INDEX NO.: _____ CLASS: _____

CANDIDATE'S SIGNATURE: _____ DATE: _____

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 on this paper.
- This paper consists of 9 printed pages.**

For examiner's use only.

Question	Maximum Score	Candidate Score
1	20	
2	10	
3	30	
TOTAL SCORE	60	

1. You are the secretary of the COVID-19 Awareness Club which was introduced in your school recently. The club has just held a meeting. Four members attended, one member informed the chairperson of his unavailability, and two members never turned up. The teacher on duty and the patron of the club also attended. During the meeting the issue of inviting a health worker was revisited. Members also discussed the following issues: purchase of masks for needy students, fumigation of dormitories and sensitizing other students on adherence to safety measures.

Write down the minutes of the meeting. (20marks)

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

In a culture that sings the praises of individual gold medals and where 1 __person fights for rights instead of 2 on taking responsibility, people tend to lose sight of the big picture.

3..... fact, some people seem to believe that 4.....are the entire picture: Everything revolves around their needs, their goals and their 5 I saw a message on their T-shirts that expresses the 6 __well: “My idea of a team is a whole lot of people doing what I tell them to do.” A team isn’t supposed to be a bunch of people being used as a tool 7 one individual for selfish gain. Members of a team must have mutually beneficial shared goals. They must be 8 __ to work together, not manipulated by someone for 9_glory. Anyone who is accustomed to pulling together people and using them to benefit only 10 __ isn’t a team builder; he’s a dictator.

Adapted from: *The 17 Indisputable Laws of Teamwork*, John C. Maxwell.

3. (a) Study the poem below and answer the questions that follow: (7 marks)

Within my temple there’s a crowd
There’s one that’s humble and there’s one that’s proud
There’s one that’s broken hearted for his sins
And one who unrepentant, sits and grins
There’s one who loves his neighbor as himself.

(Adapted from “Every day with Jesus” by Selwyn Hughes)

(i) Describe the rhyme scheme in this poem and state what it does. (3 marks)

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(ii) Apart from rhyme, identify another feature that would make this poem easy to recite. (2 marks)

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(iii) Identify any **two** words that you would stress in line four. Explain your answer. (2 marks)

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(b) Read the story below and answer the questions that follows. (5 marks) A long

time ago, there was a child who used to trouble his parents at night by crying. The mother tried to stop him from crying but in vain. Then, the mother warned the child and said, “If you don’t stop crying, I’ll throw you out to the wizard!” But the child kept on crying. When the mother could stand it no longer, she stood up and threw the child outside. Unfortunately, there was a wizard who was listening outside and picked the child up and ran with him. Suddenly, the father realized that the child’s cries were dying away. He stood up, took his panga and went after the wizard. When the wizard heard the footsteps following him, he quickly placed the child in the fork of a tree nearby and ran away. From that day, the child never cried again.

(i) Illustrate any **two** features that show that this is an oral narrative. (2 marks)

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(ii) If you were performing this story, how would you say the words of the mother to the troublesome child? (2 marks)

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(iii) If you were the story teller, how would you say the last sentence. (1 mark)

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(c) Classify the words below according to the sound of the 's' letter in boldface. An example of each of the sounds represented has been given. (3 marks)

Ba Sk	ph ase	vis ion
W ise	s cale	adv ise
Pr ise	le is ure	mea s ure
Us ual	dyna s ty	ba ss
/s/	/z/	/ʒ/
Ba sk	ph ase	mea s ure

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.....

(d) **Your school Drama Club plans to present a play in the forth coming drama festival. They are having a dress rehearsal for the rest of the school so as to get some feedback.**

Give **three** things that the audience needs to pay attention to. (3 marks)

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(e) For each of the following letters provide a word in which the letter is silent. (5 marks)

- (i) c
- (ii) m _____
- (iii) d _____
- (iv) s
- (v) z

(f) The form four class has decided to watch a performance of Henrik Ibsen's *A Doll's House* at the Theatre in Eldoret. The class has sent two prefects to negotiate with the principal for permission and financial support. They will travel and be back on the same day.

Taking into account the principles of good negotiation skills, complete the following conversation by filling in the blank spaces.

Principal: Come in please. Good morning Tom and Jack.

Tom and Jack: _____ (1 mark)

Principal: Well, what can I do for you?

Tom: _____
_____ (1mark)

Principal: The school does not have a budget for this activity. So maybe you shouldn't go.

Jack:
_____ (1 mark)

Principal: Well, I'll talk to your teacher of English separately. I can give you the school bus, but it seats only 40 and the two streams have a total of 80 students. There is need to hire another bus. Have you worked out the total budget?

Tom: _____
_____ (1 mark)

Principal: You need Ksh. 8,000/= for lunch and Ksh. 6,000/= for hiring an extra bus. But don't forget we will need another Ksh. 3,000/= to fuel the school bus. This gives us a total of Ksh. 17,000/=. I don't have that kind of money.

Jack: _____
_____ (1 mark)

Principal: Well, if you are going to buy your own lunch that leaves us with a balance of Ksh. 9,000. You really can't do better than that?

Jack: _____
_____ (1 mark).

Principal: Okay, the matter is settled. The school is giving you Ksh.4,000. I will also give the teacher who will accompany you an imprest for lunch.

Tom and Jack: _____
_____ (1 mark)

Name: Index No:

Date:

Candidate's Signature:

101/2

ENGLISH

(COMPREHENSION,

LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

NOVEMBER, 2020.

TIME: 2 ½ HOURS

KAPSABET HIGH SCHOOL

MOCK EXAM,

NOVEMBER 2020

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

INSTRUCTIONS TO CANDIDATES:-

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

For Examiner's Use Only

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

THIS PAPER CONSISTS OF 13 PRINTED PAGES

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

One of the modern world's intriguing sources of mystery has been aeroplanes vanishing in mid-flight. One of the more famous of these was the disappearance in 1937 of a pioneer woman aviator, Amelia Earhart. On the second last stage of an attempted round the world flight, she had radioed her position as she and her navigator searched desperately for their destination, a tiny island in the Pacific. The plane never arrived at Howland Island. Did it crash and sink after running out of fuel? It had been a long haul from New Guinea, a twenty hour flight covering some four thousand kilometres. Did Earhart have enough fuel to set down on some other island on her radioed course? Or did she end up somewhere else altogether? One *fanciful* theory had her being captured by the Japanese in the Marshall Islands and later executed as an American spy; another had her living out her days under an assumed name as a housewife in New Jersey.

Seventy years after Earhart's disappearance, 'myth busters' continue to search for her. She was the best-known American woman pilot in the world. People were tracking her flight with great interest when, suddenly, she **vanished into thin air**. Aircraft had developed rapidly in sophistication after World War One, with the 1920s and 1930s marked by an aeronautical recordsetting frenzy. Conquest of the air had become a global obsession. While Earhart was making headlines with her solo flights, other aviators like high-altitude pioneer Wiley Post and industrialist Howard Hughes were grabbing some glory of their own. But only Earhart, the reserved tomboy from Kansas who disappeared three weeks shy of her 40th birthday, still grips the public imagination. Her disappearance has been the subject of at least fifty books, countless magazine and newspaper articles, and TV documentaries. It is seen by journalists as the last great American mystery.

There are currently two main theories about Amelia Earhart's fate. There were reports of distress calls from the Phoenix Islands made on Earhart's radio frequency for days after she vanished. Some say the plane could have broadcast only if it were on land, not in the water. The Coast Guard and later the Navy, believing the distress calls were real, adjusted their searches, and newspapers at the time reported Earhart and her navigator were marooned on an island. No-one was able to trace the calls at the time, so whether Earhart was on land in the Phoenix Islands or there was a **hoaxer** in the Phoenix Islands using her radio remains a mystery. Others dismiss the radio calls as bogus and insist Earhart and her navigator ditched in the water.

An Earhart researcher, Elgen Long, claims that Earhart's airplane ran out of gas within fifty-two miles of the island and is sitting somewhere in a 6,000-square-mile area, at a depth of 17,000 feet. At that depth, the fuselage would still be in shiny, pristine condition if ever anyone were able to locate it. It would not even be covered in a layer of silt. Those who subscribe to this explanation claim that fuel calculations, radio calls and other considerations all show that the plane plunged into the sea somewhere off Howland Island.

Whatever the explanation, the prospect of finding the remains is unsettling to many. To recover skeletal remains or personal effects would be a grisly experience and an intrusion. They want to know where Amelia

Earhart is, but that's as far as they would like to go. As one investigator has put it, "I'm convinced that the mystery is part of what keeps us interested. In part, we remember her because she's our favourite missing person."

Questions.

- a) What fascinates people in the world nowadays, according to the information in the first paragraph? (1 mark)

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- b) What was Amelia Earhart's nationality *and* in which year was she born? (2 marks).

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- c) Why does the writer use rhetorical questions in the first paragraph? (2 marks)

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- d) Why does the writer mention Howard Hughes and Wiley Post in the second paragraph? (2 marks)

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- e) In note form, state three *likely* ways by which Amelia Earhart is thought to have disappeared. (4 marks)

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f) What proves that Amelia Earhart’s disappearance is truly interesting? (2 marks)

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g) Why is the fate of Amelia Earhart **still** fascinating to investigators? (3 marks)

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h) Rewrite the sentence below to begin with the **present participle clause**. (1 mark) *The Coast Guard and later the Navy, believing the distress calls were real, adjusted their searches, and newspapers at the time reported Earhart and her navigator were marooned on an island.*

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i) Give the passage an appropriate title. (1 mark)

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\ Explain the meaning of the following expressions as used in the passage.(2 marks)

- (i) vanished into thin air..... (ii)
hoaxer.....

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

By noon, Taiyo and Resian had packed their suitcases and they were on their way to their uncle's home. They were most surprised by the warm reception that they received and when neighbours heard that Ole Kaelo's daughters had come to live with their aunts, cousins and their other relatives, they streamed into Simiren's homestead, and like that first day when they arrived into Nasila, there was a celebration mood in the air. They were greeted by so many cheerful people who shouted and hooted excitedly that they nearly got confused. This sharply contrasted with the gloomy atmosphere that they left behind in their home and for that they were appreciative.

Seeing the hearty welcome, the girls wholeheartedly plunged into that life with adventure in their hearts. With renewed interests and fresh feeling of **affinity**, they observed life at Simiren's home.

Life and work in that home was communal. Although each mother had her house and cooked her own food, all grown up daughters helped each one of them, to bring in water, firewood, and assisted in the actual cooking. Those mothers who were **incapacitated** by pregnancy as two of them were at the time, received most help as the grown up daughters were posted to their houses nearly permanently.

The most senior mother of the house, *yeyiyo-botorr*, could be said to have had patriarchal authority that neared that of Simiren, because she deputized him in the home. Whereas Simiren took care of the weightier matters of the family such as animal husbandry, trade and the sources of food, *yeyiyo-botorr* took off his shoulders all matters of administration in the homestead. Hardly were there any disagreements on that front. When disputes arose, they were speedily and amicably settled.

The girls were housed by *yeyiyo-kiti*. It was in there that they slept on that first day when they arrived from Nakuru. They occupied the same bedroom and slept in the same comfortable and warm bed.

They quickly bonded with her for they found her closer to them both in age and thinking. She was modern, judging by the standard of that home. They also found her **amicable**, kindhearted and understanding. It was joy staying in her house.

It did not take long before Taiyo and Resian got used to the tempo of life in their uncle's home. Within that short period, they had learnt quite a lot.

Questions

a) State two main events before this excerpt that compelled Taiyo and Resian go to visit their uncle. (2 marks)

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b) Mention any three circumstances in Simiren’s home that lifted the girls’ spirits.

(3 marks)

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c) In a paragraph of **not more than 50 words**, summarise the aspects of communal life in Nasila as evident in this excerpt. (4 marks)

Rough Copy

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Fair copy

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d) From the first paragraph only, identify and explain how any **two** features of style are used. (6 marks)

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e) What can we deduce or conclude about Simiren from the information in this excerpt? (3 marks)

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f) “...*they had learned a lot.*” What **three matters** had the girls learned, as revealed immediately after this excerpt? (3 marks)

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g) Rewrite the following sentence beginning with “ It was... (1mark)

“They occupied the same bedroom and slept in the same comfortable and warm bed.”

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

i) Affinity.....

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ii) incapacitated.....

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iii) amicable.....

.....

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

Remains by Simon Armitage

On another occasion, we get sent out
To tackle looters
raiding a bank.
And one of them legs it up the road.
Probably armed, possibly not.

Well myself and somebody else and somebody else
Are all of the same mind,
So all three of us open fire
Three of a kind all letting fly, and I swear

I see every round as it rips through his life – I see broad
daylight on the other side.
So, we’ve hit this looter a dozen times
And he’s there on the ground, sort of inside out,

Pain itself, the image of agony.
One of my mates goes by
And tosses his guts back into his body.
Then he’s carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol I walk right over
it week after week.
Then I’m home on leave. But I blink

And he bursts again through the doors of the bank.
Sleep, and he's probably armed, possibly not.
Dream, and he's torn apart by a dozen rounds. And the drink and
the drugs won't flush him out –

He's here in my head when I close my eyes, dug in behind
enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land or six-feet-under
in desert sand,

but near to the knuckle, here and now, his bloody life in
my bloody hands.

Questions.

a) What is this poem about? (3 marks)

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

b) What can you infer from the title of the poem? (3 marks)

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

c) The language in this poem is colloquial and slang. Explain the significance of using such language. (2 marks)

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

d) Pick out a statement that shows the soldier has had to deal with such similar situations. (1 mark)

.....
.....

e) Identify an example of repetition and explain its effect in the poem. (2 marks)

.....
.....
f) Describe the speaker's feelings about his actions in stanza 2 and 3. (3 marks)

.....
..... Basing your answer on the last three stanzas, how is the speaker affected by his earlier actions in the poem? (3 marks)

..... Explain the meaning of the following phrases as used in the poem: (3 marks)

g) legs it up

h) ii) sort of inside out.....

iii) carted off.....

4. Grammar

(15 marks)

a) Use the correct form of the word in brackets to fill in the blanks.

(4marks)

- i) The damage caused by the floods was so severe that it was.....(repair)
- ii) In rural Kenya, clean drinking water is a.....(rare).
- iii) I have.....(ring) this bell five times.
- iv) If I had studied something different in university, my life(be) very different.

b) Rewrite the following sentences as instructed

(4 marks)

i) Manchester United beat Liverpool at Old Trafford. **(Rewrite in the passive)**

.....
.....
ii) He was absent from work for three days without permission. He wrote a rude letter to the manager.**(Rewrite as one sentence beginning: Not only....)**

.....
.....

iii) 'We have to set out early tomorrow if we are serious about getting back the same day,' one member suggested. **(Rewrite in indirect speech)**

..... Onyango

regretted renting the house in that estate. **(Begin: Onyango wished.....)**

.....

c) *The sentence below has two meanings. Explain clearly the two different meanings. (2 marks)*

The Manager was anxious to please his customers as his staff.

(i)

(i)

d) *Fill each blank space in the following sentences with the correct preposition (3 marks)*

i) Sometimes it is quicker to go.....foot thanbus. ii) Sign your namethe dotted linethe bottom of the page.

iii) There is something excitingfootball. Throughout Kenya, football matches are playedcapacity crowds.

e) *Replace the words in italics with a phrasal verb which begins with the word in brackets to convey the same meaning. (2 marks)*

i) Good students constantly *revise* their work in preparation for the examination (go).

.....
.....

ii) Atieno is usually so smartly dressed that she is *easy to notice* in the midst of other girls (stand).

.....
.....

Name.....Class.....

Index. No.....Signature.....

KENYA HIGH EXAMINTIONS 2021

ENGLISH

PAPER 3

(CREATIVE WRITING AND ESSAYS BASED ON SET BOOKS)

1. Imaginative composition (Compulsory)

a) Write a composition to begin with the following: -

“Looking up the sky, I knew everything would be fine.....” (20mks)

Or

b) Write a composition ending with the following words: -

“..... That was the day I learnt the truth in the saying” life is not a bed of roses.” (20mks)

2. A DOLL'S HOUSE

Women play key roles in the society but more often than not their roles are never recognized. Using illustrations from **A Doll's House** support this assertion. (20mks)

3. THE OPTIOANL SET TEXTS

Answer any One of the following three questions. (20 mks)

EITHER

(a) The Novel

John Steinbeck, The Pearl.

Most people equate fortune to happiness which is not the case. Elucidate the truth of this statement drawing illustrations from the Pearl by John Steinbeck.

Or

(b) The short story (20 mks)

Memories We Lost and other stories

“An eye for an eye can only make the whole world blind” Paying close attention to Mariatu Kamara’s story

The President, Show how true this assertion is. **OR**

(c) Drama **Inheritance, David Mulwa** (20 mks)

“Lacuna represents the evil that bedevils our leaders” Write an eassy to justify this using inheritance by David Mulwa

KAPSABET HIGH SCHOOL
101/3 (Kenya Certificate of Secondary Education) Paper 3



INTERNAL MOCK EXAM

ENGLISH

(Creative Composition and Essays Based on Set Texts)



Dec. 2020 – 2 ½ Hours

Instructions to candidates

- a) Write your Name, Index, Admission number and stream in the spaces provided above.
- b) Sign and write the examination date on the spaces provided above.
- c) Answer **three** questions only
- d) Question **one** and **two** are compulsory.
- e) In question **three** choose only one of the optional texts you have prepared on.
- f) Where the candidate presents work on more than one optional text, only the first one to appear will be marked.
- g) Each of your essays must not exceed more than **450** words.
- h) Candidates should check the question paper to ascertain that all the pages are printed and that no questions are missing.
- i) Candidates should answer the questions in **English**.

1. **Imaginative composition (Compulsory)**

(20 marks)

Either

- a) Write a composition ending with the sentence:
“I knew for sure that good upbringing is all that a child needs.”

Or

- b) Write a story to illustrate the saying:
“Misfortunes never come singly”

2. **The compulsory Set Text**

(20 marks)

Henrik Ibsen, *A Doll's House*

“Self-sacrifice and love is what is required for the sake of the family”. Using Nora in Henrik Ibsen’s *A Doll's House*, write an essay in support of the above statement.

3. **The Optional Set Texts**

(20 marks)

Answer any one of the following three questions

Either

- a) **The Short Story, Moran (EL), Memories We Lost and Other Stories**

“Cancer may not be a terminal disease as most people take it to be.” Write an essay in support of the above statement drawing your illustrations from Rolf Schmid’s story, No Need to Lie.

Or

- b) **Drama**

David Mulwa, *Inheritance*.

Drawing illustrations from Mulwa’s *Inheritance*, write a composition on what Causes misery in leadership in Africa are those who are close to ruler.

Or

- c) **Novel**

John Steinbeck, *The Pearl*

With close reference to Steinbeck’s *The Pearl*, write an essay on how superstition may sometimes affect the way people live their lives.

Name:

Adm No:

Class:.....

Candidate's Sign:.....

Date:

PEAK EXAM

101/1

ENGLISH (Functional Skills)

TIME: 2 HOURS

**PEAK EVALUATION EXAMINATIONS
TERM 3 – JANUARY 2021
FORM 4 –ENGLISH PAPER 1**

INSTRUCTIONS TO CANDIDATES:-

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

For Examiner's Use Only:

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

1. QUESTION 1 : FUNCTIONAL WRITING (20 Marks)

Imagine that you are the secretary of the COVID 19 prevention and control team. You hold a meeting to plan the prevention and control of the entry of the virus into your school upon the resumption of all the students after the nine-month-long break. Write the minutes that you took during the meeting that you attended regarding the same.

A non- member has been invited to the meeting. Four out of the twelve members are absent and no one knows their whereabouts. Two others had informed the chairperson that they would not attend. There were only three items of discussion.

2. CLOZE TEST (10 Marks)

Read the passage below and fill in the blanks with the most appropriate word.

Around the world, forests are being 1) _____ at a rate of 13 million hectares a year. In 2) _____, forests and other deforestation accounts for about 17% to 20% of 3) _____ global emissions. The destruction of forests emits 1.6 Gt of carbon a year, which severely 4) _____ forests capacity to absorb emissions from other sources. However, the effects of deforestation extend beyond carbon. Rain forests 5) _____ a wide variety of ecosystem services from regulating rainfall to keeping fertile soil from 6) _____. Deforestation damages food production and 7) _____ to clean water in an entire region. Rain forests are also home and a 8) _____ of income for many people in Africa, Asian and South America. 9) _____ this, economic pressures drive government in the developing world to 10) _____ these forests in unsustainable ways.

3. ORAL SKILLS (30MARKS)

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

Words going around and around
Like in a washing machine,
Only there in my head,
I pluck one out and put it aside,
There is more going around again,
Through the dark tunnel the words continue to spread
The poem is almost done.

Reading it out aloud stuttering as I go,
I'm pleased with what I have done,
Writing words I don't stutter
As my oral words have done
I'm glad I wrote this poem,
I can write what I can't say,
And be understood in every way,
I've been given a voice.

Tracey McFayden

(i) Identify the rhyme scheme of the poem. (2marks)

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

(ii) Other than rhyme, what two other mnemonic devices has the poet employed? (4marks)

(iii) How would you say the following lines in the poem? (4marks)

a) Line 1, stanza 1,

b) Line 2, stanza 2,.....

4.

Imagine that the school nurse has sent you to the principal’s office to pass him urgent information. He is in the middle of a meeting and as you walk through the doors he rises and begins walking towards you.

a) What two things must you do before you begin talking to him? (2 marks)

.....
.....

b) What two non-verbal cues will you employ to pass the message without distracting the on-going meeting? (2marks)

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

5.

Pick the silent letters from the words listed below. (4 marks)

a) Subtle _____

b) Handsome _____

c) Nestle _____

d) Clothes _____

6.

Indicate intonation in the sentences that are in bold. (4 marks)

Student: Sir, **I did not participate in the riots.**

Teacher: I can hear you, **speak on...**

Student: **Don’t you believe me?**

Teacher: Keep talking Allan. **Why do you seem to doubt yourself?**

Student: Alright, I just hope that you will be fair and just in your decision.

Teacher: Don’t worry. Leave everything to me.

Student: Alright Sir.

7.

From the following sets of words, pick the one with an odd sound. (4 marks)

i) **B**ird **h**ear**d** **c**ar **w**or**l**d.

ii) **c**up **s**lap **h**ut **b**ud.....

iii) **w**id**g**et **s**wit**ch** **j**ourney **g**ender.....

iv) **m**ea**s**ure **p**lea**s**ure **a**z**u**re **s**ure.....

8.

Supply homophones to the following words. (4 marks)

New _____

Due _____

Fairy _____

Write _____

PEAK EVALUATION EXAMINATIONS
TERM 3 – JANUARY 2021
FORM 4 - ENGLISH PAPER 2

ENGLISH

101/2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

TIME: 2 ½ Hours

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

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

INSTRUCTIONS TO CANDIDATES

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

FOR EXAMINERS USE ONLY.

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

1. COMPREHENSION ON UNSEEN TEXT: (20 MARKS)

Read the passage below and answer the questions that follow.

There is statement that William Ellery Channing, a renowned theologian, made that sums up everything that books mean to those who love them. 'It is chiefly through books that we enjoy intercourse with superior minds.' He went on to say that great people talk to us and give us their most precious thoughts through books.

What William Ellery meant was that books are the greatest source of knowledge. If we have to prosper, then we have to develop the urge, the thirst and the desire to read. People have really not understood the fact that the only way of shedding off ignorance, and making an informed and meaningful contribution to society is through acquisition of knowledge through reading.

It is sad to note that young people do not look up to widely read and knowledgeable people as their role models. They do not appreciate someone who has made accomplishments in the intellectual arena in the same spirit that they fall behind a sports personality or entertainment celebrity. Many young people imitate sports people and entertainers lavishly and look up to them as their only heroes and heroines.

The media is partially to blame for this **trend**. It has not always acted responsibly in the way it has featured personalities. In most cases, the media only features, as celebrities, people who excel in sports and entertainment. This ignores the fact that celebrities are found in all fields of life. Some of the personalities the media features, such as musicians and artists of dubious moral standing, alienate the youth from the grim realities of their society. Blinded by the glamour of the lives that the celebrities live, the youth lose interest in intellectual development.

Very few students in secondary school or even in universities are aware that reading can open up limitless possibilities to them. Some of those who have completed school or college education wrongly assume that the reading of books ends with the last examination one takes. Sooner or later such people become illiterate in thought. They stop being originators of ideas and turn into mere consumers of ideas because they are not close to the fountain of intellectual nourishment. What is the difference between them and those who have been unable to have access to education?

There must be sharing of ideas for development to take place. When people share ideas, they develop mentally as well as in other facets of life. There are very few reading clubs, meetings where members get together to exchange meaningful ideas acquired through reading. In their free time, people gather in social set-ups where nothing serious transpires. In bars, for example, there is no intellectual discourse that goes on.

Obnoxious and unimaginative exchange of obscene words can hardly measure up to anything constructive. The lack of interest in debates of national importance can be attributed to the bankruptcy of ideas as a result of the lack of a reading culture.

The truth of the matter is that books are capable of doing many things for us. Very few young people know that they can turn their grades from E's, D's and C's to B's and A's by simply reading books. If only they improve their ability to read, they will be able to open any door they choose to go through. Reading also instills in young people the skill of self-confidence that they need in the competitive world they are living in.

Reading activates and exercises the mind. It forces the mind to discriminate between good and evil, and pushes us to use our imagination, thus making us more creative. In a sense, reading actually does activate our minds in the same way we activate muscles when we lift weights. The more active our minds are, the more agile they become, which results in a higher level of creativity. Someone wisely pointed out that the mind, once stretched by a new idea, never returns to its original **dimensions**.

Development psychologists estimate that less than five per cent of us are still creative by the age of 18. By this age, many young people will have ‘wasted’ themselves watching television shows and films where images and sounds are already packaged and ready for them at the click of a button. They use little imagination because everything is done for them. They do not critically think about how to dress, think or behave. Consequently, they do not develop the habit of thinking for themselves.

QUESTIONS

1. What is identified as the only way of shedding off ignorance? (1 mark)
2. In point form, list down the benefits of developing a reading culture. (4 marks)
3. What is the media accused of in this passage? (2 marks)
4. Why do people who have completed school or secondary education stop reading? (1 mark)
5. What is necessary for development to take place? (1 mark)
6. Explain the meaning of the following words as used in the passage. (3 marks)
 - (a) dimensions
 - (b) trend
 - (c) obnoxious
7. Rewrite the following sentences according to the instructions given after each.
 - (a) It is chiefly through books that we enjoy intercourse with superior minds.
(Write in the interrogative form)
 - (b) Blinded by the glamour of the lives that the celebrities live, the youth lose interest in intellectual development. (Use:so...that) (2 marks)
8. How is reading similar to exercise? (2 marks)

9. Why are there only less than five per cent of people still creative by the age of 18? (2 marks)

10. What is the attitude of the writer towards media? (2 marks)

2. BLOSSOMS OF THE SAVANNAH BY H.R. OLE KULET

Read the excerpt below and answer the questions that follow.

They were walking back from the homestead talking animatedly when they were accosted by a tall heavysset young man with a thick dark beard and moustache. He wore a pair of faded jeans and a dirty blue shirt. On his face was a wide imprudent grin. Taiyo glanced at the young man and looked away. She moved closer to Resian and nudged her to change direction. But the man walked directly to Taiyo. On seeing the man approaching, a heavy knobkerrie in his hand, Resian almost fainted.

“Please, do not harm us,” she pleaded. “We do not have any money with us.”

“Who told you I want any money?” the man jeered as he strode **menacingly** towards them.” Are you the *intoiyenemengalana* from Nakuru town?” he asked laughing contemptuously. I want to have a good look at you and know what kind of stuff you are made off!” He roughly grabbed Taiyo’s arm.

“Leave my sister alone!” Resian hissed indignantly lifting her eyes and glaring into his. “Let go her arm at once!”

“Let go of my hand,” Taiyo demanded, trembling with anger. “We are not the kind of women you have in mind!”

“What women!” the man retorted acidly. “Soon, you will be able to differentiate decent women from *intoiyenemengalana*.”

Taiyo tried to wrestle her arm from the man’s grip without success. But suddenly, he seemed to change his mind. With a sour smile, he spat and glared at the girls. Then releasing Taiyo’s hand, he told them: “You have not seen the last of me. Soon you will come to know that there is no place in our society for women of your **ilk**.” He turned and disappeared down the road as suddenly as he had appeared.

The two girls sighed heavily and shook their heads as they watched him walk away. Although they had put up brave faces, they were terribly shaken. “Thank God his intention was not to rape us,” Resian said tears streaming down her face. We would have been helpless in the hands of such a brute.”

Taiyo bit her lower lip struggling to maintain control. “His intention could have been worse than rape.”she said, tears of anger and indignation welling up in her eyes. “We would have been helpless in the hands of such a brute.

QUESTIONS

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

(ii) “Soon you will be able to differentiate decent women from *intoiyenemengalana*.” What does the man mean by this? (2 marks)

- (iii) Identify two character traits of the man in this passage. Illustrate your answer.
(4 marks)
- (iv) Give another word to replace the underlined word in each of the sentence below. (2 marks)
- a) “Who told you I want any money?” The man jeered as he strode menacingly.
- b) Soon you will come to know that there is no place in our society for women of your ilk.
- c) “Taiyo bit her lower lip struggling to maintain control.” Rewrite using a participle. (1 mark)
- (v) Explain two stylistic devices evident in this excerpt. (4 marks)
- (v) a) Using an illustration from the excerpt, explain the plight of women in Nasila. (2 marks)
- b) Identify any other issue highlighted in the excerpt. (2 marks)
- (vi) From elsewhere in the text, identify instances where women are ill-treated. (4 marks)

3. POETRY: (20 MARKS)

Read the following poem and then answer the questions that follow.

In the city

All moving the lord knows where,

Dressed in suits and tatters,
Bowties, tights, ochred sheets and earrings,
All thinking of things to come,
Africa is in a state of opportunity,
All look for easy chances.

Of self- upliftment or underserved promotion
That often mirage further and further
Making frustrate
Minds that should be content.

It is a time of opportunity –

When one line makes a poet

And a little acquaintance or chance
Rockets one the highest office.

But the peasant, the pillar of the nation,
Has only to cope with prices that shift
Like the waves that rock the ship
Carrying yellow maize to the city.

The employed call out strikes
That only deplete the little funds
That may relieve the peasant.

The elder brother keeps the younger in hunger
At home, if there's any,
The child plays with an empty bottle,
Cries for more milk
When the cost is daily on the rise.

While the incomes remain static
And the higher brackets are daily filled
By youths that will not retire
Within this century.

The child laughs gaily,
Displaying its only four teeth
That shows it grows to eat,
Unaware of all that shapes her decade

Adapted from a poem by Joseph G. Mutiga

- (a) Who is the persona in the poem? (2 marks)
- (b) Briefly describe what the poem is about? (3 marks)
- (c) Explain the significance of the first line in the poem. (2 marks)
- (d) Identify the aspect of style used in stanza six and show its effectiveness. (3 marks)
- (e) Describe the kind of society presented in this poem. (2 marks)
- (f) What is the tone of the poem? Support your answer. (3 marks)
- (g) Identify and discuss the use of sarcasm in the second last stanza. (3 marks)
- (h) Explain the meaning of the following lines in the poem. (2 marks)
 - (i) Africa is in a state of opportunity.
 - (ii) The pillar of the nation.

3. GRAMMAR: (15 MARKS)

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

(i) Why did the thieves break into the apartment? (Rewrite in the passive).

.....

(ii) The road has been graded. (Finish ... road)

.....

(iii) Njenga told me that his sister is successful. (Use **of** in place of **that**).

.....

(b) Complete the sentences below using the correct form of the word in brackets.

(3 marks)

(i) Mary's face twitched whenever she was overwhelmed.
(continue)

(ii) Such an had never been seen. (occur)

(iii) When we saw the subject fidgeting, we knew that he was guilty.
(doubt)

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

(3 marks)

(i) Did you meet your boss in town?

(ii) The suspect confessed after a long interrogation.

(iii) Only very irresponsible parents can abandon their children.

(d) Fill in the blank with the correct preposition.

(3 marks)

(i) The hotel is now open its customers from six to six.

(ii) They congratulated him his good performance.

(iii) The guest arrived and sat the host.

(e) Choose the best alternative to complete the following sentences.

(2 marks)

(i) It was who saw the accident first. (me, I)

(ii) How can you be so sure it was? (they, them)

(f) Correct the error(s) in the following sentence.

(1 mark)

(i) Please don't dirtify the class.

**PEAK EVALUATION EXAMINATIONS
TERM 3 -JANUARY 2021
FORM 4 –ENGLISH PAPER 3**

103/3

English Paper 3

FORM 4

TIME: 2 ½ Hours

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

CANDIDATE'S SIGNATURE.....CLASS.....

DATE.....

**ENGLISH PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET BOOKS)**

INSTRUCTIONS TO THE CANDIDATES

- a) Answer three questions only.
- b) Questions 1 and 2 are compulsory
- c) In question 1, choose either (a) or (b)
- d) In question 3, choose only one of the optional text you have prepared on.
- e) Where a candidate presents work on more than one optional text, the first one to appear will be marked.
- f) Each of your essays must not exceed **450** words (2 pages).
- g) All answers must be written in the answer booklet provided.
- h) This paper consists of 2 printed pages.
- i) Candidate should ascertain that both pages are printed as indicated and that no question is missing.

1. Imaginative Composition (Compulsory)

Either

- (a) Discuss ways in which the youths in Kenyan schools can creatively fight corona pandemic. (20 mks)

Or

- (b) Write a story beginning;-
The birds had already started their morning songs and here I was wondering whether...
(20 mks)

2. **Compulsory Text**

“Nora is a riddle not just to Dr. Rank but to other characters as well.” Validate this statement with evidence from a Dolls House by Henrick Ibsen. (20 mks)

3. **Optional Set Books**

- (a) Memories we lost and other stories. – Chris Wanyonyi

The irony of life is that those closest to you betray you the most. Discuss this statement in reference to “stones bounce on water.” (20 mks)

- (b) **Drama.**

Inheritance - David Mulwa.

Drawing your illustrations from the play, comment on Melissa’s point of view that the crown Lulu places on Launa’s head does not fit. (20 mks)

- (c) **Novel**

The Pearl – John Steinbeck

“Hypocrites and opportunists like to reap where they did not sow” Write an essay that agrees with the statement based on the novel, The Pearl. (20 mks)



MANGU HIGH SCHOOL

NAME _____

ADM NO. _____ **CLASS** _____

101/1

FUNCTIONAL WRITING, CLOZE TEST AND ORAL SKILLS

PAPER ONE

JANUARY 2021

TIME: 2 HOURS

FORM 4

INSTRUCTIONS

- a. Answer all the questions in this paper
- b. All your answers must be written in the spaces provided in this question paper
- c. Candidates should check the question paper to ascertain that all pages are printed and that no page is missing

FOR EXAMINERS ONLY

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	10	
3	30	
TOTAL SCORE	60	

PAPER 1

1. FUNCTIONAL WRITING

You are the secretary of the drama club in your school. The chairperson has asked you to send out a notice of the second meeting to plan the staging of Henrik Ibsen A Doll's House. During the meeting you need to set up a date for the staging, selection of the cast and the budget for the play staging.

- a. Write the notice of this meeting which you would send to the members of the drama club 12mks
- b. Write the agenda that you would attach to the notice 8mks

2. CLOZE TEST

Fill in the blank spaces in the passage below with the most appropriate word

The death penalty has been (1).....in many countries. However, there are still many countries in the world which punish offenders against certain laws by putting them to (2)..... The debate about the suitability of death as a punishment has..... (3)raging all over the world for quite a long time. It is still going on today. Unfortunately many arguments (4).....for or against death as a punishment are emotional, based on the feelings, with little regard to facts or simple logic. The death penalty is most frequently meted (5).....to murderers, people who have deliberately killed others. Supporters of the penalty for the offence argue that a murderer commits the ultimate violation of human (6)..... "Let him or her die just as the victim died." This approach to punishment is (7).....retribution. The problem with the death sentence, however, is that it is not always a satisfaction of justice. (8)....., in some cases, it may be a violation of the most fundamental (9).....right. It cannot be justified on the pretext that the presumed murderer also violated (10).....victims right.

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

Assan and Hassan
Have a son
A dear son do
Assan and Hassan love
They feel their son
Shines like the sun

Assan thinks their son
Resembles Hassan
Hassan thinks their son
Resembles both
Assan and Hassan
And he shines like the sun

Questions

a. Give two main sound features in the poem above 2mks

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

b. If you are to recite this poem to a group of people, what form of behavior would indicate that your audience is not following your recitation? 2mks

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

c. How would you make the recitation affective if you were reciting it? Give four things you would do 2mks

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

d. What preparations would you make before you recite the above poem for the audience? Give two points 2mks

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

3. b. Indicate using an upward stroke (‘) where stress will fall in the following words 4mks

i. English

ii. Fasten

iii. Succeed

iv. Slowly

3. c. For each of the following give a word pronounced exactly the same 4mks

Aren't -

Symbol -

Buyer -

Days –

3. d. Consider the following conversation between a seller and a buyer of chickens and then answer the questions that follow.

BUYER: How are you this morning?

SELLER: I'm okay

BUYER: I'm looking for good chickens, but yours don't look too good. I'm going to have visitors and this being the Christmas season, I really must give them a feast.

SELLER: These are the right kind of chickens for your visitors. They are healthy and well fed.

BUYER: On the contrary, they look under fed. Anyway, what is your price?

SELLER: It depends. I charge more for cocks; they have more meat, you know; (point at a red cock). This one, for instance, goes for sh. 400.00. As for the hens, I charge sh. 250/-

BUYER: You are not serious! Much of the weight is a bundle of bones. I'm giving you sh. 150 for each hen and sh. 300.00 for each cock. I'm buying three of each – three hens for

Sh. 450.00 and three cocks for sh. 900.00. This will give us a total of sh. 1,350.00

SELLER: You know, I buy to sell. I don't get them from my shamba. Your figure does not give me any profit at all.

BUYER: But you also know money is hard to come by, and especially during this Christmas season. Give me a reasonable price, unless you prefer to go to another seller.

SELLER: Let me make it sh. 225.000 for a hen and 375.00 for a cock.

BUYER: It looks like you are not interested in selling your chickens.

SELLER: No, I'm. Why would I be here? My childrens' fees to come from this business.

BUYER: Okay, take sh. 175.00 for each hen and sh. 325.00 for each cock.

SELLER: No, there would be no profit for me. You can do better than that. You can surely promote my small business. Just give me sh. 350.00 per cock and sh. 225.00 per hen.

this would be 675.00 for the three hens and sh. 1,050.00 for the cocks.

BUYER: (*Doing his mental arithmetic*) that's a total of sh. 1,725.00. ok, at least I'll be able to feed my visitors. (*Handing over the money*) here you are.

SELLER: Thank you. (*As the seller ties them together*) You're good customer. Please come

again. My name is Musimbi.

BUYER: And I'm Karani. See you then.

SELLER: See you.

Questions

a. What is the purpose of the greetings in this situation? 2mks

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.....

b. Identify and explain the negotiations skills of the buyer 4mks

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.....

c. What does this business reveal about the nature of negotiations? 3mks

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3. e. Read the item below and answer the questions that follow 5mks

The baboon does not see his own backside; he sees only that of his fellow baboon

i. Identify the above genre 1mk

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

ii. Identify two characteristics of the genre above 2mks

iii. Who are the suitable audience for the above genre 2mks

...



MANGU HIGH SCHOOL

NAME _____

ADM NO. _____ **CLASS** _____

ENGLISH

Paper 2

Date.....

JANUARY 2021

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

2 ½ hours

**KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
ENGLISH
FORM 4**

Instructions to candidates

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

For Examiner's Use Only

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

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

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

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

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

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how *The Silent Scream*, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January3, 1985. The reaction was instantaneous. Everybody was up in arms because *The Silent Scream* represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don’t debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The *Silent Scream* depicted a twelve- week- foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- suc: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

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

- a) Based on your understanding of the entire passage, comment on the nature of the writer’s ‘old convictions’.

(2 marks)

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.....

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.....

b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)

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.....

c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage(2 marks)

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.....

d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ‘*The Silent Scream*’. (2 marks)

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.....

e) “ I was shaken to the very roots of my soul by what I saw”. Rewrite this sentence beginning: **(What...)**(1 mark)

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.....

f) Make notes on the way abortion is carried out according to this passage(4 marks)

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g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)

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h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)

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

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

i)convictions.....
.....

ii)escalated.....
.....

iii)impetus.....
.....

BLOSSOMS OF THE SAVANNAH

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

“No Joseph,” she said in an **infantile** whimper. “I can’t bear that we can’t express the love that we have for one another because of some **primitive** culture. If by loving you, I offend the sensibilities of Nasila then let me offend and face the consequences of doing so!”

“I also love you very much,” Joseph Parmuat responded finally. “I loved you the moment I saw you during your father’s homecoming ceremony. But then the clan matter came to separate us. It is true we have no blood relation. But Nasila culture dictates who are related and who are not. We are slotted among those who cannot marry.”

“No, it can’t be, I cannot accept its verdict,” she said **petulantly** her words agonised. “No way, never!” She stopped, confused and angry with herself at her inarticulate outburst. She took several long steadying breaths and then said, “I cannot accept that a culture that does not feed, clothe or house me comes to control my life. Our lives belong to us, Joseph. The **destiny** of our lives is in our own hands. We should guard it jealously.” At last they drew a little apart. His eyes were open, honest and steady upon her face.

1. What happens before this excerpt? (3mks)
2. For both Joseph and Taiyo, give and illustrate two character traits. (4mks)
3. How is dialogue significant in this excerpt? (4mks)
4. Explain any two thematic concerns addressed in the excerpt. (4mks)
5. From elsewhere in the novel, how does Joseph sacrifice for his love for Taiyo?(4mks)
6. Explain the meaning of the following vocabulary as used in the excerpt. (4mks)
 - a) destiny
 - b) infantile
 - c) petulantly
 - d) primitive
7. What happens immediately after this extract? (2mks)

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

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green
Make this ridge green
My father said I should be lost. I should be lost
My mother said I should be lost. I should be lost

Rain fall and make this ridge green
Make this ridge green
She went down on her knee, she sang:
Rain fall and make this ridge green
Make this ridge green
My father said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green
The water reached the waist, she sang
Rain fall and make this ridge green
Make this ridge green
My father said I should be lost, I should be lost
My mother said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green

The water reached the neck, she sang
Rain fall and make this ridge green
Make this ridge green
My father said I should be lost, I should be lost
My mother said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green
The head went in

Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

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

(a) Why do you think this community makes the choice of a beautiful girl such as

Wanjiru to sacrifice to god so as to get rain? (1 mark)

.....
.....

(b) Which functions does this song serve in this narrative? (2mark)

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

(c) Describe one character trait of the villagers in this narrative.(2 marks)

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

(d) In point form, list how events follow each other in this story. (3 marks)

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

(e) Identify and explain **two** features of oral narration employed in this narrative.
(4 marks)

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

(f) Identify two elements of fantasy in this story. (2 marks)

.....
.....

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.....
(g) Describe Wanjiru's tone in the song. (3marks)

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

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

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

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

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

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

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

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

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

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

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

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

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

(i) He was chargedforging property inheritance document.

(ii) Kamau deals.....groceries

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

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

ii) What is Ewe?

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

i. Lydia found the empty room.

.....
.....

ii. Lydia found the room empty.



MANGU HIGH SCHOOL

NAME _____

ADM NO. _____ **CLASS** _____

101/3

ENGLISH

PAPER 3

(IMAGINATIVE, COMPOSITION AND ESSAYS BASED ON SET TEXTS)

TERM 3 2021

TIME: $2\frac{1}{2}$ HRS

INSTRUCTIONS TO CANDIDATES

- a. Answer *three* questions only
- b. Question *one* and *two* are compulsory
- c. In question three *choose only one* of the optional texts you have prepared on.
- d. Each of the essays must not exceed **450** words
- e. All answer should be written in the answer booklet provided.

ENGLISH PAPER 3

1. Imaginative writing

Either,

- a. Write a composition illustrating the saying “As you sow so you shall reap.”

Or

- b. Write a composition ending with the wordsThat experience helped me believe that choices have consequences.
2. Oloisudori and Olarinkoi are despicable characters,Basing your argument on **Blossoms of the Savannah**,write an essay to justifythis statement..
3. (a). The short story ‘**Memories we lost and other stories**

In life’s confinement, it is positive thinking and hope that creates comfort and ultimate success. Using the short story Umbrella Man by.....justify the statement.

The Pearl John.....

(b) **The Pearl – John Steinbeck**

Failure to positively respond to wise counsel often leads to suffering and frustrations both to ourselves and to others. Write an essay in support of the statement using illustrations from the novel **The Pearl**.

c. Drama David Mulwa Inheritance

Write an essay to show how citizens suffer due to bad leadership. Basing your arguments on David Mulwa’s **Inheritance**.

NAME -----ADM NO -----

SIGNATURE ----- DATE -----

MOI GIRLS' NAIROBI

101/1

ENGLISH

PAPER 1

FUNCTIONAL SKILLS

JAN/FEB 2021

POST MOCK

TIME: 2 HOURS

Instructions to candidates

- a) Write your name and index number in the spaces provided.
- b) Sign and write the date of the examination.
- c) Answer all the questions in this question paper
- d) All your answers must be written in the spaces provided.
- e) Candidates should answer all the questions in English.

For official use only

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

1. Imagine that you are the Member of Parliament representing Rongai constituency where former president Daniel Arap Moi resides and have received news of his demise.

60 FOR MARKING SCHEMES CALL OR TEXT MR CHEPKWONY ON 0724351706

- a) Write a condolence note that you would give to the family of the late president. (8mks)
- b) Prepare an invitation card that would be given to fellow members of parliament to attend his burial to be held at his Kabarak home in Nakuru. (12mks)

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

Acute teacher(1), poor infrastructure, high levels of poverty and(2) budgetary allocations are the major challenges(3) access to education in East African Countries.

These challenges, besides cultural(4) such as early marriages, were(5) the hindrances isolated when education stakeholders met in Djibouti to discuss(6). affecting inclusivity.

Uganda Prime Minister Rugundo Ruhakana said governments must(7) gender, social and economic biases to ensure education is accessible. “Education is a(8) right for all children.(9) Uganda we ensure all children including those of special needs get(10) to education,” said Dr. Ruhakana.

3. **ORAL SKILLS**

- a) **Read the poem below and answer the questions that follow. (8mks)**

SIGNS OF LOVE

When you see me look at you with a keen eye
 And when you see me smile with a sigh;
 When you hear me call your name
 And when you catch me studying your body frame;
 When you pass by and I smell your perfume;
 And when the beatings of my heart fume;
 When I with sincerity at you smile
 And you pose to stare at me for a while;
 When you behold me pointing at the moon
 And you reckon that romance is knocking soon;
 When you find me holding a red flower
 And you see me weak before you, without power:
 Know that my heart beats, my love is, for you
 And that without you am nothing, that’s true

(i) Describe the rhyme scheme of the poem above. (2mks)

.....
.....

(ii) What has the poet used to achieve musicality in the poem? (3 mks)

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.....
.....

(iii) Comment about the words you would stress in line eight of the poem. (2mks)

.....
.....

(iv) How would you make the recitation of the above poem interesting? (3mks)

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

b) **Read the item below and answer the questions that follow: -**

She sells seashells on the seashore

The shells she sells are seashells,

I'm sure

And if she sells seashells on the seashore,

Then I'm sure she sells seashore shells

(i) Identify the above piece? (1mk)

.....

(ii) Assume you are to present this item to an audience. What aspects should one work on in order to make it a success? (3mks)

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.....

(iii) During the presentation, how would a presenter tell that the listeners are inattentive? (3mks)

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.....
.....

c) For each of the following words provide another with a similar pronunciation. (3mks)

(i) Rota

(ii) Whoa

(iii) Jewel

d) Identify by underlining the silent letters in the following words. (3mks)

(i) Raspberry

(ii) Apostle

(iii) Vegetable

e) Consider the following interview between the manager of a company and Kabonyi and then answer the questions that follow. (9mks)

Manager: Good morning Mr. Kabonyi. Please have a seat and feel at home.

Kabonyi: (*Oh God, I really need a job*) Thank you sir.

Manager: You have applied for the job of records clerk.

Kabonyi: Yes, sir (*I wonder whether he is going to give it to me*).

Manager: Do you know what the job involves? Did you read our advertisement in the newspaper?

Kabonyi: (*Looking absent-minded, fiddling with his finger and avoiding eye contact*). Excuse me; did you say something about newspapers? Yes, I read newspapers but not every day. They are rather expensive, but once in a while I meet a friend who has bought one.

Manager: You are obviously not listening. I asked you about the advertisement.

Kabonyi: (*Oh God I need the job badly*). Yes, yes you talked about listening. Yes, it is important to listen to your boss.

Manager: Mr. Kabonyi are you with me? This is the end of the interview. You will hear from us in due course.

Kabonyi: Thank you sir, I hope you consider me for the job.

(i) Identify the shortcomings in Kabonyi's listening skills? (3mks)

.....

(ii) List the specific listening skills Kabonyi could have used during their interview. (3mks)

(iii) State two things you need to do before attending an interview. (3mks)

NAME: ADM No.....

CLASS: SIGNATURE:

101/2

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

JAN/FEB 2021

2 ½ hours

MOI GIRLS' NAIROBI
Kenya Certificate of Secondary Education (K.C.S.E)
ENGLISH PAPER 2

Instructions

- a) Ensure you write all your details in the space provided above
- c) All questions in this paper are compulsory.
- b) Answer ALL questions in the spaces provided.

For Official use only

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

This paper consists of 12 printed pages. Students should check the question paper to ensure that all pages are Printed as indicated and that no questions are missing.

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

In case you've ever wondered how much time your daughter spends taking selfies, a poll in 2015 found that the average woman between 16 and 25 years old spends over five hours a week. It sounds like a lot unless you've tried to take selfies yourself and know what an elaborate process it can be. Women take an average of seven shots to get one image, according to the poll; Kim Kardashian said it takes about 15 to 20. Then there are the filters, not to mention real-life alterations like changing lighting or touching up makeup. There are also apps you can use for more drastic procedures like changing your bone structure, slimming your waistline, erasing pimples, and more.

Selfies can be silly and lighthearted, of course, notes Alexandra Hamlet, PsyD, a psychologist at the Child Mind Institute. But she also recognizes the darker side, when photos become a measure of self-worth. "With makeup, with retouch, with filters, with multiple, multiple attempts, it's almost like you're never going to stack up," says Dr. Hamlet, "And that is where I think it gets dangerous."

We're used to worrying about how girls will be affected by seeing too many air-brushed images of models in magazines or movies. But now young people themselves are the models and they're wielding their own image-editing software. This leads to a lot of self-scrutiny as they try to perfect their own images, and comparisons to the pictures their peers are posting. Experts are understandably worried about what this means for kids' self-esteem

If you've been telling your daughter that she's beautiful just the way she is, she's getting a different message when she opens up *Snapchat* and sees filters and lenses that alter appearances. Pictures used to be final; now we have post-production.

Dr. Hamlet acknowledges that some of the filters are fun and distort in amusing ways, but also points out there's a so-called "pretty filter" on *Instagram* and *Snapchat*. Beautifying filters are used almost reflexively by many, which means that girls are getting used to seeing their peers effectively airbrushed every single day online. There are also image altering apps that teens can download for more substantial changes. *Facetune* is one popular one, but there are many, and they can be used to do everything from erase pimples to change the structure of your face or make you look taller. One app called *RetouchMe* gives your photo a "professional retouch" using a photo editing team for under a dollar. The possibilities can be overwhelming, particularly since girls know they are scrutinized on their appearance — as, of course, they are scrutinizing their peers.

Self-esteem often takes a hit when you start comparing yourself too much to other people, which is something social media seems to be made for. One study found that frequently viewing selfies led to decreased self-esteem

and decreased life satisfaction. Another study found that girls who spend more time looking at pictures on Facebook reported higher weight dissatisfaction and self-objectification.

Parents who want to provide a healthy counterbalance to the pressures of social media can start by evaluating how they use social media themselves. Make sure you aren't talking too much about the pictures you post or see, or ask your children to take too many pictures. The occasional photo is fine, of course, but make a point of prioritizing being in the moment, too. "If you're taking your kid to a concert, don't allow them to film the whole thing and see it only through the eyes of the camera," says Dr. Hamlet. "That's reinforcing this concept that just being here is not good enough."

Questions

1. What shows that women take selfies seriously? 2mks

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2. Why does the author mention Kim Kardashian? 2mks

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3. Explain how selfies become harmful to those who take them. 3mks

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4. What do you think is the different message one's daughter gets when she opens Snapchat? 2mks

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.....

5. Explain the relationship between self-esteem and social media. 3mks

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6. Rewrite the following sentences as instructed:

2mks

- i. "If you're taking your kid to a concert, don't allow them to film the whole thing and see it only through the eyes of the camera," says Dr. Hamlet. (Re-write in reported speech)

.....
.....

- ii. Dr. Hamlet acknowledges that some of the filters are fun and distort in amusing ways, but also points out there's a so-called "pretty filter" on Instagram and Snapchat. (Replace the underlined words with suitable word)

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

7. Illustrate and comment on the effectiveness of quotation from authority.

2mks

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.....
.....

8. Explain the meaning of the following words and phrases as used in the passage:

3mks

- a) stack-up

.....
.....

- b) overwhelming

.....
.....

- c) self-esteem

.....
.....

2) EXCERPT: BLOSSOMS OF THE SAVANNAH

Mama Milanoi wondered where that culture had fled to. Was there no one to tame the likes of Oloisudori? Had the culture become moribund, useless and impotent? Another husky whisper told her the Maa culture had gone nowhere. It was still there and it was intact. It was like the waters of Nasila and all other rivers of Maa.

Nasila river had been there as far back as Nasila people could remember. It had sustained the life of man and beast from time immemorial. But Nasila water was no longer the water she drew when she was a little girl. It was no longer the water she and her friends scooped up with their hands and drank happily to quench their thirst

after a long hot day in the fields. No, the water was no longer the same. The water had been polluted. In those days the water was so clean and clear that the pebbles on the riverbed were visible. Even the mudfish and the crab-like creatures called *enkileleo* were so clearly visible in the water one would have thought they were in a clear glass container.

That was no more. Upstream, people were washing vehicles, they were washing smelling hides and skins, they were emptying sacks of agricultural chemicals and other offending and poisonous pollutants into Nasila river. It would not be long, Mama Milanoi reasoned sorrowfully, before the life-giving water of Nasila began to sicken and kill.

And so was Nasila culture. The founder had intended that the culture would regulate the lives of the people, and indeed it did. It charted out the way for everyone, from cradle to the grave. It defined relationships, it created laws that governed ownership of property and settled disputes. It did not discriminate, it did not favour anyone over the others, it gave everyone a chance to live a full life; it protected everyone within its confines and provided cleansing procedures for those who defiled it. It was simply a cherished way of life for all the Maa people, including those in Nasila. It was no more. It was now defiled and polluted by the likes of Oloisudori. Yes, the old Nasila culture had become mutable and it now contained defiant mutants that it could not regulate and which were above Nasila Laws.

She thought of her own house. Yes, change was creeping in. Her daughters were different. They had gone through a school system that intermingled them with children from other cultures. They knew very little of Nasila culture. They were children of a new undefined culture. Theirs was a mutant of another kind.

Her daughter Resian, Mama Milanoi thought sadly, as she turned once more on her bed, was a hard nut to crack. She was obstinate and defiant. She certainly epitomized the new undefined culture. She knew she had an independent mind and she was not easy to handle. If her father thought she was docile and that he would just call her and hand her over to Oloisudori, he was in for a rude shock. No amount of intimidation or threats could easily break her. She always said she knew her rights and would not allow anyone to trample on them.

Questions

a) What happens after this excerpt?

(2mks)

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b) How could the culture, Mama Milanoi is thinking about, come to her rescue in her current predicament basing your answer from elsewhere in the text? (4mks)

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c) Explain the relationship between the current state of the Nasila river and the Nasilian culture
4mks

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d) Explain one way the Kaelo family find themselves at odds with the Nasilian culture. 2mks

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e) What do we learn about Resian from this excerpt? 2mks

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.....
.....

f) Explain the major issue emerging from this excerpt? 2mks

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.....
.....

g) What is the prevailing mood in this excerpt? 2mks

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.....

h) Illustrate two stylistic devices evident in this excerpt. 4mks

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.....

i) From your understanding of the entire text, explain and illustrate one way the Nasilian culture defines relationships. 2mks

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.....
.....
j) In those days the water was so clean and clear that the pebbles on the riverbed were visible.
(Rewrite the sentence starting with; So...) 1mk

.....
.....

3) LITERARY APPRECIATION

Read the following poem and answer the questions that follow:

MUNICIPAL DUTY

She stood by the wares
Her child tied to the back
Nibbling a dry slice
While she haggled with customers,
As people milled by
To this and from that care,
With scary eyes.

With no warning
She had gathered
The sack across the chest
Darted off
Like an antelope who has seen a lion.

He raced after her
Wielding the municipal club
Knocking off pedestrians
In the municipal rush.

The child shrieked like a police siren
But he wasn't deterred
She looked behind
Gasping for scarce air
He only a step away.

Not caring for the lights she dashed into the street.
As he raised the rungu
The driver stepped on the brakes
The car skidded with momentum

Her mouth opened, dazed
But no sound came
Except the agonized crash
Of steel, flesh and macadam
Mashed
Leaving the uniformed phantom
Transfixed
Executing municipal duty

Questions

a) Explain briefly what happens in the poem.

4mks

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

b) Who is the persona in the poem?

2mks

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.....
.....

c) Give evidence from the poem to show that the woman is poor.

2mks

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

d) Identify an image used in the poem and comment on its effectiveness

2mks

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

e) How is the askari's inhumanity brought out in the poem?

4mks

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.....
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.....

f) What is the persona's attitude towards the askari in this poem?

2mks

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.....
.....
g) (i) She looked behind. Gasping for scarce air. (join the sentences using ‘as’) 1mk

.....
.....
.....
(ii) He only a step away. (Rewrite the sentence to make it complete) 1mk

.....
.....
.....
h) . Explain the meaning of the following lines in the context of the poem. (2mks)

i) (a) “nibbling a dry slice”

.....
.....
(b) “ Gasping for scarce air”.

.....
.....
4) GRAMMAR

A. Rewrite each of the following sentences according to the instructions given. Do not change the meaning. 5mks

i) I do not want to see you anymore, please leave.

(Begin: I would rather...)

.....
.....
ii) He will not pass his examination until he realizes the value of hardwork

(Begin: Not ...)

.....
.....
iii) She was poor. She completed her schooling. (*Join into one sentence using the words: ‘ in spite of’*)

.....
.....
iv) Mariam would have won the competition if she had done enough practice.

(Rewrite starting with 'Had ...')

.....
.....

v) Lake Victoria is the largest lake in Africa.

(Rewrite using 'larger' instead of 'largest')

.....
.....

B. Join the following sentence using a present participle. 1mk

The thief cut through the padlock. He opened the wooden door.

.....
.....

C. Fill in the blank spaces using the most appropriate preposition. 2mks

- i) He sits at least six committees.
- ii) The lazy live the sweat of the diligent.

D. Choose the correct pronoun from the options provided. 2mks

- i) Between you and no other choice seems reasonable.(I/me)
- ii) To (who/whom) are you sending this parcel?

E. Rewrite the following sentence below, replacing the underlined idiomatic expression with words of a similar meaning. 1mk

- i) Johnny had the best of both worlds because of his diverse heritage.

.....
.....

F. Fill in the blanks with the most appropriate form of the word in brackets 2mks

- i) Kenya Premier League is still plagued by fan (hooligan)
- ii) He was (mischief) named in the scandal

G. Complete the following sentence using an infinitive formed from the verb in brackets

2mks

- i) (know) all is (forgive) all.

MOI GIRLS' NAIROBI

101/3

ENGLISH

PAPER 3 (Creative Composition and Essays based on Set Texts)

JAN/FEB 2021

2 ½ HOURS

Instructions to the candidates.

- a) In question 1, choose either (a) or (b).
- b) In Answer **THREE** questions only.
- c) Question 1 and 2 are **COMPULSORY**.
- d) Question 3, choose only one of the **OPTIONAL TEXT** you have prepared on.
- e) Each of your essays must not exceed 450 words.
- f) All the answers must be written in the answer booklet provided.

FOR EXAMINERS USE ONLY

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

This paper consists of 2 printed pages. Ensure no page is missing.

Either

1. Imaginative Composition (Compulsory) 20 marks

a) Write a composition beginning with the words:

“You will serve as an example to the rest of the students in this school”, the principal said as he pushed me into his office.

Or

b) Write a composition based on the saying, “Patience pays”.

2. Drama (Compulsory) 20 marks

Henrik Ibsen, ‘A Doll’s House’

‘The play ‘A Doll’s House ‘is a reflection of the sacrificial role of women in family and society.’ Write an essay in support of this statement drawing illustrations from Henrik Ibsen’s ‘A Doll’s House’.

3. Optional texts

a) Memories we lost and other Stories

Life contrasts the way people live in the society. Justify this statement basing your illustrations using Hitting Budapest by No Violet Bulawayo

b) Inheritance by David Mulwa

Resilience always pays. Validate this statement.

c) The pearl by John Steinbeck

c) Fortune makes individuals wish themselves and their families well. Write a composition to show the truthfulness of this statement.

NAME: INDEX NO.:

CLASS: DATE:

CANDIDATE'S SIGNATURE:

101/1
ENGLISH (*Functional Writing, Cloze Test, Oral Skills*)
Paper 1
2 Hours
JAN/FEB 2021

DIAGNOSTIC EXAMINATIONS
ENGLISH PAPER 1
2 Hours

For Examiner's Use Only

NO.	QUESTIONS	TOTAL SCORE	CANDIDATES SCORE
1.	FUNCTIONAL WRITING	20	
2.	CLOZE TEST	10	
3.	ORAL SKILLS	30	
TOTAL		60	

1. You have reported back to school after the unexpected long holiday occasioned by the Corona virus pandemic. As the school's president, write a **memo** to the students reminding them of the significance of adhering strictly to the Covid-19 protocols such as: wearing masks properly maintain the recommended social distancing among others. Remember to copy the memo to the principal and the deputy principal. teacher in charge of the boarding department. **(20 marks)**

2. **Fill in the blank spaces in the following passage with the most appropriate word.** **(10 marks)**

Many young people (a)..... to grow into successful adults in the

(b)..... As they think of this, they feel they need someone of accomplishment to take them under their (c), guide and open doors for them. It is easier to achieve

(d)..... when successful people show you the way than when left alone.

Children grow up being guided by parents (e)..... siblings , good teachers and it would be better if this continued into adulthood. Consequently, they yearn for cossetting, a feeling that someone gives a damn and will make the paths (f)..... for them.

Mentorship becomes difficult because, other than your close family members, it is not easy for someone to be (g) concerned about the other's progress. Besides, mentors hardly have time (h) abundance; they are busy winning in their own lives.

The bottom line is: great mentors are hard to come (i) but mentorship is seemingly a nice idea. Genuine mentorship happens when there is a natural relationship shared between the mentor and the (j).....

(Adapted from **Sunday Nation** 24th February, 2018)

3. **ORAL SKILLS**

(a) **Read the Oral Narrative below and then answer the questions that follow: -**

HOW THE LUOS BEGAN TO DIG

At the beginning, the Luos did not dig for a man or woman to dig was a taboo in those early days. All that they did was to take their hoes to the shambas and leave them there. The hoes dug the shamba's without man's help. When the crops were ready for weeding, people took the hoes again and left them in the shambas and the hoes weeded on their own.

One day, a new bride was asked to take the hoes to the shamba and leave them there as had been the custom. She did so and came back home. The following day, she went back to the shamba and found out that the hoes had dug the shamba. She was amazed. And in her curiosity, she tried to dig the adjacent shamba in order to see what would happen. Poor woman! She broke the Luo taboo.

FOR MARKING SCHEMES CALL OR TEXT MR CHEPKWONY ON 0724351706

From them then on, the hoes could not dig on their own anymore. And there was no other way but for the Luos themselves to dig. Thus the Luos were forced to dig because their bride tried to dig.

Questions

- (i) What would you do in order to capture the audience’s attention before you begin to tell this story? (3 marks)

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.....
.....

- (ii) Explain how you would make the narration of the second paragraph of the story effective. (4 marks)

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

- (iii) In which ways would you know that your audience in this story is fully participating in the performance? (3 marks)

.....
.....

- (b) In the following groups of words, one of the underlined sounds is different from the rest. Circle the word with a different sound. (5 marks)

(i) roadss rootss rodss

(ii) leap jealousy lead

(iii) depot deposit demand

(iv) charade chips chic

(v) mitre mice mine

- (c) Supply minimal pairs for the following words. (5 marks)

(i) river

(ii) pang

(iii) glass

(iv) goat

(v) pin

(d) You have been nominated on behalf of your class to pass a vote of thanks after a prayer service is conducted in your school and attended by many dignitaries including the president. Mention **three** things you would do to overcome stage fright. (3marks)

.....
.....

(e) Complete the following interview session.

MR. ELENGATARE: Come right in young lady. Good afternoon?

YOU:(1mark)

MR. ELANGATARE: Oh! Welcome! Let me look at your invitation letter and certificates.

YOU:(1mark)

MR. ELENGATARE: Good, what value do you plan to add to our institution in case we give you the chance?

YOU:(1mark)

MR. ELENGATARE: ICT is indeed very important for any organization that aspires to make an impact in today's world. Have you worked anywhere before? And in what capacity?

YOU:
.....(1mark)

MR. ELENGATARE: Why did you stop working there?

YOU: (1mark)

MR. ELENGATARE: It's O.K. Retrenchment is common these days. What have you done to ensure you do not face the same fate here too?

YOU: (1mark)

MR. ELENGATARE: That's good. I hope the Diploma will make you perform better as you put the determination into practice.

YOU: (1mark)

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

Candidate's Signature.....

Date

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

JAN FEB 2021

2½ HOURS

DIAGNOSTIC EXAMINATIONS

English Paper 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 the questions in this question paper.*
- (d) All your answers must be written in the spaces provided in this question paper.*
- (e) This paper consists of 11 printed pages*
- (f) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*

For Examiners' use only

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

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

On any given Sunday, all across the world, churches are likely to have more women in their pews than men. Some estimates place the so-called "gender gap" in American churches at 61 percent women. That

means that every Sunday there are millions more women attending church than men.

There are several theories put forward to account for why, comparatively, there are so few men attending church. One theory is that the church’s teachings, emphasizing humility, holiness, and introspection, are seen by some men as “weak” or somehow less than masculine. Men are seeking to be challenged with “bold” messages of adventure, danger, and aggressiveness which the homilies fail to inspire.

Finding the right activities to attract and keep men is also a challenge for many churches. Some congregations make an extra effort to provide times of fellowship and bonding for men by adding hunting expeditions, fishing trips, mountain climbing sports, ... to their schedules.

Another theory is that many churches, by omission or commission, create a feminine atmosphere with their décor. Floral arrangements, pastel colours, frilly curtains, and pictures of passive, pastoral scenes make for a peaceful ambiance, but they tend to make men feel a disconnect with their churches. Some churches attempt to appeal to **masculine sensibilities** by changing their décor to something edgier, darker, more robust, and less nurturing.

Another explanation for why there are so few men in church has to do with the **stereotypical** masculine ego. Men are naturally self-reliant, headstrong, and proud, the theories go, and are therefore naturally more resistant to the divine call to humility and submission. The gospel confronts our need, and men are often averse to admitting neediness.

There are other hypotheses, such as upbringing. Most men were reared by fathers who did not attend church services and so have no role model for masculine involvement in a church. There is the suggestion that men, the traditional breadwinners, are too busy working—or enjoying their day off work—to commit to a church. And overly sentimental church music is sometimes mentioned as something that keeps men away, too.

There might be a **grain of truth** in each of these theories, but none of them fully explain the gender gap in modern churches. No one rejects church simply because of frilly curtains or a **sappy song**; there is most likely a deeper problem.

Men avoid church for a variety of reasons, and church leaders should be aware of those possible reasons as they reach out to young men, husbands, and fathers. Men should be challenged to emulate the heroes of the faith—robust men such as Moses, Elijah, and Peter. The Christian life should be presented as the adventure it truly is. And we should pray that God would increase the number of men who recognize their God-given responsibilities and who are unafraid to commit their talents and service to a local church.

(Adapted from *The Mirror*; May, 2019)

a) According to paragraph one, what percentage of men are said to attend church on Sunday?

(1mark)

.....

b) From paragraph two, what can you deduce is the feeling of the men towards religious messages?

(3marks)

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.....

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.....

c) In what ways can the church be made to attract more men on Sundays? (2marks)

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.....

d) Explain the irony of ambience as referred to in the passage (2marks)

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.....
.....

e) What in the passage suggests that the theories may be erroneous? (1mark)

.....
.....

f) The gospel confronts our need, and men are often averse to admitting neediness.

(Rewrite beginning: Men...)

(1 mark)

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

g) Why do you think Moses, Elijah and Peter are mentioned in this passage?(3 marks)

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

h) Of what significance is humour in this passage? (3marks)

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

i) Give the meaning of the following words and phrases as used in the passage. (4marks)

1. masculine sensibilities

.....

2. stereotypical

.....

3. grain of truth

.....

4. sappy song

.....

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

When they recently stayed in their uncle’s home, she had come face to face with some of the best tenets of Nasila culture that was also the Maa culture. She found out that the girl child was always protected and shielded from males who **ogled** and stared at them with not so good intentions. Whenever there were male visitors in the home the girls were shepherded away, into one of the aunt’s houses. And their aunts served the visitors. The girls only came out after the guests had gone. Some of the elders, were courteous enough to ask, before they entered a house, whether there were children in there. And in Maa, the term children always referred to girls. If they were in, elders would either move to another house or if they must enter, the mother of the girls would tell the daughters to move to one of her aunts’ houses and in such case, the elders would politely stand outside the house until the girls left. During their stay in their uncle’s home, they hardly came face to face with him. There was hardly any interaction between the fathers and their daughters. And the fathers jealously guarded the privacy of their daughters and ensured their security.

It took a lot of persuasion to have Resian agree to serve Oloisudori and his friends the following day. And she was only convinced when she was told her father’s business depended on her decision.

By morning, stubborn Resian had gotten her way. She had demanded that her sister Taiyo also be enlisted among those who would serve the distinguished guests. When her mother resisted, saying the guest’s wish should be respected, Resian had *put up a spirited fight*, arguing that it was wrong for them as a family to allow a visitor, whoever he was, to dictate as to who amongst the members of the family should attend to him. She rejected Taiyo’s argument that since they had promised *Yeiyō –kiti* that they would go and help her plaster her kitchen; she would better be there to represent her. Resian said their *Yeiyō-kiti* would surely understand if they told her they were serving her father’s guests. In lowered tones, she told Taiyo she needed her presence to fortify her spirit for Oloisudori terrified her.

It was after their mother consulted their father that it was settled. Taiyo was to assist in serving the visitors alongside her sister Resian.

(Taken from *Blossoms of the Savannah*; Ole Kulet; 2008; Longhorn)

1. Describe what made Resian to reminisce their stay at the Simiren’s. (2marks)

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.....
.....

.....
.....

2. Why was the visitor mentioned in this excerpt coming to Resian’s home? (2marks)

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.....
.....

3. List any three aspects of the best of Nasila culture Resian encounters at the Simiren’s home. (3marks)

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.....

4. From your knowledge of the entire novel, explain the irony in this excerpt.(2marks)

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.....
.....

5. “And she was only convinced when she was told her father’s business depended on her decision.” (Rewrite beginning: Only...) (1mark)

.....
.....

6. Why do you think Resian is referred to as ‘stubborn’? (2marks)

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.....
.....

7. What in this excerpt shows that Resian is reasonable? (2marks)

.....

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8. Apart from tradition, explain one other theme projected in this excerpt. (3marks)

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9. Identify and explain clearly one negative trait of Mama Milanoi in this excerpt.(2marks)

.....

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.....

10. Mention any two dramatic things that happen immediately after this excerpt. (2 marks)

.....

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.....

.....

11. Describe Resain's attitude towards Nasila culture in this excerpt. (2marks)

.....

.....

.....

.....

12. Explain the meaning of the following words and phrases as used in the excerpt. (2marks)

- (a) ogled
- (b) put up a spirited fight.....

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

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)

.....
.....

4. Grammar

5. (a) *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.

(b) *Rewrite the following sentences according to the instructions given after each*

(4 marks)

- (i) They read the novel. They discussed it in class. They didn't understand its title. (Rewrite into one sentence without using 'and')
- (ii) They lost their phones while playing near the swimming pool. (Rewrite beginning with a present participle)
- (iii) They were about to sit their exams when we realized it had leaked. (Rewrite using 'hardly')
- (iv) The minister said that they would not tolerate crowding in public places and that those who would not wear masks would be dealt with sternly. (Rewrite in direct speech)

(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) *Replace each of the underline word with a phrasal verb.* (3 marks)

- (i) They used **falsified** documents to access their bank accounts
.....
- (ii) The thugs **disappeared** into the dark Kakamega forest.
.....
- (iii) Taiyo **resembled** her mother.

(e) *Arrange the following words in the order you would find them in a dictionary.*

(2marks)

grow, money, grit, genre, meagre, wretched

i).....

101/3

ENGLISH PAPER 3

JAN/FEB 2021

TIME: 2½ hours

DIAGNOSTIC EXAMINATIONS
English Paper 3
Kenya Certificate of Secondary Education (K.C.S.E.)

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 **THREE** questions **ONLY**.
- Questions **one** and **two** are compulsory.
- Each of your essay must not exceed **450** words.
- **ALL** answers must be written in **Blue ink**.

For Examiner's Use Only:

Question	Maximum Score	Candidate's Score
1	20	
2	20	
3	20	
TOTAL	60	

This paper consists of 2 printed pages. Ensure none is missing.

1. Imaginative Composition

(20 marks)

Either

a) Write a story to end with the sentence: That experience taught me that to be successful, one must always be humble

Or

b) Write a composition on ways in which the youth in Kenyan schools can creatively fight the Corona pandemic.

2. The Compulsory Set Text

(20 marks)

Henrik Ibsen: A Doll's House

“When we are desperate to do anything, we end up suffering.” Citing specific examples from Ibsen's play, **A Doll's House**, write a composition to show the truth of this statement.

3. Optional Set Texts

(20 marks)

Answer one question only

Either

a) **The Short Story: Memories We Lost and Other Stories (ed) Wanjala Chris**

“When one is sick, it is not only medication but also the willpower that counts.” Citing specific illustrations from Rolf Schmid's **No Need to Lie**, write an essay in support of this statement.

Or

b) **The Play; David Mulwa; Inheritance**

Using examples from Mulwa's play, **Inheritance**, write an essay to show that determination is the key to success.

Or

c) **The Novel: John Steinbeck; The Pearl**

Drawing illustrations from Steinbeck's **The Pearl**, write an essay to show that true love conquers all.

NAME: ADM NO: CLASS:

Date.....

Candidate's Sign:

English paper 1

101/1

(Functional Writing, Cloze Test and

Oral Skills)

Time: 2hrs

KABARAK, SACHO AND SUNSHINE JOINT
MOCK 2021

KASSU JET JOINT MOCK EXAMINATION 2021
Kenya Certificate of Secondary Education

INSTRUCTIONS

- 1. Answer all questions in this paper.*
- 2. All your answers must be written in the spaces provided.*
- 3. This paper consists of 8 printed pages.*
- 4. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing*

FOR EXAMINER'S USE ONLY.

Question	Maximum	Score
1	20	
2	10	
3	30	
TOTAL	60	

1. Your best friend has asked you to recommend a book for him to read. You recently read *A Doll's House* by Henrik Ibsen and you really enjoyed it. You would like him to read the same book. Write a review that would convince him to read the book. 20 marks

2. Read the passage below and fill the blanks with the most appropriate word. 10 marks

Stress, intonation and pronunciation are invaluable aspects of 1.....for any fluent 2..... of the English language. Any handicap 3..... these three areas adversely affects the 4.....of one's speech. One 5..... hope to achieve competence in both spoken and 6..... English if one has not mastered stress, intonation 7.....pronunciation. In this book, the 8..... have endeavored to guide the reader to see the possibilities of working 9..... their effective use of the English language. With the rising popularity and usage, the correct use of the English language has been 10.....compromised.

3. (a) Read the following narrative and answer the questions after:

One day in June, Hare started bragging to the world in jungle land about his talents and abilities "I'm so fast" he said, "that I can beat anyone who wants to race with me. I'm Mr. Hot stuff on the track."

Tortoise blazed at Hare through drooping eyelids. "Alright", said Tortoise. "I'll take you up on it, I think I can beat you. Let's do it."

"You?" exclaimed Hare astonished.

"Why, you're slower than an elephant asleep stuck in the mud. I can beat you ten times before you go three feet."

"Insult me if you want", replied Tortoise. "I have a hard shell. But hold up on the bragging and boasting until the race is over. You never know, you know"

They decided to race for a distance of a mile, Giraffe acted as the starter. "Ready? On your marks! Go!" barked the Giraffe.

Hare took off like a tornado, rounding the bend in a few seconds. He felt the race was such a joke. He decided to take a little nap. He fell asleep and dreamed about the fields of Kales.

Tortoise chugged along at a determined, steady pace, very slowly. Eventually, she lumbered past Hare. Sharp observers noticed a faint odd smile on her face and a slight twinkle in the eyes beneath the droopy eyelids. Meanwhile, the snoring hare dreamed about the luscious Kales. A thunderclap awoke him. The sky was cloudy until the sun was setting.

Hare leaped up, rubbed the sleep out of his eyes, and zoomed down the road. When he got to the finishing line, the crowd of chimpanzees was cheering Tortoise on. Tortoise inched over the finishing line, a foot ahead of speeding Hare.

She was victorious!

"Eat my dust Bunny Boy!" said Tortoise

"You can eat your smart words for dinner, too."

Hare was too embarrassed for words. She shrunk back to his house, somewhat educated in the school of experience.

i) State two ways in which you can begin telling this story during a live performance.

(2marks)

ii) If you were part of the audience for this story, explain two things you would do to show that you are participating in the story.

(2marks)

.....
.....

iii) Explain how you would say the statement “You can eat your smart words for dinner, too.”

(2 marks).

.....
.....

b) For each of the following words provide another word pronounced the same. (4 marks)

i) Colonel.....

ii) Liar

iii) Quay

iv) Lichen.....

c) For each of the following set of words, identify the odd one out according to pronunciation of the syllables highlighted. (3 marks)

i) pleasant, preach,
pretty.....

ii) weapon, wed,
weed.....

iii) breathe, breath,
breadth.....

d) Read the form below and answer the questions that follow.

A flea and a fly flew up in a flue.
the flea, "Let us fly!"
"Let us flee."
through a flaw in the flue.

Said
Said the fly,
So they flew

i) Identify the genre above. (1 mark)

.....
.....

ii) Identify and illustrate the dominant sound pattern in the genre above. (2 marks)

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

iii) What would be lost if the above genre was translated into a different language?
(1mark).

.....
.....

e) For each of the following sentences, indicate whether you would say it with a rising or falling intonation.
(3 marks).

i) Which school does Allan teach?.....

ii) Did you buy the items?.....

iii) He is a good footballer, isn't he?.....

f) You are working as an intern at a local company attached to the Human Resources Manager's office. You receive a call from someone who would want to talk to the Manager. Outline three things you would do to ensure the conversation is effective.

(3 marks)

.....
.....

g) Mrs. Mwangi asked her class Form 4C to decide which one of the books in their syllabus they should perform for the rest of the school. She had asked Joyce to lead the discussion. Read the discussion below and answer the questions that follow.

Mrs. Mwangi: Joyce would you lead the discussion?

Joyce: Aha, Ok, The question is : What play should we pick for our class play. Does anyone have suggestions? Sharon?

Sharon: I suggest we do “Betrayal in the City”

Anred: How about “The Caucasian Chalk Circle?”

Joyce: No, I dislike “The Caucasian Chalk Circle” Passionately.

Kendra: I love “The River and the Source.”

Sharon: No, way! That would make a stupid play! Let’s do “Betrayal in the City”

Joyce: Benta?

Benta: I have never watched “The Caucasian Chalk Circle” but.....

Pamela: It’s a superb play

Joyce: Pamela; please let Benta finish then it will be your turn

i) In terms of effective communication, identify four things some members of Form 4C did wrong in this discussion. (4marks).

.....

.....

.....

.....

ii) Mention aspects of etiquette displayed by some members during the discussion. (3marks)

Name _____ Adm. No. _____ Class _____

Candidate's signature _____

Date _____

101/2

ENGLISH

Paper 2

(Comprehension, Literary appreciation and Grammar)

January 2021

Time: 2hrs 30mins

KABARAK, SACHO AND SUNSHINE JOINT MOCK 2021

KASSU JOINT EVALUATION TEST

Kenya Certificate of Secondary Education

Instruction to students

- i. Write your **name, admission number** and **class** in the spaces provided.
- ii. Sign and write the date of the examination in the spaces provided.
- iii. Answer **all** the questions in the spaces provided.
- iv. This paper consists of **12** printed pages.
- v. Candidates should check the question paper and ascertain that all the pages are printed as indicated and that no question is missing.
- vi. Candidates must answer all the questions in **English**.

For examiners' use only

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

1. COMPREHENSION PASSAGE

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

There are those individuals who when stressed out either grind their teeth or pick at their nails. I pick at my face, scouring it for a pimple or in their absence, anything else to exfoliate.

And so you see, it is during one such tour that I unearthed the horrific - a discovery I best articulated in a panicked email to a friend: "Help me". I said: "It's official... I'm growing a beard!"

A topic of my laughter amongst my friends, facial hair, always just that - something to laugh about. But now, having discovered a few strands of my own, it suddenly didn't seem too funny. I was in a hairy situation and I didn't like it.

Indulge me for a moment and understand where I am coming from- I am not referring to a microscopic fuzz. This here was a very bold and aggressively developing mane, which I could either pluck, shave, tweeze, have electrolysis performed on, or darn it, just grow and groom.

I would not have been the only one. The problem of unwanted facial hair extends to approximately 41 million women in the United States and more than a few I have bumped into at Nakumatt supermarket in Nairobi.

And some of these bearded ladies have been smart, leaving their mark in history. There was Lady Olga, born in 1874 as Jane Barnell, who had a 65-year long career as a sideshow attraction, traveling with the Ringling Brothers and Barnum and Bailey. And remember Vivian Wheeler, the Illinois woman who for her 11-inch beard, made it into the Guinness Book of World Records for having the "longest Female Beard Hair?" Having shaved since the age of seven, Vivian endured four marriages before letting "Rapunzel" grow.

But be as it is, beard and all, nature is still kinder to women than men. Despite challenges such as comparatively lower access to wealth, employment, healthcare, and education, women are still on top when it comes to living it out...Life that is. Not only are women ahead in numbers but they also have a greater life expectancy than men. In the US, for instance, where the life expectancy averages 79 years for women, it is about 72 for men, and women over the age of 65 outnumber men by a ratio of three to two.

This is particularly interesting when one considers the numerous physical and cultural advantages men have over women. We are shorter and hence more prone to weight gain and poorer hence less likely to get medical care. Even in the US, older women are the single poorest group with 35 percent living alone and 52 percent widowed as compared to men, where only 14 percent live alone and 23 percent are widowers.

So how does this happen? Men it seems are doomed well from the start. Not only do they die more frequently than girls in infancy but in each subsequent year of life. Come puberty many speed it up. Succumbing to what has been termed "testosterone toxicity"-the increase in testosterone that prompts boys to thump their chests and take greater risks than girls-nothing like knitting when you can jump off a wall!

In their 40s, many begin to see symptoms of heart disease such that by the time they are aged 55 to 64, they are twice as likely to die from heart disease and accidents as women of the same age. And in developing countries, they are also four times as likely to commit suicide.

If women are, indeed, the weaker sex, little evidence proves it. While their husbands puff on a *Kiraiku* (unfiltered tobacco roll), our Kamba women fetch firewood, water, cultivate, and cook meals. And in our

cities, others work long hours for peanuts- hand washing clothes and scrubbing floors to feed families they only see in the evening as their second job-that of parenting begins.

Despite all this, women have been conditioned to rely on men and to paradoxically believe that they are lifeless - crippled, without the support and companionship of a man. While our longer lives don't necessarily translate into healthier lives (we have our share of osteoporosis, diabetes, hypertension, and HIV/AIDS) our worth amounts to more than we hear. It is exhibited in our inner strength and in our ability to grow stronger when weakened.

Isn't it time we learned from Madame Jeanne Calvert who died at the age of 122? Her life teaches us one thing - it is that women shouldn't count on marriage to finance their old age – ladies, you may try it but he'll be long gone when you are old. You may have a companion, a loving dog. Perhaps, but you'll otherwise be alone in your rocking chair, stroking your beard.

QUESTIONS

a) Why does a topic that makes the writer laugh cause her misery? (2marks)

b) Punctuate the following sentence correctly.

Women face challenges such as lower access to wealth employment healthcare and education
(2marks)

.....
c) Women are indeed, the weaker sex, little evidence proves it. (Rewrite this sentence starting with: Little evidence (1mark)

d) Specify two areas the passage singles out when women outperform men. (2marks)

e) Explain the irony behind men's shorter lifespan (3marks)

f) Why should women not celebrate

g) Not only are women ahead in numbers but they also have a greater life expectancy (Write two sentences from the sentence given without using conjunctions) (2 marks)

h) Describe the **tone** in the last paragraph of the passage. (2mks)

i) In not **more than 50 words**, summarise the ways in which men’s lives are doomed? (4marks)

Rough copy

Fair copy

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

(i) exfoliate

(ii) microscopic fuzz.....

(iii) succumbing.....

(iv) symptoms.....

2. EXCERPT: BLOSSOMS OF THE SAVANNAH BY H. OLE KULET (25 MARKS)

Read the following excerpt and answer the questions that follow.

At about three, they took their leave and set to go home. It was a hot afternoon and the heat was oppressive.

They, therefore, walked slowly, occasionally stopping under a shady tree to take a rest. They had just resumed their walk and were passing through a bushy area when Resian spotted two men eyeing them from

behind a tree. She pointed them out to Taiyo who suggested that they walk on as probably they were harmless herdsmen.

After getting closer, they immediately recognized one of the men who **accosted** them on their first day in Nasila and later jeered at them on that occasion of the homecoming ceremony. They trembled as the two men stood grinning down at them. The men came out to the road and blocked the girls' way.

The bravery which might have enabled them to face the two vagabonds **fizzled out** quickly when they saw the bulging muscles of their arms and the demonic determination in their eyes to harm them. Their fear was heightened by the heavy knobkerries that the two men brandished menacingly. One of them got hold of Taiyo and tried to drag her into the bush while the other wrestled with Resian. The girls screamed and screamed as they scratched the men's faces with their sharp fingernails.

But that was the farthest they could go. What happened next happened so fast that the **assailants** and the victims were dumbfounded. It was like a bolt of thunder on a clear cloudless day. Suddenly and unexpectedly, a third man sprang out of the bushes like a ghost.

QUESTIONS

1. What happens before this excerpt (3mks)

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

2. In note form, state the roles of the man who sprang out of the bush in the development of the plot. (3mks)

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

3. Comment on two figures of speech used in this excerpt (6mks)

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

4. Who are the two vagabonds and what is the punishment are they given? (4mks)

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

5. Explain the dominant theme in this excerpt (2mks)

.....

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

6. Rewrite the following sentences as instructed

They, therefore, walked slowly, occasionally stopping under a shady tree to take a rest. (Begin: Stopping...)

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

7. What happens immediately after the excerpt (3mks)

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

8. Explain the meaning of the following words as used in the excerpt

i. Accosted

.....
.....

ii. Fizzled out

.....
.....

iii. Assailants

.....
.....

3. POETRY

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

Monday morning –
School-
And spilling out ghetto alley
Like a flower spit forth
From
A
Little Chiku,
Trotting and tripping along
In final minute hurry hurry

mouth

unbrushed,

Now dashing onto highway
(Her bus is waiting)
Looking and not looking
Then a-a-a!!
No time to jump across
Too late to retreat
In decision

Face of fear-
Trapped

Desperate forward drive

Frantic feet pressing pedals
Wrestling of wheels
Squealing tyres
Jesusing
Tightly shut eyes
Screams
Dull thud sound
Muffled cry of pain

Driver stepping out-
Be late for that production meeting now
Damn!
Little curled up body
Twitching once
Then lying still
In its already pool of blood.

Rapidly a mob forms
Shock
Anger
Helplessness
Then in ghetto rage
They turn on the sleek
Metallic grey Mercedes
280 SLE
Automatic and smash it

Later the cops will come
Will record elaborately
(Not forgetting the commas)
And the small body, now cold, will lie covered
For a while
The court - file will gather dust
After a while
And the driver will be guilty
For a while.

QUESTIONS

a). Paraphrase the events that unfold in the poem. (4marks)

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

b). What is the character of the driver as depicted in the poem? (2marks)

.....

.....
.....

ii. Some managers do not tolerate lateness among workers.

.....
.....

c. Choose the correct word from the choices to fill the blanks. [3marks]

- i. She wore a[stripped/striped] shirt, a tie and gumboots.
- ii. This teacher's[remuneration / renumeration] is scandalously low.
- iii. Parents should not park their vehicles[anyhow / anyhowly].

d. Use the correct form of the words in brackets to fill the blanks. [4 marks]

- i. The between them is as interesting as it is sickening [enemy]
- ii. She was sacked due to chronic [absent]
- iii. Adoyo works in the department. [maintain}
- iv. Laziness is a to success. [hinder]

e. Rewrite the following sentences according to instructions after each [3 marks]

i. Peter is successful even though he did not pass exams. [Begin: *In spite of...*]

.....
.....

ii. Is there life after death or not? This is a question which humans have been grappling with for a very long time. [Begin: The question of]

Do not use the word 'question' twice

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

iii. After a new manager was appointed, profits began to improve.

[Begin: *Subsequent.....*]

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

Class:... Signature:.....

Date:.....

101/3

ENGLISH

Paper 3

(Creative composition and Essays Based on Set Texts).

January, 2021

Time: 2 ½ Hours

**KASSU JET JOINT EXAMINATION
Kenya Certificate of Secondary Education**

101/3

ENGLISH

Paper 3(Creative Composition and Essays Based on Set Texts.

2 1/2Hours

Instructions to students

- 1. Write your name, index number and class in the spaces provided above.*
- 2. Answer **all** questions in this question paper.*
- 3. All you answers **must** be written in the spaces provided in this question paper.*
- 4. This paper consists of 2 printed pages.*
- 5. Candidates should check the question paper to ascertain that all pages are printed as indicated and that no questions are missing.*

For Examiner's use only.

Question	Maximum Score	Student's score	Examiner's initials
1	20		
2	20		
3	20		
Total	60		

Creative composition and Essays based on Set texts.

1. Imaginative composition (20marks).

Either

a). Write a composition ending with the words;

...that experience taught me that choices have consequences.

Or

b). Write a composition arguing for or against, “Use of social media must be regulated.”

2. The Compulsory Set Text (20 marks).

A Doll’s House by Henrik Ibsen

Selfishness always leads to pain and suffering to self and others. Using adequate illustrations from “A Doll’s House” by Henrik Ibsen, show the validity of this statement.

3. The Optional Set Texts (20 marks).

Either

Memories We Lost and Other Stories.

a). The story “My Father’s Head”, by Okwiri Oduor is a story about love. Write an essay to illustrate this assertion using illustrations from the story.

Or

The Pearl by John Steinbeck

b). Human beings are inherently hypocritical. Write an essay to justify the statement drawing your illustrations from the novel , “ The Pearl’ by John Steinbeck.

FOR MARKING SCHEMES CALL OR TEXT MR

CHEPKWONY ON 0724351706

ALL OTHER SUBJECTS ALSO AVAILABLE