

# KCSE ENGLISH REVISION PAPER 2 TRIALS

SET 1

(TRIAL 1-17)

## *SET OF PAPER 2 KCSE REVISION TRIALS*

**(COMPREHENSION, LITERARY APPRECIATION  
AND GRAMMAR)**

*(EXCERPTS - A DOLLS HOUSE)*

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# **KCSE TRIAL EXAM 1**

## **1. COMPREHENSION**

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

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

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

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

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

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

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

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

### **Questions**

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

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

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

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

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

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

g) “How would you feel if Emma was hogging the tyre swing?” Re-write in reported speech. (1mk)

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

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

i. Authority figure

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ii. Shunned

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iii. Jump on board

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

**(25mks)**

**A Doll's House:**

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

Nora: So it seems

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

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

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

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

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

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

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

- Nora: I would be perfectly infamous of you. (*Sobbing*) To think of his learning my secret, which has been my joy and pride, in such an ugly, clumsy way – that he should learn it from you! And it would out me in a horribly disagreeable position-
- Krogstad: Only disagreeable?
- Nora: (*Impetuously*) well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post them.
- Krogstad: I asked you if it was only a disagreeable scene at home that you were afraid of?
- Nora: If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.
- Krogstad: (*Coming a step nearer*) Listen to me, MrsHelmwe. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

### **Questions**

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

i. Krogstad

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ii. Nora

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

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

i. Compel

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ii. Blackguard

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

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**3. Read the following narrative then answer the questions that follow**

**(20mks)**

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

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

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

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

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

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

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



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

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

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

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

### **Questions**

- a) With illustrations, classify the above narrative (2mks)

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- b) Identify three features of narratives (3mks)

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- c) Identify three features in this story that are characteristics of oral narratives (3mks)

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d) Briefly explain the character traits of the following (4mks)

i. Hare

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ii. Hyena

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

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f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)

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g) You have been selected for a fieldwork research to collect the above item.

i. Briefly explain two ways in which you would collect information on the item. (2mks)

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ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)

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- h) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”. (Re-write into indirect speech) (1mk)

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- i) Describe the irony in the fifth paragraph (2mks)

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

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

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

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

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

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

- i. Property worth millions of shillings went up .....flames.
- ii. The three boys shared the bread .....themselves.
- iii. We should strive to live .....our means.

- c) Use the correct form of the word in brackets to fill in the blank spaces in the sentences below. (3mks)

- i. The audience was offended by the .....(sense) of the speaker.

- ii. The .....(acquire) of a university degree is a great milestone to a student.
- iii. Everyone should obey the law .....of their position in the society.

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

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

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

“These are juicy mangoes,” Ken said.

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

(Supply a suitable question tag).

# KCSE TRIAL EXAM 2

## 1. COMPREHENSION

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

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out. Charges were trumped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister.

Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... “God will provide” I had worked half a century to bring salvation to other people. It would probably be appropriate to say, “Physician heal thyself.” Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation ‘in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.’ God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

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

### Questions

a) What was the narrator's occupation before he was taken ill? (1 mark)

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b) Mention **four** factors responsible for the narrator's dismissal from his duty. (2 marks)

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- c) Justify the narrator's bitter attitude in the third paragraph. (3 marks)

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- d) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness.... "God will provide." (2 marks)

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- e) Basing your argument on one major failing of the narrator, why should you not be sympathetic with his situation (2 marks)

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- f) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer. (3 marks)

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- g) The narrator uses the word 'salvation' to elicit two implications. Explain these two implications. (2 marks)

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h) Quote a statement in the last paragraph that hints at the narrator's sense of remorse.

(1

mark)

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i) My congregation was deeply sympathetic but started making representations for my transfer. (Rewrite this sentence beginning: Much as ..... (1 mark)

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j) Explain the meaning of the following words and clause in the passage (3 marks)

(i) Mudslinging

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(ii) Obscurity

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(iii) Physician heal theyself

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## 2. EXCERPT

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

(25

marks)

Krogstad: Are you aware that is a dangerous confession?

Nora: In what way? You shall have your money soon.

Krogstad: Let me ask you a question: Why did you not send the paper to your father?

Nora: It was impossible: papa was so ill. If I had asked him for his signature, I should have had to tell him what the money was to be used for: and when he was so ill himself, I couldn't tell him that my husband's life was in danger – it was impossible.

Krogstad: It would have been better for you if you had given up your trip abroad.

Nora: No, that was impossible. That trip was to save my husband's life. I couldn't give that up.

Krogstad: But did it never occur to you that you were committing a fraud on me?

Nora: I couldn't take that into account: I didn't trouble myself about you at all. I couldn't bear you, because you put so many heartless difficulties in my way, although you knew what a dangerous condition my husband was in.

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- Krogstad : Mrs. Helmer, you evidently do not realise clearly what it is that you have been guilty of. But I can assure you that my one false step, which lost me all my reputation, was nothing more or nothing worse than what you have done.
- Nora: You? Do you ask me to believe that you were brave enough to run a risk to save your wife's life?
- Krogstad: Foolish or not, it is the law by which you will be judged, if I produce this paper in court.
- Nora: I don't believe it. Is a daughter not to be allowed to spare her dying father anxiety and care? Is a wife not to be allowed to save her husband's life? I don't know much about law: but I am certain that there must be laws permitting such things as that. Have you no knowledge of such laws – you who are a lawyer? You must be very poor Mr Krogstad.
- Krogstad: Maybe. But matters of business – such business as you and I have had together – do you think I don't understand that? Very well. Do as you please. But let me tell you this – if I lose my position a second time, you shall lose yours with me. (He bows and goes out through the hall) Nora (appears buried in thought for a short time, then tosses her head) Nonsense! Trying to frighten me like that! – I am not so silly as he thinks. (begins to busy herself putting the children's things in order) And yet-? No it's impossible! I did it for love's sake.

**Questions:**

- a) Briefly describe the dangerous confession Nora admits to in the onset of the excerpt.

(3 marks)

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- b) Explain why Nora did not send the paper to her father for signing.

(3 marks)

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- c) Explain **two** themes evident in the excerpt above.  
marks)

(4

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d) Contrast Krogstad's and Nora's views on the law  
(2 marks)

e) How is Krogstad portrayed in the excerpt  
(2 marks)

f) The law cares nothing about motives. (Add a question tag)

(1 mark)

g) Krogstad informs Nora that "one false step, lost him all reputation." Briefly explain how.  
(2 marks)

h) ".....If I lose my position a second time, you shall lose yours with me." From elsewhere in the play, show the truth of this statement

(2 marks)

i) What is the general tone in this excerpt? Explain your answer.

(3 marks)

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

(i) defiantly

.....  
.....

(ii) false step

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3. **ORAL POETRY**

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

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

**Questions**

a) What type of oral poem is this? (2 marks)

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b) Explain briefly what the above oral poem is about (4 marks)

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c) Who is the speaker in the above oral poem? (2 marks)

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d) What is the speaker’s attitude towards the mother? (2 marks)

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- e) What evidence is there to show that this is an oral poem? (6 marks)

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- f) State **two** functions of the above oral poem. (2 marks)

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- g) Mention **one** feature that is characteristic of this sub-genre (2 marks)

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4. **GRAMMAR** (15 marks)

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

- i) "I get up at six o'clock every morning." Said my friend (Rewrite in indirect)

.....

- ii) It is possible to buy bread here. (Rewrite beginning: There is .....)

.....

.....

- iii) My sister is older than me. (Rewrite using 'I')

.....

- iv) The guard refused a student admittance. (Rewrite the sentence in the passive form)

- .....
- .....
- b) Complete each of the sentences with an appropriate question tag. (3 marks)
- i) It's very cold, .....
- ii) You are free, .....
- iii) They haven't come yet, .....
- c) Use the correct form of the word in brackets to fill in the blank space in each of the sentences below. (3 marks)
- i) Peter sang yesterday .....(melody)
- ii) The state will undertake the ..... (maintain) of the road.
- iii) Her argument was obviously ..... (error)
- d) Choose the correct alternative from the words given in brackets after each sentence. (4 marks)
- i) The boys left ..... (their, there) books in the field.
- ii) All matatus have hiked the ..... (fair, fare)
- e) Rewrite the underlined phrasal verbs with appropriate verbs in each sentence. (2 marks)
- i) Juma's performance did not measure upto the expected standards.
- .....
- .....
- ii) Mary walked out on her family
- .....
- .....
- f) Rewrite the following sentence to remove gender bias. (1 mark)
- The steward is in the restaurant
- .....

## **KCSE TRIAL EXAM 3**

### **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, decides 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- fetus 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 fetus feels pain

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during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

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

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

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

i)convictions

ii)escalate

iii)impetus

**The Play, Henrik Ibsen, A Doll's House.**

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

Mrs. Linde: Listen to me Nora you are still very like a child in many things, and I am older than you in many ways and have a little more experience. Let me tell you this-you ought to make an end of it with Doctor Rank.

Nora : What ought I to make an end to?

Mrs. Linde: Of two things I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money-

Nora : An admirer who doesn't exist, unfortunately! But what then?

Mrs. Linde: Is Doctor Rank a man of means?

Mrs. Linde: And comes here every day?

Nora : Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora : I don't understand you at all.

Mrs. Linde: Don't prevaricate, Nora. do you suppose I don't guess who lent you the two hundred and fifty pounds?

Nora : Are you out of your senses? How can you think of such a thing? A friend of ours, who comes here every day! Do you realize what a horribly painful position that would be?

Mrs. Linde: Then it really isn't he?

Nora : No, certainly not. It would never have entered into my head for a moment.

Besides, he had no money to lend then; he came into his money afterwards. Mrs. Linde:

Well I think that was lucky for you, my dear Nora.

Nora : No, it would never have come into my head to ask Doctor Rank. Although I am quite sure if I had asked him-

Mrs. Linde: But of course you won't.

Nora : Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-

Mrs. Linde: Behind your husband's back?

Nora : I must make an end of it with the other one, and that will be behind his back too, I must make an end of it with him.

Mrs. Linde: Yes, that is what I told you yesterday, but-

Nora : ( walking up and down) a man can put a thing like that straight much easier than a woman.

Mrs. Linde: One's husband , yes.

Nora : Nonsense!( standing still) When you pay off a debt you get your bond back, don't you?

Mrs. Linde: Yes, as a matter of course.

Nora : And can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper.

Mrs. Linde: (looks hard at her, lays down her sewing and gets up slowly.) Nora you are concealing something from me.

Nora : Do I look as if I were?

Mrs. Linde: Something has happened to you since yesterday morning. Nora, what is it?

- (a) Briefly explain what happens before the events in this extract. (4marks)
- (b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience? ( 3 marks)
- (c) From the dialogue, what do we learn about Nora's character? ( 4 marks)
- (d) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship? ( 2 marks)
- (e) Identify and explain the use of hyperbole in this excerpt. ( 2 marks)
- g) What does Mrs. Linde thinks Nora is concealing from her? Is Mrs. Lindes right? ( 3 marks)
- (f) Explain the meaning of the following words as used in the extract. (3 marks)
  - i)A man of means
  - ii)Prevaricate
  - iii)nasty
- (h) Describe what happens immediately after the events presented in this extract (4 marks)

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

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

Rain fall and make this ridge green

Make this ridge green

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

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

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

Rain fall and make this ridge green

Make this ridge green

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

Rain fall and make this ridge green

Make this ridge green



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

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

The head went in

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

The story ends there.

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

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to get rain? ( 1 mark)
- (b) Which functions does this song serve in this narrative? (2mark)
- (c) Describe one character trait of the villagers in this narrative.(2 marks)
- (d) In point form, list how events follow each other in this story. (3 marks)
- (e) Identify and explain two features of oral narration employed in this narrative.  
(4 marks)
- (f) Identify two elements of fantasy in this story. (2 marks)

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

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

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

4(a) Rewrite the following sentences according to the instructions. Do not alter the meaning.(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 charged .....forging property inheritance document.
- (ii) Kamau deals.....groceries

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

- i) The students said they wanted.....union.
- ii) What is ..... Ewe?

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

- i. Lydia found the empty room.
- ii. Lydia found the room empty.

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**KCSE TRIAL EXAM 4**

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

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

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankelohe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

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

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

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year — but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

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

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

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

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

**Nora:** It's a shame to say that. I do really save all I can.

**Helmer: (laughing)** That's very true, - all you can. But you can't save anything!

**Nora:** (*smiling quietly and happily*) You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

**Helmer:** You are an odd little soul. Very like your father. You always find some new way of **wheeling money out of me**, and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

**Nora:** Ah, I wish I had inherited many of papa's qualities.

**Helmer:** And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

**Nora:** Do I?

**Helmer:** You do, really. Look straight at me.

**Nora :** (*looks at him*) well?

**Helmer:** (*wagging his finger at her*) Hasn't Miss Sweet Tooth been breaking rules in town today?

**Nora:** No; what makes you think that?

**Helmer:** Hasn't she paid a visit to the **confectioner's**?

**Nora:** No, I assure you, Torvald-

**Helmer:** Not been nibbling sweets?

**Nora:** No, certainly not.

**Helmer:** Not even take a bite at a macaroon or two?

**Nora:** (*going to the table on the right*) I shouldn't think of going against your wishes.

**Helmer:** No, I am sure of that: besides, **you gave me your word-** (*Going up to her*) Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.

**Nora:** Did you remember to invite Doctor Rank?

**Helmer:** No. But there is no need; as a matter of course, he will come to dinner with us. However, I will ask him when he comes this morning. I have ordered some good wine. Nora, you can't think how I am looking forward to this evening.

**Nora:** So am I! And how the children will enjoy themselves, Torvald!

**Helmer:** **It is splendid to feel that one has a perfectly safe appointment**, and a big enough income. It is delightful to think of, isn't it?

**Nora:** It's wonderful!

- a) Place this extract in its immediate context. (4 marks)
- b) Explain the dramatic irony in this extract. (3marks)

- c) Helmer says here, “it is splendid to feel that one has a perfectly safe appointment”. What is he referring to? (1 mark)
- d) What issues on money and gender emerge in this extract? (4 marks)
- e) Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract. (4 marks)
- f) What do we learn about the character of Nora in this extract? (4 marks)
- g) Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald? (2marks)
- h) Explain the meaning of the following expressions as used in the extract? (3 marks)

i) Wheedling money out of

me.....

ii)

Confectioner's.....

.....

iii) You gave me your

word.....

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

**No coffin, no grave by Jared Angira**

He was buried without a coffin  
Without a grave  
The scavengers performed the post-mortem  
In the open mortuary  
Without sterilized knives  
In front of the night club

Stuttering rifles put up  
The gun salute of the day  
That was a state burial anyway  
The car knelt  
The red plate wept, wrapped itself in blood its  
master's

The diary revealed to the sea  
The rain anchored there at last  
Isn't our flag red, black and white?  
So he wrapped himself well

Who could signal yellow  
When we had to leave politics to the experts  
And brood on books

Brood on hunger  
And schoolgirls  
Grumble under the black pot  
Sleep under torn mosquito net  
And let lice lick our intestines  
The lord of the bar, money speaks madam  
Woman magnet, money speaks madam  
We only cover the stinking darkness of the cave of our mouths  
And ask our father who is in hell to judge him  
The quick and the good.

Well, his diary, submarine of the Third World  
War  
Showed he wished  
To be buried in a gold-laden coffin  
Like a VIP  
Under the jacaranda tree beside his palace  
A shelter for his grave  
And much beer for the funeral party

Anyway one noisy pupil suggested we bring  
Tractors and plough the land.

*(From **Poems from East Africa**, D. Cook and D. Rubadiri (Eds.): East African Educational Publishers)*

- a) Briefly explain what this poem is about. (3 marks)
- b) Explain the use of onomatopoeia in the poem. (2 marks)
- c) Identify and explain the tone of the poem. (4 marks)
- d) Comment on the central theme of the poem. (3 marks)
- e) Explain the meaning of the following lines:
  - i) who could signal yellow (2 marks)
  - ii) submarine of the Third World War
- f) How else can people bring change in society without assassinating politicians? (2mks)
- g) Explain the meaning of the following words as used in the poem
  - i) Anchored (1mk)



ii) Brood

(1mk)

**4. Grammar (15 Marks)**

**a) Complete the following sentences by choosing the appropriate expressions to fill the gaps.**

**(3marks)**

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

ii) As good citizens, we must all pay our taxes .....the policy. (*in accordance to, in accordance with*)

iii) She chose her career .....(*independent of, independent to*) her father's influence.

**b) Rewrite the sentences below according to the instructions given after each.**

**(3marks)**

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

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

.

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

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

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

(*Begin: Scarcely .....*)

**c) Rewrite the following sentences avoiding repetition.**

**(2**

**marks)**

i) Always be frank and open with your friends. When you are frank and open to your friends, you will win your friends' trust and confidence.

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

**d) Combine each of the following pairs of sentences by making one of them a relative clause.**

**(2**

**marks)**

i) Kasoha joined our school this term. She is very good at grammar.

ii) The generator had been on the whole night. It broke down in the morning.

***e) Add an appropriate question tag to each of the following statements.(3marks)***

i) They aren't serious.

ii) He bought a new house last month.

iii) Let us go.

***f) Fill in the gaps using the present perfect form of the verbs in brackets. (2 marks)***

i) I ..... (visit) many places.

ii) My wife ..... (join) me in most of these trips.

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**KCSE TRIAL EXAM 5**

**1. QUESTION 1: COMPREHENSION.**

**(20MKS)**

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

Substance Abuse has emerged in recent decades as a major concern both on and off the job. Although reasons vary, substance abuse can be a way that some people try to manage or reduce distress.

But it is important to be clear on what is generally meant by a drinking problem. In all cases related to alcohol abuse, a common factor is the unfavorable effect alcohol has on the health or well-being of the drinker and his or her associates. Common signs and symptoms that frequently indicate a drinking problem include being constantly absent from work, causing on-the-job accidents and expressing grievances most of the time.

Alcoholic employees can sometimes go undetected for years. Coworkers cover up for those unable to perform their jobs because of drunkenness. Even managers may be adept at concealing their alcohol abuse problems. Their secretaries or loyal associates may cover up for them. Alcoholics can be clever at inventing “credible” excuses when detected: “I must have a drink or two when I’m entertaining customers, of course.”

Drug abuse, or drug addiction, exists when the taking of drugs, whether prescribed or non-prescribed, legal or illegal, causes difficulties in any area of an individual’s life. Years ago, the stereotype of the drug user was either of a glazed-eyed musician frantically beating his sticks on a tight skin or a person who dwelt in a slum. Mass publicity on drug abuse has long since caused that stereotype to fade from view.

Complicating the ongoing war on drugs are changes in public attitudes and drug-use patterns. It sometimes seems that no sooner is progress made in combating one illegal drug than a different kind of substance abuse comes into vogue. Ethyl alcohol was the social drug during prohibition (1920 – 1933), marijuana became the social drug of the 1960s and 1970s, and some observers believe that crack cocaine and possibly ecstasy – another so-called upper – became the social drugs of the 1980s and 1990s. the drugs of choice and people’s attitude toward them may change, but the problem of drug abuse appears to be continuing unabated.

Pinpointing the specific symptoms of alcohol and drug abuse problems is not a simple task. A supervisor’s main responsibility, therefore should not necessarily be uncovering evidence of dependency on alcohol and drugs but instead being observant for declining job performance. Yet there are certain behavioural patterns that some excessive users of alcohol and drugs display. These patterns can sometimes be spotted through simple observation. Increasingly though, employers are taking more aggressive steps to ferret out substance abuse among their workforces. A growing number of companies, especially large ones with many employees and those in business with potential to effect public health or safety, are adopting drug-testing programmes.

The signs of alcohol dependency, unfortunately, do not always become manifest until the middle of the late stages of the problem. No wonder some managers have mistaken an employee’s euphoric appearance for the “look of love”. The earlier treatment begins, naturally, the earlier treatment begins, naturally, the easier it will be. A person could experience some isolated incidents of such drinking problems without necessarily being an alcoholic. However, alcohol abuse usually results in declining job performance.

Because there are many symptoms of drug abuse, no one person would exhibit all of them and a supervisor should guard against assuming that the presence of one or more symptoms is conclusive of alcohol or drug abuse.

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

**Questions**

1. What is the main reason given for substance abuse? (2 mks)
2. From paragraph two, state three ways in which alcohol abuse can unfavourably affect the workmates of a drunker? (3mks)
3. According to the passage, what is drug abuse? (2mks)
4. What was the common misconception about who a drug user was? (2mks)
5. Rewrite the following sentences using “as soon as”  
It sometimes seems that no sooner is progress made in combating one illegal drug than a different kind of substance abuse comes into vogue. (1mk)
6. What can we infer about “prohibition”? (2mks)
7. In not more than 55 words, summarize the reasons that make it difficult to effectively deal with substance abuse. (4mks)
8. Why do you think the author of the passage cautions supervisors against hastily concluding that one is a drug abuser? (2mks)
9. Explain the meaning of the following words as used in the passage. (2mks)
  - i) Credible
  - ii) Stereotype –

**2. EXCERPT**

- Krogstad : Are you sure of that?  
MrsLinde : Quite sure, but –  
Krogstad: (with a searching look at her) Is that what it all mean? That you want to save your friend at any cost? Tell me frankly. Is that it?  
Mrs Linde: Nils, a woman who has once sold herself for another’s sake doesn’t do it a second time.  
Krogstad: I will ask for my letter back.  
Mrs Linde: No, no.  
Krogstad: Yes, of course I will. I will wait here until Helmer comes; I will tell him he must give me my letter back-that it only concerns my dismissal-that he is not to read it.  
Mrs Linde: No Nils, you must not recall your letter.  
  
Krogstad: But, tell me wasn’t it for that very purpose that you asked me to meet you here?  
Mrs Linde: In my first moment of right, it was. But twenty-four hours have **elapsed** since then, and in that time I have witnessed **incredible** things in this house. Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them which is impossible with all this concealment and falsehood going on.  
Krogstad: very well, if you take the responsibility. But there is one thing I can do in my case and I shall do it at once.  
Mrs Linde: (listening) You must be quick and go! The dance is over, we are not safe a moment longer.  
Krogstad: I will wait for you below  
Mrs Linde: Yes, do. You must see me back to my door.  
Krogstad: I have never had such an amazing piece of good fortune in my life!

**Questions**

1. Explain what happens before this excerpt. (2mks)

2. Why does Krogstad say he would ask for his letter back? Explain. (2mks)
3. Identify and explain the dominant theme in the excerpt. (2mks)
4. “Nills, a woman who has once sold herself for another sake doesn’t do it a second time”. Briefly explain what makes Mrs Linde say this? (3mks)
5. Explain the use of irony in this excerpt. (2mks)
6. Identify and illustrate two character traits of Mrs Linde in this excerpt. (4mks)
7. “ I have never had such amazing piece of good fortune in my life!” Rewrite beginning never..... (1mk)
8. What makes Krogstad say that he has never had such good fortune in his life? (2mks)
9. “But there is one thing I can do in any case and I shall do it at once.” What is that Krogstad does and how does it affect the rest of the play? (3mks)
10. Explain the meaning of the following words and phrases as used in the passage. (4mks)
  - i) At any cost –
  - ii) Recall –
  - iii) Elapsed –
  - iv) Incredible things –

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

Oh beautiful bride, don’t cry,  
Your marriage will be happy,  
Console yourself, your husband will be good.

And like your mother and your aunt,  
You will have many children in your life,  
Two children, three children, four.....

Resign yourself do like all other,  
A man is not a leopard,

A husband is not a thunderstruck,  
Your mother was your father’s wife,  
It will not kill you to work.

It will not kill you to grind the grain  
Nor will it kill you to wash the pots  
Nobody dies from gathering firewood  
Nor from washing clothes.

We did not do it for you,  
We did not want to see you go,  
We love you too much for that

Its your beauty that did it  
Because you are so gorgeous

Ah, we see you laugh beneath your tears!

Goodbye, your husband is here  
And already you don't seem  
To need our consolations.

**Questions**

- a) With evidence, classify the oral poem. (2mks)
- b) Who do you think are the singers of the song? Illustrate. (2mks)
- c) How do the singers make the situation bearable for the lady? (2mks)
- d) What is the attitude of the society from which the song is derived towards women? (2mks)
- e) Illustrate and explain the use of the following stylistic devices in this oral poem. (4mks)
  - i) Repetition –
  - ii) Ellipses –
- f) State in note form the duties of a wife according to the song. (2mks)
- g) Explain any social aspect and one economic activity carried out in the commodity from which the oral poem is taken (4mks)
- h) Explain the irony in the 7<sup>th</sup> stanza. (2mks)

**4. GRAMMAR**

- i) **Rewrite the following sentences according to the instructions given.**
  - a) If he comes he will not be punished.  
Begin: Unless.....
  - b) The snail reached the ark only by perseverance  
Begin: Only.....
  - c) They had just walked out of the building when the bomb went off.  
(Begin: No sooner .....
  - d) John told the principal that he needed to go and see the nurse because he was feeling unwell.  
(Rewrite as direct speech).....
  - e) These books belong to the daughters of our teacher.  
(Begin: These are .....
- ii) **Replace the underlined words with phrasal verbs that begin with the words given in brackets. (3mks)**
  - a) Parents should not yield to their children's unreasonable demands. (give
  - b) The officials cancelled the match because of the heavy rain (call
  - c) Disagreeing with his parents was his worst mistake. (fall)

iii) **Explain the difference in meaning of the following pair of sentence.**

- a) I only heard the news in brief.
- b) I only heard the news briefly.

iv) **Change the following sentences into passive.**

- a) Njoroge wrote the best composition.
- b) Sue bought the beautiful house on the hill.

v) **Complete the following sentences using the appropriate form of the word given in brackets.**

- a) Sophie's mother .....of Sophie wearing very tight clothes to church (approve)
- b) His .....cost him his job (efficient)
- c) The .....of the traveler's was hindered by the poor roads (mobile)

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# **KCSE TRIAL EXAM 6**

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

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

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily.

It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way s/he understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

**Questions**

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

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

(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. (1 mark)

*Begin: if.....*

(d) The key to achieving academic success cannot be directly **correlated** to one specific area.. (1mark)

*Add a question tag.*

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

(f) How, according to the passage, does practice help memorise what has been learned?

(3marks)

(g) Explain the meaning of the following words and phrases are used in the passage.

(4marks)

i) Detrimental

.....

ii) Correlated

.....

.....

iii) Effectual

.....

iv) Exceptional

.....

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

**Nora.** What right have you to question me, Mr.Krogstad?—You, one of my husband’s subordinates! But since you ask, you shall know. Yes, Mrs. Linde is to have an appointment. And it was I who pleaded her cause, Mr. Krogstad, let me tell you that.

**Krogstad.** I was right in what I thought, then.

**Nora** (*walking up and down the stage*). Sometimes one has a tiny little bit of influence, I should hope. Because one is a woman, it does not necessarily follow that—. When anyone is in a subordinate position, Mr. Krogstad, they should really be careful to avoid offending anyone who—who—

**Krogstad.** Who has influence?

**Nora.** Exactly.

**Krogstad** (*changing his tone*). Mrs. Helmer, you will be so good as to use your influence on my behalf.

**Nora.** What? What do you mean?

**Krogstad.** You will be so kind as to see that I am allowed to keep my subordinate position in the Bank.

**Nora.** What do you mean by that? Who proposes to take your post away from you?

**Krogstad.** Oh, there is no necessity to keep up the pretence of ignorance. I can quite understand that your friend is not very anxious to expose herself to the chance of rubbing shoulders with me; and I quite understand, too, whom I have to thank for being turned off.

**Nora.** But I assure you—

**Krogstad.** Very likely; but, to come to the point, the time has come when I should advise you to use your influence to prevent that.

**Nora.** But, Mr. Krogstad, I have no influence.

**Krogstad.** Haven’t you? I thought you said yourself just now—

**Nora.** Naturally I did not mean you to put that construction on it. I! What should make you think I have any influence of that kind with my husband?

**Krogstad.** Oh, I have known your husband from our student days. I don’t suppose he is any more unassailable than other husbands.

**Nora.** If you speak slightly of my husband, I shall turn you out of the house.

**Krogstad.** You are bold, Mrs. Helmer.

**Nora.** I am not afraid of you any longer. As soon as the New Year comes, I shall in a very short time be free of the whole thing.

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

**Nora.** So it seems.

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

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

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

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

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

- (a) Krogstad asks **four** questions just before this excerpt. Which are they? (4marks)
- (b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3marks)
- (c) "I was right in what I thought, then." What do you think Krogstad thought? (2marks)
- (d) Describe **two** character traits of Nora as brought out in the excerpt. (4marks)
- (e) Rewrite the sentences according to the instructions given after each without changing their meanings. (2marks)
- i. If you speak slightly of my husband, I shall turn you out of the house.  
*Use: Unless...*
- ii. So it seems.  
*supply a question tag*
- (f) Highlight **two** themes evident in this excerpt. (4marks)
- (g) "Then it is because you haven't the will; but I have means to compel you." How does Krogstad plan to force Nora to talk to her husband? (3marks)
- (h) Write a word with the same meaning as each of the following words as used in the excerpt. (3marks)
- i. Necessity  
.....
- ii. Pleaded  
.....
- iii. Influence  
.....

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

There was a certain town whose only occupation was catching squirrels (ground squirrels). There was a man in this town who excelled at catching squirrels. One squirrel was so smart that it eluded everyone in town. It was said that only this man said to his son, "Come, let's go to catch the squirrel." They took an axe; they found the squirrel near its hole. Then the squirrel ran and entered its hole. They searched out all the holes, then they stopped them up. Then the man said to his son, "Don't let the quirel get out of its hole." He answered, "Okay." But one hole wasn't stopped up, and the squirrel escaped. When it escaped, the father came to his son and said to him, "Why did you let it escape? If I go home now, I will be ashmed." He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs an his ears; vultures were circling above him.

In the afternnon, the headman of a rich caravan arrived at the spot. When he arrived, he setp up camp. Then he got up and went for a stroll and saw the boy. He called his slaves to take him and have him washed and shaved. The boy recovered. The headman had no offspring. When he took the boy, he decided that he would make him his son. He sent a message to the chief of the town, telling him that he had an offspring, that he was happy he had become a complete man, and that he would now receive the gifts due to him.

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "Go and join the son of the headman. Have a race. When you finish give these horses away" (forcing him to do the same). They did it and they returned. the next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, "Indeed, it is his son I have run out of horses. If it weren't his son, he wouldn't agree to let him give his own horses away to match the presents." Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

Then one day the son saw his father, the one who had knocked him down with the axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching squirrels." The slaves of the headman said, "This is a crazy man, let us all strike him." The boy said to him, "This is my father, the one who sired me." The headman said, "I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit you. If you want to see him, then you can go and visit him." The real father said he did not agree. Then the headman said, "Well then, let us go out in the countryside." They went. The headman unsheathed his sword. He handed it to the son, and said, "Kill one of the two of us." Here ends the story.

### **Questions**

- (a) With reasons, classify the above narrative. (3marks)
- (b) What **three** features of oral narrative are evident in this story? (6marks)
- (c) Identify **one** economic activity of the community described in this narrative and give evidence of your answer. (2 marks)
- (d) Describe **one** character trait of each of the following as revealed in the narrative. (4 marks)
  - i. young man
  - ii. his father

- (e) What is the function of this narrative? (1 mark)
- (f) If you are asked to go and collect this story in the field, state:-  
**Three** things you would do before the actual field trip. (3 marks)  
**Three** difficulties you are likely to encounter. (3 marks)

#### 4. GRAMMAR

- (a) Use the most suitable form of the word in brackets to fill in the blank space.

(3marks)

- (i) My lawn .....(cut) once a week.
- (ii) We .....(ask) by the teacher tomorrow.
- (iii) The fire brigade .....(phone) by neighbours soon after fire had broken out.

- (b) Rewrite the sentence according to the instruction given without changing its meaning.

(3marks)

- (i) The girl said, "I have done my homework."

*Rewrite without using the speech marks("..")*

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

- (ii) She told him, "Don't drive so fast!"

*Write in a reported speech*

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

- (iii) I think Muna is funnier than Amos.

*End: ...Muna.*

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

- (c) Choose the more appropriate pronoun to fill in the blank space.

(3marks)

- (i) I can't believe that they never found out about Emily and .....(he, him)
- (ii) You can't do this work without Joel or .....! (them, they)
- (iii) ..... Kenyans have a dark skin. (us, we)

(d) Fill in the most suitable preposition. (3marks)

i) Jomo Kenyatta was exempted ..... doing hard labour during his term in jail.

ii) I shouted at Joseph who was engrossed ..... watching TV.

iii) They acquainted Phoebe ..... French cuisine.

(e) Explain the difference in meaning between the sentences that follow. (2marks)

i) I bought three pens for thirty shillings.

.....  
.....

ii) I bought three pens at thirty shillings.

# KCSE TRIAL EXAM 7

## 1. COMPREHENSION – 20 MARKS

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

The act of giving and helping people in need is fast dying. Occasionally, we talk about a Good Samaritan having come *out of the blue* and helped us in our hour of need. It is not clear whether it is because people have become more egocentric or it is because of the diminishing culture of communal living.

If we found someone dying beside the road, we are unlikely to help because we first of all think of how helping them would make us late. We would walk away hoping that the next person will not be as busy as we are, and will therefore rescue the person. Whether it is modern life that has made us busier than before is really debatable.

Have you ever noticed that people are always running around, immersed in deep thought with drooping shoulders and with premature wrinkles etched on their foreheads? The common explanation for this is that we are so busy that we do not have time for ourselves, let alone others.

One writer said that people, who claim to be busy, are not really busy. Being busy he said, was a euphemism for an insatiable craving for money, power, status and overwhelming desire to have more and more material possessions. What this culture of being busy does is that it makes us lose some of the essential human values such as loving others, taking care of the sick and meeting other people's needs through generosity.

Let us take the example of hunger and starvation. The two kill many people, especially children and the elderly. It is easy to say that hunger and starvation are as a result of a fall in the supply of rain. We can say that this is all an issue of climate. This is true to an extent. When rains fail, people's crops fail and they lose their sole source of food. For those who depend on livestock, their livestock die or become too famished to fetch enough money in the market to enable them buy food. The spiraling cost of foodstuffs does not lessen the pain and suffering of those faced with starvation.

However, the culture of being good Samaritans need not die. If we stopped being too busy and set aside time for our children, we would have time to watch them grow and understand their value system. We can then inculcate the culture of generosity; starting highlighting small ways in which children can be generous. For example, a child can be encouraged to share food with another who does not have or who has come to school without. They can also be encouraged to donate clothes and shoes to a children's home. This gesture will go a long way in clothing another less fortunate child. Later in life, they can find bigger ways of *reaching out* to those in need. Through small ways, we would have taught generosity to our children, created the good Samaritans that we all wish for when in need and ensured the act of giving lives on generations.

### QUESTIONS

- (a) According to the author, why is the act of giving dying? (2marks)

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(b) What is the main consequence of being too busy? (2marks)

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(c) Why does the writer believe that people die of hunger due to our selfishness? (2marks)

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(d) In what two ways can generosity be inculcated among children? (2marks)

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(e) The writer of passage is a parent; support this (2marks)

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(f) What are the benefits of teaching children to share? (3marks)

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(g) In note form, state the characteristics of busy people

(4marks)

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(h) Write an appropriate title for this passage

(1mark)

.....

.....

(i) Explain the meaning of the following phrases as used in the passage

(2marks) i)

Out of the blue

.....

.....

..... ii) Reaching out

.....

.....

.....

## **2. A DOLL'S HOUSE – 25 MARKS**

Helmer: I have got authority from the retiring manager to undertake the necessary changes in the staff and in the re-arrangement of the work and I must make use of the Christmas week for that, so as to have everything in order for the New Year, Nora. Then that was why this poor Krogstad-

Helmer: Hm!

Nora: (*Leans against the back of his chair and strokes his hair*) If you hadn't been so busy I should have asked you a tremendously big favour, Torvald.

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**



- Helmer: What is that? Tell me.
- Nora: There is no one who has such good taste as you. And I do so want to look nice at the fancy dress ball. Torvald. Couldn't you take my hand and decide what I shall go as, and what sort of dress I shall wear?
- Helmer: Aha! So my obstinate little woman is obliged to get someone to come to her rescue.
- Nora: Yes, Torvald, I can't get along a bit without your help.
- Helmer: Very well. I will think it over; we shall manage to hit upon something
- Nora: That is nice of you (*goes to the Christmas tree; a short pause*) How pretty the red flowers look, but tell me, was it really something very bad that this Krogstad was guilty of?
- Helmer: He forged someone's name. Have you any idea what that means?
- Nora: Isn't it possible that he was driven by necessity?
- Helmer: Yes; or, as in so many cases, by imprudence. I am not so heartless as to condemn a man altogether because of a single false step of that kind.
- Nora: No, you wouldn't, would you, Torvald?
- Helmer: Many a man has been able to retrieve his character, if he has openly confessed his fault and taken his punishment.
- Nora: Punishment -?
- Helmer: But Krogstad did nothing of the sort; he got himself out of it by a cunning trick, and that is why he was gone under altogether.
- Nora: But do you think it would -?
- Helmer: Just think how a guilty man like that has to lie and play the hypocrite with everyone; how he has to wear a mask in the presence of those near dear to him, even before his own wife and children. And about the children ..... that is the most terrible part of it all, Nora.
- Nora: How?

Helmer: Because such an atmosphere of lies infects and poisons the whole life of home. Each breath the children take in such a house is full of the germs of evil.

Nora: (*coming near him*) Are you sure of that?

Helmer: My dear I have often seen it in the course of my life as a lawyer. Almost everyone who has gone to the bad early in life has had a deceitful mother.

Nora: Why do you say ..... mother?

## QUESTIONS

- a) Explain the events that lead to this excerpt. (4marks)

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- b) In this excerpt, though Helmer and Nora are discussing about Krogstad, they are indirectly referring to Nora's predicament. Explain. (4marks)

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- .....
- .....
- c) '..... so my obstinate little woman is obliged to get someone to her rescue? Explain the 'rescue' Nora needs at this point in time. (4marks)

- .....
- d) From your knowledge of the text, apart from the fact that Krogstad had forged a signature why else does Helmer detest him? (2marks)

- .....
- e) Describe any two styles used in this excerpt (6marks)

- .....
- f) Give one character trait of Nora from this excerpt. (2marks)
- .....

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- g) Add a question tag: I can't get a long a bit without your help (1mark)

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- h) The discussion with Helmer leaves Nora terrified. Explain why this is so going by what happens immediately after this excerpt (2marks)

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**3. *Read the story below and then answer the questions that follows***

There was once a man who had a wife who was barren after giving birth to an only boy. After consulting a witch doctor, he went in search of an ogre's tail as he had been instructed. After a long and hazardous journey through unknown lands he came into a country of the ogres. That day the ogres were celebrating the installation of a new chief. He joined in their beer party and the ogres welcomed him through they had difficulty in restraining their cannibalistic nature.

When all ogres went to bed, the man with his knife in his hand stealthily crept to the bed chamber of the new chief. Overcome with too much beer, the chief was sleeping too heavily to notice that his tail was being slashed off. When he woke up the following morning, he found the other ogres dancing and singing:

Omwamikenyalile                      The chief has urinated

Khaneomwamikenyalanga              So the chief urinates

He looked about him and saw blood, then he noticed that his tail was missing. The visitor was also missing!

The chief then changed himself into a beautiful woman. After a long journey she came upon herds of boys playing lifundo with a ball made out of banana leaves. The beautiful woman asked each boy in turn what great thing his father had done. One said, "My father killed an elephant." Another said that his father had killed a company of ten Teso warriors. The third said, "My father cut off the tail of an ogre." The woman rejoiced and asked the boy to take her to his father's home. The man, struck by her great beauty, made her his wife the same day.

That night the woman tried to change into an ogre but the man's two dogs, Kutubi and Mulikho, barked at her fiercely and she gave up the attempt. The following day she told the man that she wanted some firewood from the forest. She told him to tie the dogs in heavy chains. She then led him deep into the forest, and then asked him to climb one of the trees that were dry. "I will hand the axe to you when you are up," she said.

But as soon as the man was up the tree, she turned into an ogre, "Now I have got you," the ogre said and started cutting down the tree. The man started calling for his dogs:

*"Asa, asa, mbwa change KutubinaMulikho."* ("Come, come, my dogs Kutubi and Mulikho.")

Each time the tree showed signs of falling, a dove on a nearby tree said, "KurrMurongorokwaseyilisia." ("Kurr, my tree. Regain your former state.") The ogre in a fury chased away the dove, which returned almost immediately.

In the meantime, the dogs after the struggle had cut their chains and came at breakneck speed as their master kept calling. When they arrived, the ogre threw away the axe, turned into the same beautiful woman and begged for mercy. But the dogs did not stop their onslaught until she was completely dead.

## **QUESTIONS**

- a) State two characteristics of ogre stories evident in the above narrative. (2marks)

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- b) Identify any three social activities mentioned in the passage. (3marks)

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- c) From the story, do you think the wife was cured of her illness? Explain your answer.

(2marks)

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- d) Identify and illustrate two character traits of the man? (4marks)

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- e) With an illustration, identify one way in which the narrator has achieved the use of suspense in the above narrative. (2marks)

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- f) State features of oral narrative evident in the above narrative (3marks)

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- g) State any two functions of the song used in the narrative. (2marks)

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- .....  
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.....
- h) What moral lesson do you learn from the above narrative? (2marks)

.....  
.....

**4. GRAMMAR – 15MARKS**

- (a) Rewrite the following sentences following the instructions given without changing the meaning

(2marks) i) Joshua would not fail his exams under any circumstances. Begin: Under no .....

..... ii) The students had hardly got out of class when the rain started. Begin: Hardly .....

- .....
- (b) Fill in the blank spaces in the following sentences with appropriate prepositions(2marks) i)

We prohibited ..... parking our bicycles at the gate.

ii) The carcass weighed ..... five hundred kilograms.

- (c) Rewrite the following sentences supplying appropriate question tags (2marks) i)

Let us go away

..... ii) You can't be serious about going to the party this late

- .....
- (d) Complete the following sentences using the appropriate form of the words in brackets

(2marks) i) The ..... (clear) of the speech was appreciated by all

ii) The police said it was a strange ..... (occur)

(e) Rewrite the following sentences as directed (2marks) i)

The teacher told us that studying is necessary before we achieve success. (Change into direct speech)

.....  
.....

..... ii) This is the boy. His father is a generous man. (Join the two sentences using a relative pronoun)

.....  
.....

(f) Join the following sentences into the passive voice (2marks) i)

The farmer breeds such many animals

.....  
.....

..... ii) The police are seeking the criminals

.....  
.....

(g) Arrange the adjectives given in brackets in the correct order in the space provided (1mk) We are proud to launch a ..... drink. (refreshing sparkling new)



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# KCSE TRIAL EXAM 8

1. *Read the following comprehension and answer the questions that follow.* (20 marks)

Over the years man has cultivated to exhaustion the better soils in the plains. This has led to progressive destruction of land to the point where some of the steeper hill slopes are cultivated so

that widespread erosion has been initiated. Meanwhile, the livestock are continuously being forced on to smaller areas of poorer land and further up the hill slopes where they have to compete with foresters. As a result the quantities of animal proteins, so necessary to human health, have steadily declined. Surprisingly, instead of accepting the responsibility for all his destruction, man blames livestock and in particular the goat.

Man has repeatedly failed to do anything to restore the fertility of the soils he has ravaged. After the last miserable crop has been harvested the land has been left to weeds. No attempt has been made to plant grass or to under plant the last agricultural crop with fodder species. Had this been done rehabilitation would have been quicker and sure and erosion would have been reduced. Thus the gradually worsening situation would be arrested.

If man would shoulder the responsibility for his own greedy misuse of the land, the goat could easily carry the blame for its own much smaller share in this degradation. Unfortunately, because human nature is what it is, man will find something to blame for his won carelessness. The goat has been chosen to carry this blame largely because it is often the last animal to be seen wresting a precarious living from the areas where man has done his worst and from which cattle and sheep have long since been forced to move.

Conservation of land depends on proper planning. Livestock numbers therefore, irrespective of species, should be strictly limited to a density which will permit pasture renewal instead of causing its degeneration. This adjustment of numbers should help man to have a balanced mixture of livestock.

Many writers in recent years have tried to show that there has been considerable improvement in mountain grazing areas after the banishment of the goat. Most, however, fail to indicate to what extent this has been due solely to the removal of the goat or to a reduction in other livestock densities or other measures such as erosion control, terracing, the building of gabions and grass plan planting. It is essential to ensure that results which are obtained in one environment are not automatically applied to different one. *(Adapted from observation on the goat)*

- (a) According to paragraph **one** of the passage, who has man used as a scapegoat? (2 marks)

\_\_\_\_\_

- (b) In paragraph **two**, what two words show that land has not been very productive. (2 marks)

- \_\_\_\_\_
- \_\_\_\_\_
- (c) Why has the quantities of animal proteins necessary to human health declined? (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

101/2

2

- (d) Rewrite the following sentences according to instructions given.
- (i) Unfortunately, because human nature is what it is, man will find something to blame for his own carelessness.  
(Begin: The author stated that .....)
- (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (ii) Thus, the gradually worsening situation would be arrested.  
(Add a question tag).
- (2 marks)

\_\_\_\_\_

\_\_\_\_\_

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(e) What could have been done to ensure quicker rehabilitation and reduce erosion. (2 marks)

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(f) What other words could be used in place of those given without changing the meaning. (4 marks)

(i) Initiated

---

(ii) Miserable

---

(iii) Degradation

---

(iv) Banishment

---

(g) Rewrite in the active voice.

(i) The goat has been chosen for this blame.

(2 marks)

(2 marks)

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- (ii) Livestock are continually being forced onto poorer areas.

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101/2

3

- (h) How would you sum up the author's argument in 1 or 2 sentences? (2 marks)

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2. *Read the excerpt below from **doll's house** and answer the questions that follow.*

Nora: Yes!

Helmer: When did my squirrel come home?

Nora: Just now. (Puts the bag of macaroons into her pocket and wipes her mouth.)

come in here, Torvalds, and see what I have bought.

Helmer: Don't disturb me. (A little later, he opens the door and looks into the room, pen in hand.)

Bought, did you say? All these things? Has my little spendthrift been wasting money again?

Nora: Yes but, Torvalds, this year we really can let ourselves go a little. This is the first Christmas that we have not needed to economize.

Helmer: Still, you know, we can't spend money recklessly.

Nora: Yes, Torvalds, we may be a wee bit more reckless now, mayn't we? Just a tiny wee bit! You are going to have a big salary and earn lots and lots of money.

Helmer: Yes, after the New Year; but then it will be a whole quarter before the salary is due.

Nora: Pooh! We can borrow until then.

Helmer: Nora! (Goes up to her and takes her playfully by the ear). The same little featherhead!

Suppose, now, that I borrowed fifty pounds today, and you spent it all in the Christmas week, and then on New Year's Eve a slate fell on my head and killed me, and —

Nora: (Putting her hands over his mouth) Ah! Don't say such horrible things.

Helmer: Still, suppose that happened, - what then?

Nora: If that were to happen, I don't suppose I should care whether I owed money or not.

Helmer: Yes, but what about the people who had lent it?

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Nora: They? Who would bother about them? I should not know who they were.

Helmer: That is like a woman! But seriously, Nora, you know what I think about that. No debt, no borrowing. There can be no freedom or beauty about a home life that depends on borrowing and debt. We two have kept bravely on the straight road so far, and we will Go on the same way for the short time longer that there need be any struggle.

Helmer: That is like a woman! We two have kept bravery on the straight road so far, and we will go on the same way for the short time longer that there need be any struggle.

**Questions.**

- a) What had happened before this excerpt? 3mks
- b) "That is like a woman!" What does this reveal about Helmer? 2mks
- c) Nora says that this is the first Christmas that they need not economize. Why is this so? 2mks
- d) Give and illustrate two-character traits of Nora brought out in the excerpts 4mks
- e) Why does Helmer refer to Nora as my little squirrel? 3mks
- f) From elsewhere in the play, explain why Nora had to hide the macaroons and wipe her mouth when

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

**Pedestrian to passing Benz-man**

You man, lifted gently  
Out of the poverty and suffering  
We so recently shared; I say  
Why splash the muddy puddle onto  
My bare legs as if, still unsatisfied  
With your seated opulence  
You must sully the unwashed  
With your diesel-smoke and mud-water  
and force him buy, beyond his mean  
A bar of soap from your shop?  
A few years back we shared a master  
Today you have none, while I have  
Exchanged a parasite for something worse  
But maybe a few years is too long a time.

- (a) Briefly explain what is happening in the poem. (3 marks)

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101/2

6

- (b) With two illustrations from the poem, describe the economic condition of the persona.

(4

marks)

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- (c) Explain the **significance** of the following **images** in the poem.

(6

marks)

- (i) Muddy puddle/mud-water.

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- (ii) Diesel smoke.

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- (iii) Parasite.

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- (d) What is the importance of the last line in relation to the rest of the poem.

(4

marks)

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(e) Explain the tone of the poem. (3 marks)

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4. **GRAMMAR**

(a) Use the **comparative form** of the word in brackets at the end of each sentence to fill the blank space **correctly**. (3 marks)

(i) Grace could not have been \_\_\_\_\_ about our plans. (happy)

(ii) The cake has a \_\_\_\_\_ flavour than the one you made last week. (rich)

(iii) Last July, I had the \_\_\_\_\_ of my life. (bad)

(b) Choose the **correct form** of words in brackets to complete each of the sentences **below**. (2 marks)

(i) Who broke the handle (off, of) this cup?

---

- (ii) Choose (among, between) these sick.

\_\_\_\_\_

\_\_\_\_\_

- (c) **Rewrite** the following sentences using the words in **brackets**. (2 marks)

- (i) We will give the winner a prize. (whoever)

\_\_\_\_\_

- (ii) “Goodness always conquers evil,” is my favourite life saying. (me)

\_\_\_\_\_

- (d) In the following sentences, **insert** the word in brackets into the **correct position**. (2 marks)

- (i) They had a political argument. (absurd)

\_\_\_\_\_

- (ii) She sold her house. (comfortable, wooden)

\_\_\_\_\_

- (e) For each of the following sentences, write the **tense** of the verb in **brackets** according to the **instruction** given. (3 marks)

- (i) The canoe ends (taper) to make the craft glide through the marsh.  
(Present continuous).

\_\_\_\_\_

\_\_\_\_\_

- (ii) The plants, called blushes, (provide) both new and replacement coverings for summer lodges. (Future tense)

\_\_\_\_\_



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(iii) The Kalispel women (follow) this way of life for many years. (Past tense)

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(f) **Add question tags** to the following statements. (3 marks)

(i) William is such a talented guitarist. \_\_\_\_\_

(ii) Mwombe dared the mob to attack him.

---

(iii) Let's respond to the distress call.

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# **KCSE TRIAL EXAM 9**

**READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOWS.**

One of the oldest forms of recreation known to human kind, sports are the one arena in which many of the society's traditional strictures about masculinity are often loosened ,allowing boys to experience parts of themselves they reared experience elsewhere. At their best, sports provide boys with an opportunity for play in a free atmosphere so that they can be themselves and express a full range of emotions-from the exhilaration of a last minute goal to the acute disappointment of being defeated by the opposing team, from the joy of being the one to pull off unexpected play to the embarrassment of fumbling the ball in the last quarter of the game

Sports provide boys with the theater for the unfettered expressions of their feelings, a place where it is OK to be spirited, a motive and passionate. As twelve- year- old Max told me,"During school we have to be quiet, and raise our hands to talk. It is boring and sometimes I feel like there is nobody to talk to. I love doing sports after school because we can all be together. We to run fast, shout out things, scream, whatever. It lets me be me."

For many boys, sports can be a form of intimacy and a way to be honest. By temporarily freeing boys from the Boy Code — especially from the rules that say boys shouldn't express feelings, show, and affection or expose their yearning for connection -sports can become one of the most important activities through which our sons, as their genuine selves, can relate closely with girls and other boys.

But just as much as they can offer a break from the Boy Code, a chance for openness, expressions and intimacy, sports can also push back loneliness, shame and vicious competition. "It's rough out there" one high school football player recently told me. "Some guys play hard just the way they should. But other guys just seem like they are out to get you-you know, they try to demolish you". Thus sports can also be a place where boys show unbridled aggression, let out inappropriate feelings of anger and frustrations, and actually hurt other boys.

And then sports can thrust boys into a cult of competition, the goal of winning at any cost, a quest for narcissistic glory at the expense of others. They cause some boys- especially those who are not interested in sports or who are not skilled at playing them —to feel left out unworthy, a shamed.

I firmly believe that the positive benefits to boys dim when sports cease to be play.

D.W. Winnicott, to distinguished English pyschoanalyst observed that for children, play is at

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

the heart of health integrated development. His words were especially pertinent to boys whose inner selves are too often suppressed. "Playing shows that the child is capable of developing a personal way of life and eventually becoming a whole being... welcomed by the world at large."

Sheer competition among boys is a character and does little to bring boys closer to one another.

But sports, when they are played, can be a tremendously good thing for boys. The late commissioner of baseball and Renaissance scholar Gianotti A. Batlett spoke of sports as, "that aspiration out of the self-for a moment in touch-with a joy free of all constraints. It is a sensation not of winning, but of fully playing ". When sports are kept in proper perspective — when we see sports primarily as a chance for boys come together for joyful, spirited high energy play-they can help boys discover new competencies, buttress their feelings of self-worth and reunite them with their authentic voices, enabling them to express the deepest stirrings of emotions in their hearts, widening their cycles of connection.

**QUESTIONS.**

1. In your own words, write the point that the author makes in the first sentence of this passage.

(2mks)

.....

.....

.....

2. What is Max's attitude towards school?

(3mks)

.....

.....

.....

3. Re write the following sentences following the instructions given after each. Do not change the

meaning.

(2mks)

- (a) Some guys play hard just the way they should," said the student. (Rewrite in reported speech)

(b) During school we have to be quiet .(Add a question tag)

4. When do sports cease to be play according to the author?  
(2mks)

5. What do you think the author means by Boy Code? (2mks)

6. In not more than sixty words, summarize the disadvantages of sports as portrayed in the passage  
(6mks)  
Rough Copy

Fair Copy

- .....
7. Give the meaning of the following words as used in the passage  
(a) Unfettered
- .....

(b)

Pertinent.....

(c)

Buttress.....

**DOLL'S HOUSE**

*Read the following excerpt and answer the questions that follows .*

Mrs. Linde: (Smiles sadly and strokes her hair). It sometimes happens, Nora.

Nora: So you are quite alone. How dreadfully sad that must be. I have three lovely children. You can't see them just now, for they are out with their nurse. But now you must tell me all about it.

Mrs. Linde: No, no; I want to hear about you.

Nora: No, you must begin. I mustn't be selfish today; today I must only think of your affairs. But there is one thing I must tell you. Do you know we have just had a great piece of good luck?

Mrs. Linde: No, what is it?

Nora: Just fancy, my husband has been made manager of the Bank!

Mrs. Linde: Your husband? What good luck!

Nora: Yes, tremendous! A barrister's profession is such an uncertain thing, especially if he won't undertake unsavory cases; and naturally Torvald has never been willing to do that, and I quite agree with him. You may imagine how pleased we are! He is to take up his work in the Bank at the New Year, and then he will have a big salary and lots of commissions. For the future we can live quite differently —we can do just as we like. I feel so relieved and so happy, Christine! It will be splendid to have heaps of money and not need to have any anxiety, won't it?

Mrs. Linde: Yes, anyhow I think it would be delightful to have what one needs.

Nora: No, not only what one needs, but heaps and heaps of money.

Mrs. Linde: (smiling) Nora, Nora, haven't you learned sense yet? In our schooldays you were a great spendthrift. (Laughing) Yes, that is what Torvald says now. (Wags

Nora: her finger at her.) But 'Nora, Nora' is not so silly as you think. We have not been in a position for me to waste money. We have both had to work.

Mrs. Linde: You too?

Nora: Yes; odds and ends, needlework, crochet-work, embroidery, and that kind of thing. (dropping her voice) And other things as well. You know Torvald left his office when we were married. There was not prospect of promotion there' and he had to try and earn more than before. But during the first year he worked early and late; but he couldn't stand it, and fell dreadfully ill, and the doctors said it was necessary for him to go south.

Mrs. Linde: You spent a whole year in Italy, didn't you?

**Questions**

- a) Place the excerpt in its immediate context. 5mks
- b) Identify three styles that are used in the excerpt. State their effectiveness. 6mks
- c) But 'Norah, Nora' is not so silly as you think. What proves that Nora has not been as silly as she was thought to be by many. 4mks
- d) What theme is brought out in the excerpt? 3mks
- e) What character traits of Nora and Mrs Linde are brought out in the excerpt? 4mks
- f) So, you are quite alone. (Add a question tag). 1mk
- g) What is the meaning of the following words as used in the excerpt? 2mks

**QUESTION 3.**

**LITERARY APPRECIATION.**

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

**RESPECT.**

What you don't understand, sister.

Is that women are respected in Africa

Oh yes

We call a woman the light of the house

She is the one who fetches water

She is the one who cooks the food

She is the one who gives milk and brings wood

She is the one we come to

When we need satisfaction

We know where the light comes from

We are respected

Is that so, brother?

Is that why she is the last to drink from the gourd?

Is that why she is the last to eat from the bowl?

Is that why she is the last to sleep and first to rise?

Is that why she is the one for whom the only satisfaction

Is another mouth to feed?

And tell me, brother

If the woman is the light of the house

Where does darkness come from?

And tell me, brother

What Will happen if the light fades

Or simply refuses to shine?

Then, sister

It must be made to shine again

Or cast out

A light that does not shine is of no use to any one

I see

Good, I knew you would understand

In Africa, my sister, women are respected

By Jeanette Cross

**Questions**

1. Who is the persona in this poem?

(3mks)

.....

.....

.....

.....

.....

2. What is the tone of this poem? Explain.

(3mks)

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.....

.....

3. What is the attitude of the “brother” towards women?  
(4mks)

.....

.....

.....

4. What does “sister” mean by 1 see”?  
(2mks)

.....

.....

.....

5. Discuss the message in this poem.  
(5mks)

.....

.....

.....

6. Explain the meaning of the following expressions as used in the poem.  
(3mks)



.....  
.....  
a. ....is another mouth to feed  
.....

.....  
b. ... we come to when we need satisfaction  
.....

C. ...Women are respected  
.....

**GRAMMAR (15 MARKS)**

1. a. He understood why people had been laughing after he realized the ugliness of his headgear.  
(Rewrite using present participle)  
.....  
.....

c. Malenge did not bother to campaign .1-le was convinced that he was the students' favorite  
for the post of a school captain. (Rewrite using Past Participle)  
.....  
.....

d. I have been studying in this school complained the student but I have never scored a  
hundred percent in any subject. (Punctuate correctly)  
.....  
.....

e. The watchman spotted the student sneaking from schoolL(Rewrite to remove the gender  
bias  
.....  
.....

2. *Fill in the blank with the most suitable prepositions.*

a. John is fond \_\_\_\_\_ his daughter.

b. He is very bossy. He loves ordering people\_\_\_\_\_

c. She inherited the house — her grandmother.

3. *Fill in the spaces with the correct form of word in the brackets.*

a. No single female candidate won the \_\_\_\_\_ seat in the conduded election (governor)

b. \_\_\_\_\_ has not returned to the country yet.(normal)

**4.     *Replace the underlined words with the correct phrasal verb formed from the word in bracket.***

a. Form two students always bully the form one students when they are new in school (pick)

.....

.....

b. The shrewd businessman tried to take advantage of his ignorant customers by hiking the prices. (Rip )

.....

.....

**5.     *Add a question tag to the following statements***

a. Let us help the sick \_\_\_\_\_

b. You wall wait for them here \_\_\_\_\_

**6.     *Explain the difference in meaning between the following sentences.***

a. The tutor gives Peter little attention.

b. The tutor gives Peter a little attention.

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# **KCSE TRIAL EXAM 10**

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

**Choosing a career**

The career market is full of opportunities. Gone are the days when we had ‘either.... or’ career choices. The time when women, for example, choose between only nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy has ensured that there is no longer a dearth of career choice. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling.

When choosing a career, whether you have the help of a career counsellor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training, and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in Chemistry and Biology at secondary school level. If your ability in these subjects is just average, you would be overstretching your luck to enroll for a Bachelor of Medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle Physics and Mathematics was low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle Mathematics and Physics well.

There are times when people have been driven to choose a particular career because of the salary and prestige associated with jobs in that field. At times, the desire to take certain courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest is a recipe for a dull life since you will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, it plays a big role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your values. If you value variety, collaboration, and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.

The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive field require more education but may not pay well. When there are more applicants for a particular position, unique personality traits become an added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs. Therefore, the availability of job opportunities is not necessarily limited to presence of employers. It also encompasses opportunities for self-employment which everyone is free to explore.

1. What has ensured that there is no longer a dearth of career choice. (3 marks)

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

2. What has created the necessity for career counseling? (1 mark)

.....  
.....

3. Why is one's ability an important factor in career choice. (1 mark)

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.....

4. According to the passage, which career should a person who values variety choose? (1 mark)

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

5. Make notes on factors to consider when choosing a career?

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6. What drives people to choose a particular career?

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7. What evidence is given in the passage to support the statement ‘money does not play as a big role in job satisfaction’?

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.....

.....

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

- (a) Dearth .....
- (b) Social mobility .....
- (c) Liberalization .....
- (d) Collaboration .....

9. Rewrite the following sentences according to the instructions given after each. (2 marks)

(a) The career market is full of many opportunities. (Begin: There .....)

.....

.....

.....

.....

(b) The waste of time and resources would have been avoided if they had considered a career that did not

require the ability to handle Mathematics and Physics well. (Begin: If .....)

.....

.....

.....

.....

**2. Read the extract below from DOLL'S HOUSE and answer the questions that follow.**

Mrs. Linde: Still I think the sick are those who most need taking care of.

Rank: (shrugging his shoulders) Yes, there you are. That is the sentiment that is turning Society into a sick-house. (NORA, who has been absorbed in her thoughts, breaks out into smothered laughter and claps her hands).

Rank: Why do you laugh at that? Have you any notion what Society really is?

Nora: 'What do I care about tiresome Society? I am laughing at something quite different, something extremely amusing. Tell me, Doctor Rank, are all the people who are employed in the Bank dependent on Torvald now?

Rank: Is that what you find so extremely amusing?

Nora: (smiling and humming) That's my affair! (walking about the room) It's perfectly glorious to think that we have — that Torvald has so much power over so many people. (takes the packet in her pocket) Doctor Rank, what do you say to a macaroon?

Rank: What, macaroons? I thought they were forbidden here.

Nora: Yes, but these are some Christine gave me.

Mrs. Linde: What! I ?-

Nora: Oh, well, don't be ashamed! You couldn't know that Torvald had forbidden them. I must tell you that he is afraid they will spoil my teeth. But, bah! — once in a way — That's so, isn't it, Doctor Rank? By your leave! (Puts a macaroon into her mouth) You must have one too, Christine. And I shall have one, just a little one — or at most two. (walking about) I am tremendously happy. There is just one thing in the world now that I should dearly love to do.

Rank: Well, what is that?

Nora: It's something I should dearly love to say. If Torvald could hear me.

Rank: Well, why can't you say it?

Nora: No, I daren't; it is so shocking.

Mrs. Linde: Shocking?

Rank: Well, I should not advise you to say it. Still, with us you might. What is it you would so much like to say if Torvald could hear you?

Nora: I should just love to say— Well, I'm dammed!

Rank: Are you mad?

Mrs. Linde: Nora, dear- !

Rank: Say it, here he is! Nora (hiding her packet) Hush! Hush! Hush! ) HELMER comes out of his room, with his coat over his arm and his hat in his hand.)

Nora: Well, Torvald dear, have you got rid of him?

Helmer: Yes, he has just gone.

Nora: Let me introduce you — this is Christine, who has come to town.

Helmer: Christine - ? Excuse me, but I don't know — Of course. School friends of my wife's I presume?

Mrs. Linde: Yes, we have known each other since then.

Nora: And just think, she has taken a long journey in order to see you.

Helmer: What do you mean? Mrs. Linde. No, really, I—

Nora: And when she heard you had been appointed manager of the Bank — she travelled here as quick as she could Torvald, I am sure you will be able to do something for Christine, for my sake, won't you?

### **Questions**

- a) Why does Mrs. Linde feel that those who are sick need taking care of? 4mks
- b) Identify use of symbolism in the excerpt. 6mks
- c) Give Nora's traits brought out in the excerpt. 4mks
- d) What amuses Nora when she finds out that Helmer has so much power over many people? Explain 4mks
- e) What is it that Nora would dearly love to say? 2mks
- f) Hush! Hush! Hush! Identify the style used here. 2mk
- g) What happens immediately after the excerpt? 3mks

### **3. Read the poem below and answer the questions that follow I laugh at Amin**

I laugh with all the skulls  
Amin holds in his hands  
With those perched on his shoulder  
and the ones in an infinite queue  
behind his back

I laugh with the victims of  
the 1976 firing squad.  
They were dead long before  
the gunmen fired  
I laugh at bullets wasted

I chuckle with the heads of school  
across the nation.  
It tickles to extract money  
From an army of tortured widows

I remember in our school  
only one child had a father  
we were curious about her  
we laughed to discover  
she was Amin's daughter.

I laugh with the ghost of Kay Amin  
Remembering Amin astride  
her dismembered body  
calling her "wicked woman"  
before her bereaved children.

But mainly I laugh  
that seventeen years after  
the man was forced to retire  
Ugandans still sob at the mention of his name  
surely my people lack  
a good sense of humour.

(Susan

NalugwaKiguli)

(a) What are we told about Amin in this poem?

(3marks)

.....

.....

.....

.....

(b) Identify and illustrate the main stylistic feature in the first stanza?

(2marks)



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

(c) In the last two lines, the persona claims to have a ‘good sense of humour’. Comment on the persona’

sense of humour. (1

mark)

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

(d) Describe the tone of this poem. (2

marks)

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

(e) Give two lessons that we learn from this poem. (4

marks)

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

(f) Identify and illustrate other two stylistic devices used in this poem. (4

marks)

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

(g) With illustrations from the poem, say who the persona is (2

marks)

(h) Explain the meaning of the following words as used in the poem. (2 marks)

- (i) Chuckle .....
- (ii) Dismembered .....

**4. GRAMMAR**

(a) Use the correct form of the word in brackets to fill in the blanks. (3marks)

- (i) His \_\_\_\_\_ (deceive) cost him his life.
- (ii) The dog barked \_\_\_\_\_ to the stranger. (menace)
- (iii) The \_\_\_\_\_ between Kamenno and Makuyu is damaging. (enemy)

(b) Use phrasal verbs to replace the underlined words. (2 marks)

- (i) Heavy traffic jam delayed our visitors for an hold. (hold)
- .....
- .....

- (ii) He regained consciousness before the doctor arrived. (come)
- .....
- .....
- .....

(c) Use the correct preposition to fill the blanks. (2marks)

- (i) I am indebted \_\_\_\_\_ him for the help he gave me.
- (ii) She has always confided \_\_\_\_\_ him.

(d) Fill the blank spaces using the correct form of the verb in brackets. (2 marks)

- (i) If I had money, I \_\_\_\_\_ (buy) a computer.
- (ii) If he \_\_\_\_\_ (be) obedient, I would stay with him.

(e) Correct the error in the following sentences. (2 marks)

- (i) Something is smelling awful

.....  
.....  
(ii) This brilliance is utter.  
.....  
.....

(f) In the sentences below, underline the nouns that are used as adjectives. (2 marks)

- (i) Mr. Charo amused the children by reciting nursery rhymes.  
(ii) When we camped in the Maasai Plains, we felt like strangers in the new environment.

(g) Add question tags to the following statements. (2 marks)

- (i) We need to buy a radio.  
.....  
.....  
(ii) He dares to stroke the lion.  
.....  
.....

# **KCSE TRIAL EXAM 11**

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

Society has the obligation to provide young people with the right knowledge and skills to become productive workers, good parents and responsible citizens, according a World Bank Report, Development and the Next Generation. And it is through education that the young develops their ability to be productive workers, good parents and responsible citizens, World Development Report, 2007, authored by World Bank notes.

The report says that effective investments need to happen during childhood and adolescence for it to bear fruits. Investments in adolescence are needed to make earlier investments during childhood pay off a hundred fold. The report underscores the need to establish a strong secondary education that will further strengthen the capabilities that primary education established.

It stresses the need to improve the relevance and quality of post primary education by teaching students the practical knowledge, thinking and behavioral skills demanded by the labour market. To achieve this, the education system must promote a teaching method that leads to high learning achievement and blends the academic and vocational curricular. It should link what happens in school to local economy.

To improve the relevance of education to the learners, the report says, education must produce peep with strong thinking and interpersonal skills because job tasks are increasingly requiring problem solving, and communciaiton skills. Entrepreneurs are also increasingly demanding thinking skills and problem and behavioral skills such as self-confidence and leadership.

In a nutshell, what are the types of skills that a topnotch education system requires? It requires two basic types of skills: thinking skills and behavioral skills. Thinking skills include conceptual, critical and creative skills. High quality education develops learners with superior conceptual, analytical and critical skills – skills that condition the learner to be curious,. Inquisitive and always posing and seeking answers to problem situations or processes. Behavioral skills include such traits as perseverance, self-discipline, teamwork, the ability to negotiate risks.

The report also still highlights the enduring role of what it terms basic skills which is literacy and numeracy-ability to read, write and count. These basic skills are needed for further learning, work and life. The report also identifies what it terms post basic skills-the higher order thinking skills, and higher order behavioural skills such as decision-making skills, team work, the ability to negotiate conflict and manage risks and specific knowledge applied to real-life situations, and vocational skills. The foregoing demonstrates the integral role of Early Childhood and Primary and Secondary cycle plays in crating the foundation for higher education in tertiary and Universality education. The quality of higher education is as good as the primary and secondary education.

(Adapted FromElimu News. A Newsletter of Ministry of Education. Issue No. 7 Dec. 2012)

- a) According to the passage what is the role of the society in the development of an individual?  
(2 marks)

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b) In what ways can an education system attain the demands of the job market?

(3 marks)

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c) Contrast thinking and behavioural skills

(4 marks)

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d) In not more than 40 words, summarize what is expected of a person who has attained post basic skills

(5 marks)

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e) Explain the relationship between primary and secondary education

(2 marks)

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f) The report says that effective investments need to happen during childhood and adolescence for it to bear fruits, (Rewrite using a conditional)

(1 mark)

.....

.....

g) How does post secondary education benefit from lower levels of education?

(1 mark)

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

- a. Underscores.....
- b. Blends.....
- c. Topnotch.....

**Read the extract below from DOLL’S HOUSE and answer all the questions that follow**

Nora: Should? He did sign them.

Krogstad: I had left the date blank; that is to say, your father should himself have inserted the date on which he signed the paper. Do you remember that?

Nora: Yes, I think I remember—

Krogstad: Then I gave you the bond to send by post to your father. Is that not so?

Nora: Yes.

Krogstad: And you naturally did so at once, because five or six days afterwards you brought me the bond with your father's signature. And then I gave you the money.

Nora: Well, haven't I been paying it off regularly?

Krogstad: Fairly so, yes. But to come back to the matter in hand that must have been a very trying time for you, Mrs.

Nora: It was, indeed.

Krogstad: Your father was very ill, wasn't he?

Nora: He was very near his end.

Krogstad: And died soon afterwards?

Nora: Yes:

Krogstad: Tell me, Mrs Helmer, can you remember what day your father died? the month, I mean.

Nora: Papa died on the 29th of September. by any chance on what day of

Krostand: That is correct; I have ascertained it for myself. And, as that is so, there is discrepancy (taking a paper from his pocket) which I cannot account for.

Nora: What discrepancy? I don't know—

Krogstand: The discrepancy consists, Mrs. Helmer, in fact that your father signed this bond three days after his death.

Nora: What do you mean? I don't understand —

Krogstad: Your father died on the 29th of September. But, look here; your father has dated his signature the 2nd of October. It is a discrepancy, isn't it? (NORA is silent) Can you explain it to me?

(NORA is silent) It is a remarkable thing, too, that the words '2nd of October,' as well as the year, are not written in your father's handwriting but in one that I think I know. Well, of course it can be explained; your father may have forgotten to date his signature, and someone else may have dated it haphazard before they knew of his death. There is no harm in that. It all depends on the signature of the name; and that is genuine. I suppose, Mrs. Helmer? It was your father himself who signed his name here?

**Questions.**

- a) What is it that Nora claims to have signed? Explain. 4mks
- b) What does this excerpt reveal about Krogstad's character? 8 mks
- c) Explain key theme brought out in the excerpt? 4mks.
- d) Why did Nora forge her father's signature? 4mks
- e) What is the meaning of the following words as used in the excerpt? 3mks
  - I. Ascertained
  - II. Discrepancy
  - III. Genuine
- f) Papa died on the 29th of September (Add a question tag.) 2 mks

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

**AN ELEGY**

When he was here  
We planned each tomorrow  
With him in mind  
For we saw no parting  
Looming in the horizon

When he was here,  
We joke and laughed together  
And no fleeting shadow of a ghost  
Ever crossed our paths

Day by day we lived  
On this side of the mist  
And there was never a sign  
That his hours were running fast

When he was gone,  
Through glazed eyes we searched  
Beyond the mist and shadows  
For we couldn't believe he was nowhere  
We couldn't believe he was dead  
(Laban Erapu)

- a) What is the message of this poem? (4 marks)

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

- b) Comment on the use of repetition in line 1 of stanza 1 and 2 (2 marks)

.....  
.....

- c) What is the significance of the last line of poem? (2 marks)

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- d) What would the persona miss in his friend's absence? (2 marks)

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.....  
.....

- e) Describe the mood of this poem (3 marks)

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- f) Paraphrase the following line: Through glazed eyes we searched (2 marks)

.....  
.....

- g) Which two lines in the poem show that the persona has nostalgic tone? (2 marks)

.....  
.....



h) Explain the meaning of the following lines as used in the poem.

i. Ghost (1 mark) .....

ii. And there was never a sign: that his hours were running fast (2 marks)

.....

.....

4. (a) Rewrite the following sentences according to instruction given in brackets

(4 marks)

i. John never reported late to work last year. (Not once...)

.....

ii. His excuse was flimsy. He ended up in jail. (Combine the two sentences beginning: so...)

.....

.....

iii. If I had not missed the plane last night, I.....(give) my first lecture now. (Use the correct tense of the verb in brackets)

iv. As soon as the sun rose, they set out. (Begin: no sooner)

.....

(b) Fill in the blanks with the correct word chosen from the ones given brackets after each sentences (2 marks)

i. The bride was looking forward to walking down the.....on her wedding day (aisle/isle)

ii. We cannot accommodate another person there is ..... Space left (little/a little).

(c) Use the correct form of the words in brackets to fill the blanks (2 marks)

i. The modern world today has many .....forms of communication (sophistication)

ii. The gas was stored in a .....container (pressure)

(d) Fill in using appropriate prepositions (3 marks)

i. Many people claim that girls are good ..... arts subjects

ii. Unemployed youths often subscribe ..... Illegal groups.

iii. They attended the party dressed .....smart casuals

(e) Explain the meaning of the following idiomatic expressions (2 marks)

i. Face the music.....

.....

ii. From the horse's mouth .....

.....

(f) Replace the underlined word(s) with a phrasal verb that has the same meaning as the underlined (2 marks)

i. The nurse couldn't tolerate the noise

ii. The mayor assumed that the problem had been got rid of.

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**KCSE TRIAL EXAM 12**

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

**(20**

The recent claim by scientists at Egerton University that the water table in the South Rift is dropping is alarming. The researchers have noted with great concern that several boreholes in the region have dried up and water volume in several rivers has rapidly reduced as a result of clearing of trees in the Mau forest. This significantly affects Lake Nakuru as its shoreline has noticeably been receding over time. We are being told this at a time when the Ministry of Natural Resources has already laid down plans to clear gazetted forests saying it to settle landless people. We cannot allow this to happen. In the past, we have watched influential people plunder Karura, Aberdares and Mt. Kenya forests. Marmanet forest in Laikipia is no more after several farmers were allocated the public land. We cannot afford to interfere with the water catchment areas of the great rivers of this country because they are our lifeline. Not so long ago, this country suffered crippling power rationing regime for more than six months, seriously hampering economic growth. Industries ground to a halt, laying off a number of employees; complicating an already worse unemployment crisis. This should have woken us up from the deep slumber that “all is well.”

Ours is a tale of unfettered impunity. Throughout the country, we read of owners of large flower farmers who have diverted the river course into their farms to irrigate their crops, denying those living downstream a source of water. Others are busy clearing wetlands, seriously interfering with nature’s ecological balance. We hear of industries shamelessly emptying their waste into rivers. Apart from that, influential transporters ferry truckloads of charcoal and the precious sandalwood under the noses of the police. More often than not, apart from empty rhetoric, we never get to hear that those responsible have been punished.

When the government kicked off the drive to reclaim the Mau forest, there was a flurry of activities from all and sundry. All came together in a massive tree planting exercise. However, the politicization of the compensation claims put forward by large estate owners with the Mau Complex, brought things to a halt. The enthusiasm has since died and no one knows when the matter will be brought to a conclusion.

We depend too much on our rivers to allow any selfish individual to interfere with their watershed. Needless to say, our complacent attitude towards environmental issues has made environmental problems uncontrollable. It is the high time we came together and took care of our environment.

The government through National Environment Management Authority (NEMA) , NGO’s and environmental lobby groups should step up efforts to sensitize people of all walks of life on the need to conserve our natural heritage for the future generations. This should be coupled with replanting of trees on all deforested government land and intensified practice in agro-forestry.

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The ban on cultivation along river banks and indiscriminate felling of trees for charcoal burning must be enforced.

Apart from that, steps should be put in place towards revocation of all irregular allocation of government forests to individuals. Government officers suspected of abetting land grabbing must face the full force of the law. Industries that dispose off toxic or untreated waste into the environment should also be dealt with firmly.

It's time we took a step towards safeguarding our environment. There is need to develop a sense of collective responsibility. Considering the fact that the United States rejected the Kyoto Protocol of 1997, we should be even more vigilant and jealously safeguard what nature has provided. It's our environment, our country, our heritage. We need it to pass it on to our descendants.

(a) What evidence is given in paragraph 1 to show that the water table in the South Rift is falling?(2 mks)

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(b) What excuse is the government giving for its plans to clear gazetted forests? (1mk)

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(c) Using information in the second paragraph, summarize how impunity, has led to environmental degradation. (4 mks)

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(d) How does power rationing affect economic growth?  
(mks)

(2)

\_\_\_\_\_

\_\_\_\_\_

(e) What halted the reclaiming of the Mau Complex?  
(mks)

(2)

\_\_\_\_\_

\_\_\_\_\_

(f) Why is the shoreline of Lake Nakuru receding?  
(1mk)

\_\_\_\_\_

(g) What should the government do to address the environmental problems? Write your answer in  
note

Form  
(4mks)

(h) Explain the following words as used in the passage.

mks)

(i) Rapidly \_\_\_\_\_

(ii) Plunder \_\_\_\_\_

(iii) Intensified \_\_\_\_\_

(iv) Safeguard \_\_\_\_\_

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

Nora: (drops her cloak) Someone is coming now! (Goes to the door and listens.) No — it is no one. Of course, no one will come today. Christmas Day — nor tomorrow either. But perhaps— (opens the door and looks out.) No, nothing in the letterbox; it is quite empty. (comes forward) What rubbish! Of course, he can't be in earnest about it. Such a thing couldn't happen: it is impossible — I have three little children. (enter the NURSE from the room on the left, carrying a big cardboard box)

Nurse: At last I have found the box with the fancy dress.

Nora: Thanks; put it on the table.

Nurse: (doing so) But it is very much in want of mending.

Nora: I should like to tear it into a hundred thousand pieces.

Nurse: What an idea! It can easily be put in order—just a little patience.

Nora: Yes, I will go and get Mrs. Linde to come and help me with it.

Nurse: What, out again? In this horrible weather? You will catch cold, ma'am, and make yourself ill.

Nora: Well, worse than that might happen. How are the children?

Nurse: The poor little souls are playing with their Christmas presents, but —

Nora: Do they ask much for me?

Nurse: You see, they are so accustomed to having their mamma with them.

Nora: Yes, but, nurse, I shall not be able to be so much with them now as I was before.

Nurse: Oh well, young children easily get accustomed to anything.

Nora: Do you think so? Do you think they would forget their mother if she went away altogether?

Nurse: Good heavens! - Went away altogether?

Nora: Nurse, I want you to tell me something I have often wondered about how could you have the heart to put your own child out among strangers?

Nurse: I was obliged to, if I wanted to be little Nora's nurse.

Nora: Yes, but how could you be willing to do it?

Nurse: What, when I was going to get such a good place by it? A poor girl who has got into trouble should be glad to. Besides, that wicked man didn't do a single thing for me.

Nora: But I suppose your daughter has quite forgotten you.

Nurse: No, indeed she hasn't. She wrote to me when she was confirmed, and when she was married.

Nora: (putting her arms round her neck) Dear old Anne, you were a good mother to me when I was little.

Nurse: Little Nora, poor dear, had no other mother but me.

Nora: And if my little ones had no other mother, I am sure you would — What nonsense I am talking! (opens the box) Go in to them. Now I must You will see tomorrow how charming I shall look.

Nurse: I am sure there will be no one at the ball so charming as you, ma'am. (goes into the room on the left)

### **Questions**

- a) Why is Nora looking worried that someone might be at the door? 4mks
- b) The nurse reveals that she had to leave her daughter behind in order to serve as Nora's nurse. Explain the theme brought out from this revelation. 6mks
- c) What does this conversation between Nora and the Nurse foreshadow? 4mks
- d) Other than foreshadow, give another style that is brought out in the excerpt 4mks
- e) Someone is coming now! (Change into a negative sentence). 3mk

### **3. POETRY**

#### **I AM TIRED OF TALKING IN METAPHORS**

I will talk plainly  
Because I am moved to abandon riddles  
I will tell you of how  
We held our heads in our hands  
Because the owl hooted all night  
And the dogs howled as if mourning  
We awaited the bad news  
We received it:  
Our mother blinded in one eye  
Crippled in the right leg  
Because she did not vote  
For her husband's candidate

I will remind you  
Of when the peeled plantains  
Stood upright in the cooking pot:  
We slaughtered a cock,  
Anticipating an important visitor  
We got her:  
Our daughter – pieces of flesh in a sack  
Our present from her husband.

No! I will not use metaphors  
I will just talk to you:  
I do not fight to take your place  
Or to constantly wave my fist in your face  
I refuse to argue about  
Your “manly pact”  
With my father  
You’re buying me for a bag of potatoes  
And pepper  
All I want  
Is for you to stop denying me  
My presence needs no metaphors

I am here  
Just as you are  
I am not a machine  
To dismantle whenever you whim  
I demand my human dignity

**Questions**

- (a) Who is the persona in this poem? (2 mks)

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- (b) What is the message of this poem? (4 mks)

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(c) Explain the speaker's attitude towards the subject matter. (2mks)

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(d) Give one character trait of the speaker. (2 mks)

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(e) Discuss two elements of tradition highlighted in the poem. (4 mks)

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(f) Identify two poetic features of style used in the poem. (4 mks)

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(g) I am not a machine. (Rewrite adding a question tag.) (1mk)

**4. GRAMMAR**

(a) Rewrite the following sentences according to the instructions given after each. (3 mks)

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

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(ii) The oil company has established petrol station here. (Rewrite beginning: A petrol station .....)

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(iii) The principal advised the students to consider the consequences of their behavior. (Rewrite in direct speech.

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(b) Fill the blanks with suitable prepositions. (3 mks)

(i) Mwendu is indebted \_\_\_\_\_ him for the help he gave me.

(ii) The thief who snatched my bag walked \_\_\_\_\_ a limp.

(iii) Harambee stars won because the spectators cheered them \_\_\_\_\_

(c) Replace the underlined phrasal verb with word of the same meaning. (3 mks)

(i) The student kept breaking in on our conversation.

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(ii) We stood up for what they believed.

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(iii) We must pull together to make sure our team wins

(d) Explain the meanings of the following sentences.

(i) Only Mutungispoke to him.

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—

(ii) Mutungi spoke to him only.

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—

(iii) Mutungi only spoke to him.

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—

(e) Rewrite the following sentence replacing the underlined words with a gender word. (3 mks)

(i) Our maid stole money from my mother's purse.

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—

(ii) The firemen took a long time to arrive at the scene of the accident.

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—

(iii) Mankind thrives on cooperation.

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# **KCSE TRIAL EXAM 13**

**1. COMPREHENSION.**  
**MARKS)**

(20

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

As a matter of courtesy, we had decided we would not eat until he arrived. Although he was expected at six o'clock in the evening, it was not until two hours later that he showed up. Not only had we grown impatient and irritated, but our attitude towards him was also becoming hostile. We had looked forward to his coming because those among us who knew him had spoken highly of him, but doubtful thoughts now crept into our minds and we resented his apparent lack of consideration. The aroma of freshly cooked dishes gradually disappeared as our keen appetites intensified our restlessness.

A screech of brakes, a sudden buzz of activity and a group of solemn looking officials walking briskly into the hall announced his arrival. He was dressed in full uniform which was awe-inspiring, with his tall, well-proportioned figure, he was quite imposing. We immediately settled down to the now cold meal which we ate sparingly and in silence. Then the ceremony began.

The chairman made a brief introductory speech and then invited the guest speaker to address us. We clapped politely. He stood up, looked around the room and before he began to speak, glanced and smiled at each person in turn. His warm and sincere manner disarmed us and dissolved our hostility. The reasons for his lateness were so genuine that we felt ashamed of our ill- feelings towards him. We accepted his apology gladly.

No sooner had he begun his address than we realized that we had an interesting and thought - provoking evening ahead of us. Instead of the usual state pronouncements of administrators like himself, he spoke about real issues that face our generation and which few people have the courage or the conviction to discuss. But he warned that we should not be completely satisfied because there were areas where we had done very little. He said that we needed a sense of discipline in our national affairs. His talk was illustrated with descriptions of our disregard for traffic regulations. My colleagues nodded in agreement.

My mind began wandering. I thought of many drunken drivers I had seen and the numerous grisly accidents I had witnessed. The speaker was right. I remembered the scenes at bus stations and 'matatu' stands at peak hours and at the end of the month. I recalled the pushing, jostling and scrambling crowds struggling for a place. It then dawned on me that we often thought only of our comfort and convenience. We ignored the desperate, beseeking eyes of the children, the weak and the handicapped.

I woke from my day dream. The speaker was now expressing his concern about poor use of leisure time. After work, bars were full to overflowing while in homes wives remained without husbands and children without fathers. Free time was used unproductively. In conclusion he stressed the dangers of behaving irresponsibly and deplored the bad use of public facilities. He cited the examples of careless garbage disposal and thoughtless use of public toilets. Wasn't it ironical to hear people complaining when the outcome of their own misdeeds inconvenienced

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them or posed danger to their health? He sat amidst hearty applause. We scrambled to shake his hands and assured him that his talk had inspired and encouraged us to exercise discipline in our own lives.

i) Why were the people disappointed and angry?

(2 marks)

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.....

ii) Why do you think the food was eaten sparingly and in silence?

(2marks)

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iii) Explain the reason for the change of attitude towards the guest speaker.

(3

marks)

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iv) On what lines did the narrator's mind wander in the course of the speech?

(2

marks)

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v) What factors was the speaker highlighting when the narrator came out of his reverie?

( 1mark)

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vi) According to the passage, lack of discipline in different areas leads to undesirable results.  
What are the results of the following?

i) Disregard for traffic regulations.

(2marks)

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

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.....  
ii) Concern only for personal convenience.

(

2marks)

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iii) Poor use of leisure time.

(2

marks)

.....  
vii) Explain the meaning of the following words and phrases as used in the passage.

i) had spoken highly of him.

(1mark)

.....  
ii) disarmed

(1mark)

.....  
iii) beseeching.

(1

mark)

.....  
iv) dawned on me.

(1 mark)

**2. SET TEXT. DOLL'S HOUSE**

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

**(20marks)**

Rank: Is there anything wrong?

Nora: No, no, not in the least. It is only something it is my new dress —

Rank: What? Your new dress is lying there.

Nora: Oh, yes, that one; but this is another. I ordered it. Torvald mustn't know about it —

Rank: Oho! Then that was the great secret.

Nora: Of course. Just go in to him; he is sitting in the inner room, Keep him as long as—

Rank: Make your kind easy; I won't let him escape. (Goes into HELMER'S room)

Nora: (to the MAID) And he is standing waiting in the kitchen?

Maid: Yes, he came up the back stairs.

Nora: But didn't you tell him no one was in?

Maid: Yes, but it was no good.

Nora: He won't go away?

Maid: No; he says he won't until he has seen you, ma'am.

Nora: Well, let him come in —but quietly. Hellen, you mustn't say anything about it to anyone. It is a surprise for my husband.

Maid: Yes, ma'am, i quite understand. (Exit)

Nora: This dreadful thing is going to happen! It will happen in spite of me! No, no, no, it can't happen — it shan't happen! (She bolts the door of HELMER'S room. The MAID opens the hall door for KROGSTAD and shuts it after him. He is wearing a fur coat, high boots and a furcap.)

Nora: (advancing towards him) Speak low — my husband is at home.

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste then. What is it?

Krogstad: You know, I suppose, that I have got my dismissal.

Nora: I couldn't prevent it, Mr. Krogstad I fought as hard as a I could on your side, but it was no good.

Krogstad: Does your husband love you so little, then? He knows what I can expose you to, and yet he ventures —

Nora: How can you suppose that he has any knowledge of the sort?

**Questions:**

- a) Place the excerpt in its immediate context. 6mks
- b) What is it that Nora claims to be another that she ordered? What does it reveal about her character trait? 4mks
- c) This dreadful thing is going to happen! What is it that Nora fears will happen? 5mks
- d) What character trait of Nora is brought out in the excerpt? 4mks
- e) What is the presentation of Rank in the excerpt? 2mks .
- f) What major theme comes out in the excerpt? 2mks
- g) What is the meaning of the following words as used in the excerpt? 2mks

**3. “NATURALLY”**

I fear the workers: they writhe in bristling grass  
And wormy mud: out with dawn, back with dusk.  
Depart with seed, and return with fat- bursting fruits.  
And I ate the fruit.

And still they toil at boiling point,  
in head – splitting noise and threatening saws:  
They suck their energy from slimy cassava  
And age – rusty water taps: till they make a Benz

And I ride in the benz: festooned with  
stripped rags and python copper coiling monsters  
While the workers clap their blistered hands  
And I overrun their kids.  
They build their hives: often out  
of broken bones of fallen mates  
And I drone in them – “state house”  
Them, “collegize” them, officialize them.

And I..... I whore their daughters  
Raised in litter – rotting hovels  
And desiring a quickquickhighhighlifelife  
To break the bond.



And I tell the workers to unite:

knowing well that they can't see, hear or understand:

what with sweat and grim sealing their ears

And eyes already blasted with welding sparks,

And me speaking a colourless tongue

But one day a rainstorm shall flood

The litter rotten hovels and

wash the workers' ears and eyes clean,

Refresh the tattered muscles for a long – delayed blow

a) Describe the working conditions of the workers as depicted in stanza 1 and 2.

( 4 marks)

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b) The persona assumes different roles in stanza 3, 4 and 6. With illustrations explain these roles.

(6 marks)

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c) Identify and explain 2 images from the poem

(4marks)

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- d) Which bond do the girls want to break in stanza 5 and how do they do it.

(2marks)

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.....  
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.....

- e) What reasons are given for the workers' inability to understand the persona?

(2

marks)

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- f) What is the poem suggesting in the last stanza?

(2

marks)

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**4.GRAMMAR 15 MARKS**

- a) Rewrite the following sentences as instructed without changing the meaning.

- i) Is she the only entrant for the 100-metre race? (Begin: aren't...)

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.....  
.....

- ii) The second meal she cooked was even less successful than the first.

(Rewrite using ..... as .....as.....)

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

- .....iii) I expect you to do well in this exam if you follow the instructions

(Rewrite using unless instead of if)

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

- b) Fill the blanks with the correct form of the words in brackets ( 2 marks)

The chief (shrink) .....from taking the (decide)..... step.

- c) Replace the underlined words with gender - friendly words. ( 2 marks)

- i) The spokesman of the government was at the function.

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

- ii) The Musyokis have a very hard - working housegirl.

.....  
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.....

- d) Replace the underlined words with one word that means the same as the underlined phrase.

( 2marks)

- i) The city council pulled down all the structures on road reserves.

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

- ii) He passed out during his grandmother's funeral.

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

- e) Choose the correct pronoun to fill in the blanks ( 2marks)

- i) He was asked to choose between John and ..... (I /me )

- ii) I have forgotten ..... I gave my book. ( who/whom)

- f) Fill the blanks with the most suitable prepositions ( 2marks)

- i) Can you complete the teacher's assignment .....tomorrow.

- ii) We have lived in this village ..... independence.
- g) Add the appropriate question tag ( 2marks)
- i) I am early .....
- ii) Go and get me a cup of coffee .....

# **KCSE TRIAL EXAM 14**

**Read the following passage and then answer the question that follow**

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

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

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

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

## **Questions**

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

a) What should African countries do to fight corruption?

(2Marks)

.....

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.....

.....

b) Explain how Africans can open up rural areas.

(2Marks)

.....

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.....

c) What do you understand by the term ‘genuine poverty alleviation strategies’?

(1Mark)

.....

.....

.....

d) How can we reduce the incidence of rural –urban migration?

(2Marks)

.....

.....

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.....

.....

e) Why is appropriate technology useful?

(1Mark)

.....

.....

.....

f) How can African government improve cash flow in their economies

(2Marks)

- (5Marks)

[illegible][illegible]

h) What is the tone of the last paragraph of this passage concerning the future of Africa?

(2Marks)

.....

.....

.....

.....

.....

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

(1Mark)

.....

.....

.....

j) Explain the meaning of the following words and phrase as used in the passage.

(2Marks)

i) Stashed

.....

.....

ii) Disparity

.....

.....

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

**Helmer:** (walking about the room) What a horrible awakening! — All these eight years- she who was my joy and pride — a hypocrite, a liar— worse, worse —a criminal! The unutterable ugliness of it all! — For shame! For shame! (NORA is silent and looks steadily at him. He stops in front of her.) I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All your father's want of principle — be silent! — all your father's want of principle has come out in you. No religion, no morality, no sense of duty-. How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

**Nora:** Yes, that's just it.

**Helmer:** Now you have destroyed all my happiness. You have ruined all my future. It is horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me orders he pleases — I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman!

**Nora:** When I am out of the way, you will be free.

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**



**Helmer:** No fine speeches, please. Your father had always plenty of those ready, too. What good would it be to me if you were out of the Way, as you say? Not the slightest. He can make the affair known everywhere; and if he does, I may be falsely suspected of having been a party to your criminal action. Very likely people will think I was behind it all —that it was I who prompted you! And I have to thank you for all this you whom I have cherished during the whole of our married life. Do you understand now what it is you have done for me?

**Nora:** (coldly and quietly) Yes.

**Helmer:** It is so incredible that I can't take it in. But we must come to some understanding. Take off that shawl. Take it off, I tell you. I must try and appease him some way or another. The matter must be hushed up at any cost. And as for you and me, it must appear as if everything between us were just as before — but naturally only in the eyes of the world. You will still remain in my house that is a matter of course. But I shall not allow you to bring up the children; I dare not trust them to you. To think that I should be obliged to say so to one whom I have loved so dearly, and who, I still No, that is all over. From this moment happiness is not the question; all fragments, the appearance. (A ring is heard at the front-door bell)

**Questions:**

- a) Briefly explain the events that lead to this excerpt. 6mks
- b) What is so ironical about Helmer's reaction after reading Krogstad's letter? 4mks
- c) Give and illustrate two themes brought out in the excerpt 4mks
- d) What is it that Nora did that makes Helmer so angry? 4mks
- e) What does Helmer's reaction reveal about him? 2mks
- f) What happens immediately after the excerpt? 3mks
- g) When am out of the way, you will be free. (Add a question tag) 2 mks

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

Long time ago, there lived wild animals and domestic animals. They all lived together peacefully. No animal tried to send their friends back to the creator. Their vicinity was beautiful; And greenish. Food was adequate for all animals to eat. Everything was alright. The creator of everything on earth was called by the king of the jungle to have a word with him. He did not reject the invitation and so he went and had a meeting with him. He was startled because of lion's ideas. Lion the king said God, for how long will we live this peaceful life? He said that the animals should be separated into two groups, the wild animals and domestic animals. He also suggested that the animals should be eating predators. In Gods utter shock, he was surprised to hear that lion never wanted peace. Lion told God if he would refuse they would go on riot. God agonized on what to do. His mind served him right that he was the creator of everything but he allowed lion to do whatever he wanted. Their meeting with God ended after spurs of minutes. He called animals and he was filled with ecstasy to announce that report. When animals got the report they dreaded that they would be killed. There was going to be no peace and harmony. This made them unhappy but they would do nothing because it was already signed by the king and creator.

Hyena asked lion how he would do such a thing but lion asked him in a hoarse voice. What will you do? He was filled with anger and thought he would beat lion .He was shoved on the ground and given a hefty blow that made him fall on the ground with a thud. He woke and that made him nose bleed .When the other animals saw that there was a fight, they took to their heels.

Lion beat black and blues and told him that he would beat him to death. A group of elephants came from the blue and were surrounding, cheering that the lion would win, Although hyena fought tooth and nail, he became weak and weaker such that he would not go on with the fight .

Lion asked for a sword from his older son to send hyena back to his creator .Hyena was filled with trickles of perspiration that he almost fainted. This was only to scare him but not to kill him .He was confused .It is my end, but why? he soliloquized.

He was frog-matched to the den. All animals ran away from the forest. He was released and asked to go back to his home at two past midnight. All the night he did not sleep praying that lion's mind would fail him. It was that very night that most animals fled the jungle to live with man since they were not safe near the king lion, who had ill motive.

**Questions**

- (a) Giving a reason, classify the above narrative.

(2Marks)

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- (b) Identify and illustrate any two oral features that make the above form an oral narrative.

(2Marks)

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- (c) Identify and illustrate two character traits of the lion.

(4Marks)

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- (d) Identify one social activity and one political activity of the community referred to in this narrative.

(2Marks)

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.....

(e) Illustrate the use of the following stylistic devices in this narrative.  
(3Marks)

(i) Personification

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.....  
.....

(ii) Soliloquy

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

(iii) Onomatopoeia

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.....  
.....

(f) Complete the following sentence with an appropriate question tag.

There was going to be no peace and harmony,.....?  
(1Mark)

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

(g) Give two reasons why the narrator used the phrase “long time ago...”  
(2Marks)

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

(h) State and illustrate one moral lesson from this oral narrative.  
(2Marks)

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

i) Explain the meaning of the following phrases as used in the narrative.  
(2Marks)

(i) Spurs of minutes.

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

- (ii) To send hyena back to his creator.

.....

.....

.....

#### **4. Grammar**

- (a) **Write the following sentences according to the instructions given. Do not change their meaning.**

**(3Marks)**

- (i) We had just alighted from the car when it began raining.

(Begin: *Hardly*.....)

.....

.....

.....

- (ii) Mothers should not abandon their babies under any circumstances.

(Begin: *under*.....)

.....

.....

.....

- (iii) My title deed was released only after I cleared the outstanding balance.

(Begin: *Not until*.....)

.....

.....

.....

- (b) **Fill the blanks with the correct form of the verb in brackets.**

**(3Marks)**

- (i) Majority of the \_\_\_\_\_ are yet to receive their pension. (**retire**).

- (ii) Client \_\_\_\_\_ is crucial in solving issues (**confidence**)

- (iii) The items on the agenda were not \_\_\_\_\_ discussed (**exhaust**)

- (c) **Fill the blanks with the appropriate prepositions.**

**(3Marks)**

- (i) The disgruntled members could not agree \_\_\_\_\_ a common stand.

- (ii) My son's preference \_\_\_\_\_ toy cars is alarming.

- (iii) It is advisable to pay \_\_\_\_\_ cheque to avoid fraud.

- (d) **Fill in the blanks with the correct word from the brackets.**

**(3Marks)**

- (i) All the guests will be \_\_\_\_\_ (**dining/dinning**) with the queen tonight.

- (ii) The people of Kamenno shunned Chege's \_\_\_\_\_ (prophecy/prophesy)  
about the  
coming of the white men.

- (iii) Children should always listen to their parents pieces of \_\_\_\_\_ (advise/advice)

**(e) Punctuate the following sentences appropriately.**

**(3Marks)**

- (i) Certainly said Mayo I will see the manuscript next week.

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

- (ii) Do you live in Kitale asked msafiri.

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

- (iii) In case of any misunderstanding the teacher said consult the head boy.

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# KCSE TRIAL EXAM 15

## COMPREHENSION

**Read the passage and then answer the questions that follow;**  
(marks)

(20)

Two weeks before the fateful examination began; I was indiscreet enough to fight the principal's son. He was a fellow fifth former with whom, up till then, I had no quarrel at all. He was inclined to be a little overbearing at times; but then a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerant disposition. I suppose as the examination drew nearer, our nerves became tauter and our tempers shorter. When, during a discussion in our classroom about careers Samuel declared unnecessarily loudly that he believed all persons who came from North should return to it to find employment, I suddenly felt my anger rising like a column of mercury. I asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagrosan proverb whose meaning was roughly that even a man who does not know where he is going to ought, at least, to know where he has come from: and the gentle laughter, which greeted it brought my temper to boiling point. I was tall and well built, but so was he. Three strides took me beside him and by the time the class prefect succeeded in separating us, Sagrosan blood and Lokko blood had mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical and a torrent of abuse directed mainly against the other's antecedents was flowing out of each battered mouth.

We were bloody, sweaty, and dusty when it was over but still only partly through our respective stocks of abuse. Nothing more than a heightened respect each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately for both of us, however, he lived very much under his august father's eye and the marks I had succeeded in leaving on his face were too distinctive to be hidden by any sort of artifice. I prepared for the worst (prepared in spirit that is, for physical preparations were known to be unavailing at such times.) The summons to the principal's office duly came after lunch the same day.

He was quite impartial, I'll say that for him. We were both arched over his desk and inscribed across our rumps with two dozen strokes of a bamboo four-footer. Then we were made to shake hands with each other and sent off for walk together along the beach and back (this was the principal's usual way of dealing with a pair of fighters, and one which usually made bosom friends of them.) That thrashing and the walk which followed, gave me the moments of deepest mortification I have experienced, and drove home to me the utter futility and wastefulness of making issue of tribal divisions, in a land where much else required our attentions and our energies. Having heard from us how the fight started, the principal might so early have wasted our time and his reading us along patriotic sermon on the essential brotherhood of all the people of Songhai.

Such a theme would have made him appear to me hypocrite and to Samuel a traitor –for we both knew only too well that the difference between us were real, if not deep. Instead, we were made to share a fellowship of misery and humiliation which linked us together more effectively than any half-believed fiction about cultural or ethnic affinities could have succeeded in doing.

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

**QUESTIONS:**

- (a) What was the cause of the fight? (2 marks)

.....

.....

.....

- (b) Show how the statement “A flint needs contact with another flint in order to spark” is applicable to this story?

(2marks)

.....

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.....

- (c) With illustrations show the difference in character between the narrator and his classmates? (4marks)

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- (d) What is the narrator’s attitude towards the head teacher? (3marks)

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- (e) Identify three phrases in the passage to describe the fierce nature of the fight? (3marks)

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- (f) Identify two images that are used to show the extent of the narrator’s anger? (2marks)

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- (g) Identify a case of parenthesis in paragraph one?  
(1mark)

.....

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.....

- (h) Get a quotation from the passage that shows the fight did not end the tribal differences between the two groups?

(1mark)

.....

.....

.....

- (i) Explain the meaning of the following phrases as used in passage:  
(2marks)

(i) bosom friends

.....

.....

.....

(ii) Patriotic sermon

.....

.....

.....

## 2. DOLL'S HOUSE

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

**Nora:** Yes, read it.

**Helmer:** (standing by the lamp) I scarcely have the courage to do it. It may mean ruin for both of us. No, I must know. (Tears open the letter, runs his eye over a few lines, looks at a paper enclosed, and gives a shout of joy) Nora! — No, I must read it once again Yes, it is true! I am saved! Nora, I am

**Nora:** And I?

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**



**Helmer:** You too, of course; we are both saved, both you and I. Look, he sends you your bond back. he says he regrets and repents —that a happy change in his life -- never mind what he says! We are saved, Nora! No one can do anything to you, Oh, Nora, — no, first I must destroy these hateful things. Let me see - . (takes a look at the bond) No, no, I won't look at it. The whole thing shall be nothing but a bad dream to me. (Tears up the bond and both letters, throws them all into the stove and watches them burn.) There — now it doesn't exist any longer. He says that since Christmas Eve you —These must have been three dreadful days for you, Nora.

**Nora:** I have fought a hard fight these three days.

**Helmer:** And suffered agonies, and seen no way out but-. No, we won't call any of the horror to mind. We will only shout with joy, and keep saying, 'It's all over! It's all over!' Listen to me, Nora. You don't seem to realize that it is all over. What is this? — Such a cold, set face! My poor little Nora, I quite understand; you don't feel as if you could believe that I have forgiven you. But it is true, Nora, I swear it. I have forgiven you everything. I know that what you did, you did out of love for me.

**Nora:** That is true.

**Helmer:** You have loved me as a wife ought to love her husband. Only you had not sufficient knowledge to judge of the means you used. But do you suppose you are any the less dear to me, because you don't understand how to act on your own responsibility? No, no; only lean on me; I will advise you and direct you. I should not be a man if this Womanly helplessness did not just give you a double attractiveness in my eyes. You must not think any more about the hard things I said in my first moment of consternation, when I thought everything was going to overwhelm me. I have forgiven you, Nora; I swear to you I have forgiven you.

**Nora:** Thank you for your forgiveness. (She goes out through the door to the right.)

**Questions:**

- a) What is it that Nora asks Helmer to read? 4mks
- b) After reading the letter, Helmer exclaims. 'I am saved!' What does this reveal about him?' 3mks
- c) What style is brought out when Helmer says, 'I know that what you did, you did out of love for me.' 2mks.
- d) Explain what happens after the excerpt. 6mks
- e) From your knowledge of the play what made Krogstad change his stand. 4mks
- f) Thank you for your forgiveness. (Use the word appreciate instead of thank you) 2 mks
- g) What is the meaning of the following words as used in the excerpt? 4mks

**3. ORAL LITERATURE**

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

There was once only one wise being in all the world, and that was Kwaku Ananse, the spider. But Kwaku Ananse wished to keep all this wisdom to himself.

One day, bored with having to stay and guard his wisdom all day, Kwaku Ananse decided to store it away and hide it in a safe place. So he called his wife, Aso, and asked her to make him a big pot into which he could put all his wisdom.

Aso went down to the riverbank and collected clay .She carefully made a big pot - a great pot with a narrow opening at the top so it could be easily sealed. Then she put the pot out in the sun to bake, and with the remainder of the clay, fashioned a stopper.

When the pot was finished, Aso took it to her husband, who, after making sure that there were no cracks in it, gathered together all his wisdom and pushed it well down into the pot .He covered it with some cocoa-yam leaves, then put in the stopper and tied it on with some strong twine.

Now Kwaku Ananse had decided to hide the pot way up in the branches of a huge, silk-cotton tree that grew some distance away in the forest .It was over three metres wide, and the spikes on its trunk would stop all but the most intrepid spiders from climbing it.

Carrying the pot in front of him, he made his way through the forest, followed – unbeknown - by his small son, Ntikuma. At last he reached the great tree and started to attempt to climb it. He hung the pot by a rope around his neck, with the stopper just below his nose so he could make quite sure it did not tip over.

Alas, try as he would ,KwakuAnanse could not climb the tree ,for the pot kept getting in the way of his arms and he found he was unable to grip the trunk .He tried ,and tried, and tried, but with no success.

He grew hot and sticky and started to swear angrily.

Now, Ntikuma was watching his father from behind a tree, puzzled by his curious antics. At last, when Kwaku Ananse’s swearing grew really bad, he could stand it no longer and came up to his father timidly.

“Surely my father”, he said, “If you wish to take that pot up the tree you should tie it to your back, not your front. Then your hands would be free.”

Ananse was furious. Here was his small son teaching him a lesson – a lesson which he realized was only too true. Shaking with anger and exhaustion, he lifted the pot intending to take it off and chastise his son .His hands were slippery with sweat and the great pot was heavy. It slipped through his fingers and crashed to the ground. The pot burst open and the contents were scattered far and wide .There was a storm coming, and the wind swept through the forest, lifting the wisdom and carrying it on its way. The rain poured down and swept the wisdom into the steams, which carried it into the sea .Thus wisdom spread throughout the world.

- (a) Giving a reason, identify the sub-genre of the above narrative. (2 marks)

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(b) Why did Kwaku Ananse decide to hide his wisdom?

(2 marks)

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(c) How did Ananse make sure that his wisdom was safe in the pot ?

(2 marks)

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(d) Why was it difficult for Ananse to climb the tree with the pot?

(2

marks)

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.....

(e) Identify and illustrate one character trait of each of the following as brought out in the above narrative: (4 marks)

(i) Kwaku Ananse -

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.....

.....

.....

(ii) Aso -

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.....  
.....

- (f) What two aspects of this narrative qualify it as oral?  
(4 marks)

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- (g) Identify and illustrate one economic activity of the community from which this narrative was taken. (2 marks)

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- (h) Which is the suitable audience for this story and why? (2 marks)

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.....

**4. GRAMMAR (15 marks)**

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

(3

marks)

- (i) Lillian Gilbreth invented the step - on garbage can. Her children wrote about her life.  
(Join into one sentence using ‘whose’)

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

- (ii) My brother and me have been taking piano lessons for six years. (Rewrite correctly)

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

(iii) Is this the only blue car in your showroom?

(Begin: Aren't)

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

(b) Punctuate the following sentences correctly:

(2 marks)

(i) The frog states an old African proverb does not jump without a reason

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

(ii) The principal said thank you for the information Mrs. Mulwa.

.....  
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.....

(c) Rewrite the following in passive voice:

(i) People say this new material is very good.

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

(ii) A student dentist took two of my teeth out.

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

(iii) A guide took me round Fort Jesus.

.....  
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.....

(d) Fill in the blanks with the correct form of the words given in brackets:

(2

marks)

(i) In some areas the wildlife has had difficulty \_\_\_\_\_ (adopting/adapting) to the presence of tourists.

(ii) The graceful movements of the horse create the \_\_\_\_\_ (illusion/allusion) of a four-legged ballet.

(e) Replace the underlined words in each sentence with one word which has the same meaning.  
(2 marks)

(i) The police arrested the man whom they thought had committed the crime.

.....  
.....

(ii) The man who fells trees injured himself and was rushed to hospital.

.....  
.....

(f) Fill the blanks with the correct preposition:

(i) The accused was so confused that he was lost \_\_\_\_\_ words.

(ii) A friend is someone you should be able to count \_\_\_\_\_ when you are in difficulties.

(iii) The county Director of education conferred \_\_\_\_\_ the class teacher before entering the class.

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**KCSE TRIAL EXAM 16**

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

**(20marks)**

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

Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement genuine poverty alleviation strategies.

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

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

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

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

based economy will basically raise the income of the rural people and bridge the disparity between the rich and the poor.

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

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

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

- a) From paragraph 1, what is the author's opinion of Africans?  
(2marks)

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- b) What should African countries do to fight corruption? (3marks)

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- c) Explain how Africans can open up rural areas (3marks)

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- d) We have the resources; the manpower and the capacity to make things move.



(Rewrite adding a question tag)

(1mark)

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- e) Using information in the passage, summarize the ways of fostering development in African countries in **not more** than 50 words.

( 5 marks)

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- f) What is the tone of the last paragraph of this passage? Give reasons from the passage to support your answer.

(3marks)

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- g) Explain the meaning of each of the following expressions as used in the passage.

(3marks)

i) stashed

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ii) disparity

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iii) fuel animosity.

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**1. Read the excerpt below and then answer the questions that follow.**

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

**Nora:** (undisturbed) I mean that I was simply transferred from papa's hands into yours. You arranged everything according to your own taste, and so I got the same tastes as yours or else I pretended to, I am really not quite sure which — I think sometimes the one and sometimes the other. When I look back on it, it seems to me as if I had been living here like a poor woman —just from hand to mouth. I have existed merely to perform tricks for you, Torvald. But you would have it so. You and papa have committed a great sin against me. It is your fault that I have made nothing of my life.

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

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

**Helmer:** Not — not happy!

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

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

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

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

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

**Helmer:** And you can say that!

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

**Helmer:** Nora!

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

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

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

**Helmer:** (springing up) What do you say?

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

**Helmer:** Nora, Nora!

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

**Helmer:** You are out of your mind! I won't allow it! I forbid you!

**Nora:** It is no use forbidding me anything any longer. I will take with me what belongs to myself. I will take nothing from you, either now or later.

**Helmer:** What sort of madness is this!

**Nora:** Tomorrow I shall go home — I mean, to my old home. It will be easiest for me to find something to do there. **Helmer:** You blind, foolish woman!

**Questions:**

- a) What expression had Nora used about their marriage? 4mks
- b) How does this excerpt add relevance to the title of the play? 4mks
- c) Give two-character traits for each of the following characters as brought out in the excerpt. 8 mks
  - 1) Helmer
  - 2) Nora
- d) What theme comes out in the excerpt? 4mks
- e) explain place of women in society 4 mks
- f) I am going away from here now. (Change into a negative statement) 1mk

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

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

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

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

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

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

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

"Where do you want to send me?"

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

Mutuiukutuaisaangalalai x2  
Mukauniwasyaiyeisaangalalai  
Avyuviiawaniyimu iii saangalalai  
Yisikuyanakwivua iii  
Saangalalaisa.  
(Blacksmith smithing on your iron x 2  
Your wife has given birth  
Assisted by an ogre  
Which eats all it has prepared)

And the dove went to the smiths and sang the song:

Blacksmith smithing on your iron x 2  
Your wife has given birth  
Assisted by an ogre  
Which eats all it has prepared.

"What is this thing – of a – bird saying, disturbing our work?" said one man throwing a stone at the dove. But the dove perched herself on another tree and sang again.

Blacksmith smithing on your iron x 2  
Your wife has given birth  
Assisted by an ogre  
Which eats all it has prepared.

This time the men said;

“Haiya, perhaps this bird has a message for us. Who of us left his wife heavy with a child?”

Said one man, “I left my wife heavy.”

“Eei, take your things. Go home. This message might be yours. Your wife might have given birth and she is in danger.”

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

One day when the sun stood in the middle of the compound, her husband arrived from the smithy. He hid himself in the darkest corner of the hut and awaited the ogre. When the ogre arrived he cooked, ate all the food and slept on the naked floor. From his mouth came green, yellow and red foam that was a sign that he was fast asleep.

It was then that the blacksmith came down and speared him through and through until he was dead. Then the man and his wife moved and built a new home in another place.

a) Classify the above narrative and give a reason for your classification.

(2marks)

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b) In the story, what shows that the ogre never intended to share the food with the woman? (2 marks)

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c) Discuss any two features in the story that qualify it as a traditional oral narrative. (4 marks)

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- .....
- .....
- d) With an illustration for each, describe two character traits of the ogre ( 4 marks)

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- e) Of what use is the song in the story?  
( 2mark)

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- f) What is the livelihood of the people from which this story is derived?  
(4marks)

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- g) What moral lesson do you learn from this story?  
( 2marks)

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

- i) It is bad manners to spit on the ground. (Rewrite using a gerund)

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.....  
ii) It is a pleasant surprise to meet you again after all these years. (Rewrite beginning:  
What.....)

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.....  
.....  
iii) Kathundai likes eating rice more than taking coffee. (Begin: Kathundai prefers .....)

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.....  
.....  
iv) There were very few boys in our class. (use .....any.....)

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

i) It is not possible to spell a word from her ..... (pronounce).

ii) Do not wait for the bus, it comes to this town very ..... (regular).

iii) The hunt for the murderers has been ..... (intense)

c) **Complete each of the following sentences using the correct phrasal verb formed from  
the word**

**given in brackets** (3  
marks)

i) It was so dark that I could hardly ..... the person lurking in the darkness.  
(make)

ii) The nurse was so .....that she threw the file onto the doctor's desk  
(work)

iii) The number of AIDS patients in Kenya is ..... (come)

d) **Fill in each of the blank spaces with an appropriate word.**

**(3marks)**

i) The burglar was accused ..... being an accomplice in the theft.

ii) The banana was shared ..... the three girls.

iii) The book is hidden .....the view of passers – by.

e) **Choose the correct word to fill in the blank spaces.**

**(2**

**marks)**

i) I came here with Don and .....(she ,her)

ii) Between you and ..... (I, me) who is more generous?



# **KCSE TRIAL EXAM 17**

## **1. COMPREHENSION (20MARKS)**

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

With every passing day, technology is overtaking our daily lives. Regardless of age, gender, career or economic status, smartphones are fast becoming ubiquitous.

More than two million Kenyans now own smartphones. Add the computer, tablet and other high tech devices and your life is surrounded by a myriad gadgets which, to some, have become best friends.

Many of us rely on the phone to do everything, from saying “ I love you” to “I’m quitting”, from checking bank balances to selling stuff on OLX, from sharing photos and videos to streaming content on the web. We can carry out a plethora of daily tasks, right from the palms of our hands.

At the dinner table, it’s the norm to constantly check for texts, e-mails, tweets, WhatsApp and Face book updates. In a darkened movie hall, people are always multi task on their phones while watching a movie. Some people even walk with the phone to the toilet and text and take calls from there.

Over dinner, in church, at a funeral service and even when carrying on face-to-face conversation, the smartphone is guaranteed to keep you in tune and in touch. It is common to see careless people texting while driving despite the fact that it is six times more dangerous to text and drive than to drink and drive.

Because of this over-dependence on the smartphone, many people suffer from the fear of losing it, even if only for a few minutes.

The “I must- have-my-phone-with-me-at-all-times” mindset has become such a real problem. There’s now a name coined for the fear of being without phone: nomophobia -no-mo(bile) phone-phobia. Nomophobia is the fear of not being able to connect to the digital world by the means of mobile phone.

Although there is no ICD-10 code (the required classification for any medical condition) yet for this specific affliction, researchers into the phenomenon describe nomophobic people as individuals who suffer from the anxiety of not having their mobile phone.

The anxiety commonly manifests itself when the person notices their smartphones has a low battery, no internet connection or if it is missing and one is therefore out of the loop with friends, family, work and the world. We are ever so busy with gadgets that we intrude into other people’s space.

As our culture becomes ever more tech savvy and tech hungry, phone-free zones will become more and more common. Just like we have smoke-free zones in public places, we are starting to see quiet corners, where phone calls are restricted. It’s because common courtesy is often thrown out the window when we’re on the phone.

Some airports are now offering lounges that are cell phone free. Just like cigarettes, the mobile phone pendulum is beginning to swing as more and more people acquire monophonic tendencies.

Considering the Smartphone’s new abilities and capabilities, they are now being used like digital ‘Swiss Army Knives’, replacing possessions like watches, cameras, books and even

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

laptops. Today the Smartphone is capable of being an alarm clock, digital camera, and even television, which causes users to become heavily dependent on it.

Psychologists advise that, while monophobia could possibly never receive a diagnosis, it is certainly a rising trend. If you constantly find yourself using your Smartphone at odd times, such as dinner table, while driving, or even in washroom, try your best to refrain from it and use it only when it is safe and not considered rude.

Setting limits for yourself and engaging with family and friends face-to-face can help calm the anxiety of continuously checking your phone.

*(Adapted from Sunday Nation May 25, 2014)*

### **Questions**

- a) Why is technology said to be overtaking our daily lives? (2marks)

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- b) In point form, state the uses of a phone. (4marks)

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- c) What are the bad habits that result from over-dependency on the phone as seen in the passage and how can they be managed?

(4marks)

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d) When does anxiety manifest itself more with the use of a phone?

(3marks)

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e) According to the passage, why is there need for free zones in public places.

(1mark)

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f) 'Some airports are now offering lounges that are cellphone free.' Rewrite using a question tag. (1mark)

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g) What is the author's attitude towards smartphones?

(2marks)

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h) Give the meaning of the following words as used in the passage:

(3marks)

- a) Myriad.....  
.....  
.....
- b) Ubiquitous.....  
.....  
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- c) Plethora.....  
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## **1. Doll's House**

**Read the excerpt below then answer the questions that follow:**

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

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

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

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

Mrs. Linde: But what is it?

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

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

Mrs. Linde: 'Saved'? How?

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

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

Nora: (smiling) Yes, that is what Torvald and all the others think, but—

Mrs. Linde: But—

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

Mrs. Linde: You? All that large sum?

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

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

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

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

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

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

Nora: Couldn't I? Why not?

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

**FOR MARKING SCHEMES CALL/TEXT/WHATSAPP 0705525657**

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

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

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

Mrs. Linde: You are a made creature.

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

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

Nora: (sits up straight) It is important to save your husband's life.

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

**Questions:**

- a) Place the excerpt in its immediate context. 6mks
- b) What major theme comes out in the excerpt? 3mks
- c) Give two-character traits of Nora brought out in the excerpt. 4mks
- d) Compare what Mrs Line has been through to what Nora has gone through and say what it reveals about women. 6mks
- e) Explain dramatic irony as brought our through Nora's revelation. 4mks
- f) I think I have the right to bee (Add a question tag) 2 mks

**3. Read the following narrative and answer the questions that follow:**

**(20marks)**

Once upon a time, Warthog and Hare were best friends and they lived together. They shared duties according to each one's abilities. Hare had speed, therefore, duties involving fetching or delivering items fast were left to him, while Warthog, who was gifted in cooking, handled kitchen duties. However, Warthog had his shortcomings. He lost his temper easily and was ready to fight at the slightest provocation. Hare tolerated him all the same.

Things were not always good in the kitchen. The two always quarrelled over missing food. Warthog was always on the defence, denying any wrong doing. One day, Hare bought five tilapia fish but warthog only served two. When he was asked what happened to the other three fish, as usual, Warthog insisted that he knew nothing about the missing fish. Hare was aware that arguing or fighting would not bring back the lost fish. He also knew that he was smaller and could never win a physical fight against warthog.

Not long after the missing fish incident, Hare and Warthog went hunting. They chanced upon a young gazelle too weak to run. They took the gazelle home and slaughtered it. Warthog as usual was the chef. Hare left him and went for a stroll as he waited for the meat to cook. When he returned, warthog, was sleeping under a shady tree, pretending to be very tired, after cooking. Hare opened the lid and Lo! There were only few pieces of meat left.

Hare was really angry and he threatened to beat Warthog up if he failed to account for the missing pieces. Under faked annoyance, Warthog pounced on hare mid-sentence and beat him up thoroughly. Hare promised to get even. That evening, hare went to see Mr. Squirrel who was the best known magician in the whole region. Squirrel gave him a pot of honey to take to Warthog. When he went back home, Hare feigned forgiveness and invited warthog to taste the honey.

Warthog approached him cautiously, he knew that Hare was quite tricky at times. He thought the pot might contain a snake.

So he started apologizing to Hare from a distance for beating him but Hare laughed it off, reminding him that the differences between them were history and they should both start anew. Warthog, who loved honey, approached hare and scooped some which he ate greedily. However, what he did not know was that it had passed through the hands of Squirrel who had laced it with poisonous herbs that would affect Warthog and his descendants.

After eating half the pot's contents, Warthog felt dizzy and sleepy. When he woke up, he could not remember anything, his brain had been affected by the poisonous herbs. He forgot about his friendship and quarrel with Hare. He did not even remember eating the honey. He was so confused that he ran off into the bush. Warthog's brain has never recovered. Till now he is always confused and forgetful.

**GEORGE**

**OLWALO**

*(Adapted from Sunday Nation July 3  
2011)*

**Questions**

- a) Classify the above narrative.

(2marks)

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- b) Identify and illustrate three features of style in the narrative.

(6marks)

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- c) What makes Warthog and Hare best friends?

(2marks)

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- d) What are the economic activities in the community where the story is taken from?  
(4marks)

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- e) How has Hare been portrayed in the story?  
(4marks)

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- f) What moral lesson do we learn from the above story?  
(2marks)

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**4. GRAMMER (15marks):**

- a) *Give the plurals of the following words*  
(3marks)

- i)  
folio.....  
.....
- ii) hero.....  
.....
- iii) postman.....  
.....

b) *Combine each pair of sentences using appropriate relative pronouns:*

(2marks)

i) Here is the man. He stole my blanket.

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.....  
.....

ii) She bought the books at a fair. They were all by the same author.

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.....

c) *Fill in the blanks in the following sentences with the correct forms of the verbs in brackets: (3marks)*

i) Money cannot.....(buy) friends.

ii) The painting..... (steal) from the museum.

iii) We are.....(dine) with you tonight.

d) *Fill in the blanks with the correct phrasal verb formed from the word in brackets: (2marks)*

i) Don't.....(put) what you can do now.

ii) You should ..... (stand) your ideals.

e) *Use the correct form of the verb in the brackets to complete each of the following sentences:*

(2marks)

i) More than one key..... (has/have) been found.

ii) A number of points..... (was/were) raised during the consultation.

f) *Rewrite the sentence below in direct speech:*

(1mark)

The Governor said that he was always ready to assist in development projects in his county.

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g) *Punctuate the sentences below correctly:*

(2marks)

i) Peter said Alice is a very lazy boy.

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ii) We have invited Shawn the guitarist Alfred the saxophonist Mutunga the poet and Kalekye the actress.

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