

KCSE ENGLISH REVISION PAPER 2 TRIALS

SET 2

(TRIAL 1-15)

*SET OF PAPER 2 KCSE
REVISION TRIALS*

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

(EXCERPTS - A DOLLS HOUSE)

FOR MARKING SCHEMES,
CALL/WHATSAPP 0705525657

MR ISABOKE 0705525657

mwalimuepublishers@gmail.com
KCSE TRIAL EXAM 1

English - Paper 2

1. COMPREHENSION (20MKS)

Read the following passage and answer the questions that follow.

We are often advised to be confident; confidence comes when we feel passionate about what we perform, what we have achieved, and what we can offer

Lack of confidence can hinder a lot of things, ranging from how you get ahead in your career to the number of skills you are able to acquire. It is determining factor in the way you direct your career. Confidence is conveyed from inner to the outer through the words you speak and the posture you assume. Building confidence is not a one day affair. Neither does it take other people to build your confidence.

I remember an interview I once conducted for secretaries, and the memory of one woman is intact. She stammered from the point she entered the office to the moment she left. Thinking that it was interview jitters, we called her again, based on her technical qualifications rather than her presentation. She presented the same problem. We settled on a different candidate because confidence was a key qualification for the job which involved dealing with clients and colleagues. Not many entry-level and first-time job seekers are coached or tutored on how to gain more self-confidence. Instead, we tell them to “attend a few events, meet more people, and get the hang of it”. That is not the right approach. Often, by the time you get “get the hang of it,” you will have probably ruined a few chances, stepped on a few toes, and generally spoiled a few opportunities. Confidence starts from within, which means working with yourself to find an effective method on your capabilities.

Having had quite some experience interviewing and being interviewed, I have developed there sure-fire ways that not only help me before an interview, but improve my general self-confidence. You must start with one as you progress and eventually build your own self-confidence.

I learnt that confidence begins with pushing yourself towards positive attitude. Before an interview, I tell myself that I am capable of great things, great performance, and that the interview is only a little chat I must have to get the job. Not only do I talk myself into entering the interview room, but I also talk myself into achieving success, whether or not I need the job. About 90 percent of the time, I have been successful in interviews.

Doubting oneself only leads to criticizing oneself, which plants deep roots that can be almost impossible to weed out. My mentor always used to say, “You are what you think you are”

Secondly, beginning with one small step rather than giant leaps will ensure that you tackle interviews and first jobs with a lot of self- confidence. There are two ways to go through this.

The first one has to do with something that you like doing, such as writing a song. However, this should not be just any some but a new one created out of your love for music. My personal

pre-interview confidence boost is to cook something that I have never tried before. This boosts my self-confidence to new levels. After achieving that particular goal, you must pat yourself on the back.

The third step to building confidence involves holding onto that little surge of confidence. Once you have tackled what you have previously found to be difficult, then the next step would be to focus on building your self confidence a lot further.

Ensure that this becomes not only a monthly confidence boost, but a daily one because as we are all programmed, we must build our self-confidence habitually to maintain it. Routines have been known to help anybody to acquire and maintain confidence.

Questions

- a) What is confidence according to the passage? (2mks)
- b) How is confidence conveyed? (3mks)
- c) What suggestions are given to first-time job seekers to help them in gaining more self-confidence? (3mks)
- d) What does the writer identify as the major hindrance to confidence? (1mk)
- e) According to the writer what **two** key qualifications were they looking for in the interview for secretaries? (2mks)
- f) Identify **three** ways the writer mentions that help before an interview and improve in self confidence. (3mks)
- g) In not more than 50 words write what the writer has been doing to achieve success in interviews. (4mks)
- h) Explain the meaning of the following words as used in the passage. (3mks)
- a) Surge
 - b) Interview jitters
 - c) Habitually

2. DRAMA: A DOLLS' HOUSE by Henrik Ibsen

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 pleased 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 by 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 everyone else, that once, many years ago, I was guilty of 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.

Questions

- a) Krogstad asks **four** questions just before this excerpt. List them. (4mks)
- b) For what reason has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3mks)
- c) Identify and illustrate **one** stylistic device employed in this excerpt. (2mks)
- d) Describe **two** character traits of Nora as portrayed in this excerpt. (4mks)

- e) Rewrite the following sentences according to the instructions given after each.
- i) If you speak slightly of my husband, I shall turn you out of the house.
I shall turn you out of the house (*Rewrite using unless*) (1mk)
 - ii) So it seems. (supply a question tag) (1mk)
- f) Highlight **two** themes evident in this excerpt. (4mks)
- 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. (3mks)
- h) Write a word with the same meaning as each of the following words as used in the excerpt. (3mks)
- i) Necessity –
 - ii) Pleaded –
 - iii) Influence –

3. ORAL NARRATIVE (20MKS)

Read the narrative below and answer the questions that follow.

Long, long time ago animals and birds spoke just like men do. When God had to stop them speaking, he made birds sing, like this chirp! Chirp....Lions to roar like this graagh! Graagh! And hyenas to howl like this huuu! Huuuu!

And you blame God? Listen to what naughty hyena who had gone two days without any meal did. He had been wandering up and down the hills when he suddenly stopped, nose in the air, one foot raised.

Do I smell, eh..... smell food? He slowly raised his head to the skies as if to say, “Please God, let me find some food, even one rotting bone will do” Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wide as the smell became stronger. “Here at last”, he said as he came in sight of a calf that seemed dead, flies buzzing over its excrement. “God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a “*Mukwa*” I’ll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old.... Man.

Still I do think some people tend to exaggerate, now who was it saying the other day ‘ati’ God is the giver of everything and that we should be grateful. O.K.

Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I’ll take the head home and make soup with herbs. I especially like ‘*muthathii*, and I see one over there.

Ok. Here we go, where shall I start, this lovely neck: No, I know, I will start with the ‘mukwa’ then I’ll get on to the soft stuff, the tail, the rump, ‘*Mahu*’.....”

After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' a tree to stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since...

Questions:

- a) Categorise this narrative and give a reason for your classification. (2mks)
- b) Identify and explain **two** characteristics of oral narratives evident in this story. (4mks)
- c) Describe **two** character traits of the hyena as depicted in the narrative. (4mks)
- d) Identify **one** economic aspect of the community described in this narrative and give a reason for your answer. (2mks)
- e) What moral lesson do we learn from this narrative? (2mks)
- f) Give a proverb with the same moral lesson as this narrative. (2mks)
- g) If you asked to go and collect this story in the field, state **two** problems you are likely to encounter and how to solve each. (4mks)

4. GRAMMAR (15MKS)

- a) Rewrite the following sentences according the instructions given. (3mks)
 - i) Is there life after death or not? This is a question which man has been asking himself for a very long time.
(**Rewrite beginning:** The question of..... Do not use the work question twice).
 - ii) I don't think you should go out this afternoon.
(**Rewrite beginning:** I'd rather.....)
 - iii) After a new principal was appointed, results began to improve.
(**Rewrite beginning:** Subsequent.....)

- b) Each of the following sentences is incorrect. Correct each in two different ways. (4mks)

- i) The judge ordered us to return back the following morning.
ii) She asked us what we were discussing about.
- c) Fill in the blank spaces using the correct form of the word in brackets. (4mks)
- i) The criminals _____ behaviuor in court appalled the judge (scandal)
ii) He walked _____ on the wet floor. (caution)
iii) The _____ (close) of the factory dealt a huge blow to the workers.
iv) Justin was suspended from his job because his _____ (sober) was questionable.

- d) Replace the underlined word with the correct phrasal verb formed from the word in brackets

(4mks)

- i) The class teacher promised to solve the problem. (sort)
ii) The bereaved families accepted their loss and moved on (get)
iii) My mother asked me why I was so angry. (work)
iv) The two friends are reconciling as we talk (make)

TRIAL 2

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

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

We are moving inexorably into the age of automation. Our aim is not to devise a mechanism which can perform a thousand different actions of any individual man, but, on the contrary, one which could, by a single action, replace a thousand men.

Industrial automation has moved along three lines. First, there is conveyor belt system of continuous production whereby separate operations are linked into single sequences. The goods produced by this well-established method are untouched by the worker, and the machine replaces both skilled and semi-skilled.

Secondly, there is automation with feedback control of the product. Here mechanisms are built into the system which can compare the output with a norm, that is, the actual product with what it supposed to be, and then correct any shortcomings. The entire cycle of operations dispenses with human control except in so far as monitors are concerned. One or two examples of this type of automation will illustrate its immune possibilities. There is a factory in the USA which makes 1,000 million electric lights bulbs a year, and the factory employs three hundred people. If the pre-automation were to be employed, the labour force required would leap to 25000. A motor manufacturing company with 45000 spare parts assembles their entire supply entirely by computer. Computers can be entrusted with most of the supervision of industrial installations, such as chemical plants or oil refineries.

Thirdly, there is computer automation, for banks, accounting departments, insurance companies and the like. Here the essentials features are recording, storing and retrieval of information.

The principal merit of modern computing machines is the achievement of their vastly greater speed of operation in comparison with unaided human effort; a task which otherwise might take years, if attempted at all, now takes days or hours.

One of the urgent problems of industrial societies rapidly introducing automation is how to fill the time that will be made free by the machines which will take over the risks of the workers. The question is not simply of filling empty time but also of utilising the surplus human energy that will be released. We are already seeing straws in wind: destructive outbursts on the part of the youth whose work no longer demands muscular strength. While automation will undoubtedly do away with a large number of tedious jobs, are we sure that it

will not put others which are equally tedious in their place? An enormous amount of monitoring will be required. A man in an automated plant may have to sit for hours on end watching dials and taking decisive action when some signals inform him that all is not well. What meaning will his occupation bear for the worker? How will he devote his free time after

a four or five hour stint of labour? Moreover, what, indeed, will be the significance of his leisure to him? If the industry of the future could be purged of its monotony and meaninglessness, man would then be better equipped to use his leisure time constructively.

*[Adapted from practice tests for Proficiency by Margret Archer
and Enid Nolan-Woods, Thomas Nelson and Sons]*

Questions

1. What are the benefits of automation?
(2 marks)
2. Explain the main achievement of modern computing.
(1 mark)
3. Outline the problems created by industrialization
(4 marks)
4. Explain the line
(1 mark)
‘We are already seeing the straws in the wind.....’
5. Summarize the author’s argument in favour of automation and the problems created by the same, in not more than 90 words.
(6 marks)
6. *Explain the meaning of the following words as used in the passage.* (4 marks)
 - i) Immense
 - ii) Retrieval
 - iii) Tedious
 - iv) Inexorably
7. *Rewrite the following sentence according to the instructions given.* (1 mark)
‘If the industry of the future could be purged of its monotony and meaninglessness, man would then be better equipped to use leisure time constructively.’
(Use: If.....purged’)

8. **Rewrite the sentence below using a phrasal verb instead of the underlined word.** (1 mark)

‘The entire cycle of operations dispenses with human control expect in so far as monitors are concerned.’

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

Helmer: (calls out from his room) is that my little lark twittering out there?

Nora: (busy opening some of the parcels) Yes, it is!

Helmer: Is it my little squirrel bustling about?

Nora: Yes!

Helmer: When did my squirrel come home?

Nora: Just now (puts the bag of macaroons in to her pocket and wipes her mouth.) Come in here, Torvald, 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, Torvald, 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, Torvald, 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 playful by the ear) The same little featherhead! Suppose now, that it 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) Oh don’t say such horrid 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 has lent it?

Nora: They? Who would bother about them? I should know who they were.

1. Explain what happens just before this excerpt (3 marks)
2. From the above, what kind of a woman is Nora? (4marks)
3. Briefly identify and illustrate Helmer’s character traits as brought out in the passage (4 marks).
4. From your knowledge of the book, why do you think Nora said, “We may be a wee bit

reckless now, mayn't we?

(2 marks)

5. Identify and illustrate one style used in the excerpt

(2 marks)

6. From the Excerpt, comment on Nora and Helmer's relationship.

(2 marks)

7. Discuss two thematic issues in the extract.

(4 marks)

8. I don't suppose I should care whether I owed money or not.(supply a question tag)

(1 mark)

Explain the meaning of the following words as used in the passage.

i) Horrid

ii) Featherhead

iii) Spendthrift

Read the following oral poem and answer the questions that follow (20 marks)

Oh! It has dawned

You ask for a loincloth to take where?

iiii It has dawned

You ask for a loincloth to take where?

Uncircumcised man of Ngiro

It has dawned

What do you need a loincloth for?

Now only your mother can help you

Uncircumcised man of Ngiro

What do you need a loincloth for?

Won't you call your mother to plead with you?

Oh! It has dawned

What do you need a loincloth for?

1. Classify the above oral poem

(2 marks)

2. Identify four performance features that stands out in the above oral poem

(8 marks)

3. Discuss dominant tone of the above oral poem

(3 marks)

4. Oh! It has dawned (add a question tag)

(1 mark)

5. What are the roles of the above song?

(2 marks)

6. Who is the singer?

(2marks)

7. Explain one vice that is discouraged in the oral poem

(2 marks)

GRAMMAR

1. For each of the following sentences replace the underlined words with a phrasal verb which begins With the word in brackets to convey the same meaning

- i) The suspicious behavior betrayed him (give)
- ii) Please ensure that everyone gets something to eat and drink (see)
- iii) It was clear that we had invented the whole story (make)

2. **Fill in the blanks with correct conjunctions**

- i)somewhat pompous, he was an entertaining.
Companion.
- ii) Many things have happenedI left school.
- iii) I have never seen himthat unfortunate event took
place.

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

- i) I told her that I wasfor her help (gratitude)
- ii) The elections results were upheld because of the officers.....(partial)
- iii) After the fight, Monda went off to wash her.....(blood)

4. **Rewrite the following sentences according to the instruction given** (3marks)

- i) Goods once sold will not be returned under any circumstances

(Begin: under
- ii) Muhiga works in a factory(add a
question tag)
- iii) Rukia bought the house at the corner for seven million shillings yesterdays (change to
passive)

5. **Fill in the blanks with appropriate pronoun** (3marks)

- i) Mukunga writes faster than..... (I, me)
- ii)students were the first to arrive. (us, we)
- iii) Between you and, one of us is lying. (me, I)

TRIAL 3

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

Read the following passage and answer the questions that follow

Problem drinkers and alcoholics pay severe penalties for their drinking. It has been estimated that alcoholics are likely to die ten to twelve years sooner before the age of fifty which is one reason There are so far elderly alcoholic The mortality rate (that is the number of persons per 100,000 who die each year) among alcoholics is more than two and a half times higher than that of the general population.

Alcoholics often die under violent circumstances, serious accidents; homicide and suicide are not uncommon. This together with the physical defer oration accompanying alcoholism, helps explain

The limit on life expectancy. No one really knows how many deaths are directly attributed to drinking and all such statistics are estimates. One reason for our limited knowledge is that many physicians do not report alcoholism as the main cause of death out of concern for the feelings of the family of the deceased.

Research on physiological effects of alcoholism has increased in the last four years. Heavy drinking is known to be associated with various types of cancer, particularly among persons who also use tobacco. Alcohol abuse also increases the probability of hypertension, stroke and coronary heart disease.

Alcoholics frequently suffer illness and death from cirrhosis of the liver, a disease in which the liver becomes fatty, scarred and incapable of functioning normally. In large urban areas, cirrhosis is the fourth most common cause of death among men aged twenty five to forty five

Alcohol affects the brain, often permanently damaging the mental functioning of alcoholics, Drinking may reduce the number of living cells in the brain, since brain cells do not grow back, alcoholics may suffer from organic psychosis (a mental illness traceable to brain damage) loss of memory and poor physical and mental co-ordination. One out of four persons who are admitted to mental hospital are diagnosed as alcoholics and 40 percent of all admissions are alcohol related. Many of the alcoholic inmates are not likely to recover.

The unborn children of female alcoholics are subject to harm from drinking in what is called foetal alcohol syndrome. Because alcohol tends to be a substitute for a balanced diet, alcoholics are often malnourished .Consequently the infants of alcoholic women are likely to be less healthy and less well Developed than other babies moreover, when a pregnant woman drinks so in effect, does her fetus. The new born children of alcoholic women may die shortly after birth unless they are medically treated from the shock to their system for suddenly being cut off from alcohol, Furthermore, the impact of alcohol on the woman and her foetus is a major cause of death among the new borns. The effects of foetal alcohol syndrome on the children of female alcoholics are usually chronic and may be permanently

disabling Clearly, it is not too much of an exaggeration to say that alcohol is a highly dangerous drug.

- (i) What are major causes of death among alcoholics (2 marks)
- (ii) Which reason does the writer give as to why physicians do not report alcoholic related deaths (2 marks)
- (iii) One out four persons who are admitted to mental hospital are diagnosed as alcoholics Rewrite starting with A few (2 marks)
- (iv) Alcoholics often die under violent circumstances (1 mark)
Rewrite adding a question tag
- (v) What is the attitude of the writer towards people who abuse alcohol (3 marks)
- (vi) Explain what the following sentence means “Alcohol tends to be a substitute For a balanced diet” (2 marks)
- vii) Make notes on the effects of alcohol to expectant mothers and their children (4 marks)
- viii) Explain the meaning of the following words and phrase as used in the passage (4 marks)
 - (a) Attributed
 - (b) Scarred
 - (c) Mortality
 - (d) Inmates

Read this excerpt and answer questions that follows:

Mrs. Linde: Is doctor Rank a man of means
Nora : Yes he is
Mrs. Linde: and has no one to provide for?
Nora: No, no one but
Mrs. Linde: and comes here every day?
Nora: Yes, I told you so
Mrs. Linde: But how can this well brained man be so tactless
Nora: I don't understand you at all
Mrs. Linde: Don't prevacate 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. I would never have entered into my head for a moment. Besides he had no money to lend them, 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 that 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 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 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 hear it into a hundred pieces and burn it up the Nasty dirty paper
Mrs. Linde : (looks hard at her, lays down her serving and get 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?

1. What happens immediately after this extract (3 marks)
2. Discuss any two issues brought out in this excerpt (4 marks)
3. How is Mrs. Linde depicted in this extract (4 marks)
4. In which way does the play use dramatic irony in this extract (4 marks?)
5. Because you do as your husband wishes. Add a question tag (1 marks)
6. How effective is the use of humour in this extract (2 marks)
7. From this extract, Helmer is hardworking, how is this character trait brought out elsewhere in the Play and how does it complicate the drama (3 marks)
- 8 Give the meaning of the following
 - (i) A man of means

- (ii) Prevaricate
- (iii) Horribly
- (iv) Concealing

POETRY

“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
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 bones
And I drove in them-“state house”
Then “collegize” them officialize them
And I...I whore their daughters
Raised in litter-rotting shovels
And desiring a quick quick high high life life
To break the bond

And I tell the workers to unite
Knowing well that they can’t see, hear or understand
What with secret and grim sealing their ears
And eyes already blasted with welding sparks
And are 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)
- (b) The persona assumes different roles in stanza 3, 4 and 6.with illustrations explain the role (6 marks)
- (c) Identify and explain two images from the poem (4 marks)
- (d) Which bond do the girls want to break in stanza 5 and how do they do it (2 marks)
- (e) What reasons are given for the workers inability to understand the persona (2 marks)
- (f) What is the poem suggesting in the last stanza (2 marks)

GRAMMAR

- 4 (a) Rewrite the following sentences according to the instruction given after each. (3 marks)

- (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 balance with the correct form of the verb in brackets*

- (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*

- (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.

- (d) *Fill in the blanks with correct word from the blackest*

- (i) All the guests will be _____(dining/dinning) with the queen tonight

- (ii) The people of Nasila shunned Emakerere's _____(prophecy/

Prophecy) about the success of the two girls

(iii) Children should always listen to their parents pieces of _____ (advice/advise)

(e) ***Punctuate the following sentences appropriately***

(i) Certainly said Mayo I will see the manuscript next week

(ii) Do you live in Kitale asked Alex

(iii) Instead of any misunderstanding the teacher said consults the head boy

TRIAL 4

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

1. Comprehension

Read the passage below to answer the question that follow.

CULTURE AND INTEGRATION

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

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

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

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

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

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

Questions:

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

Read the following excerpt to answer the questions that follow.

2. Krogstad: I am not asking your husband for a penny.
Nora: What do you want, then?
Krogstad: I will tell you. I want to rehabilitate myself, Mrs. Helmer; I want to get on; and in that your husband must help me. For the last year and a half I have not had a hand in anything dishonourable, amid all that time I have been struggling in most restricted circumstances. I was content to work my way up step by step. Now I am turned out, and I am not going to be Satisfied with merely being taken into favour again. I want to get on, I tell you. I want to get into the bank again, in a higher position. Your husband must make a place for –

Nora: That he will never do!

Krogstad: He will; I know him; he dare not protest. And as soon as I am in there again with him, then you will see! Within a year I shall be the manager's right hand. It will be Nils Krogstad and not Torvald Helmer who manages the bank.

Nora: That's a thing you will never see!

Krogstad: Do you mean that you will - ?

Nora: I have courage enough for it now.

Krogstad: Oh, you can't frighten me. A fine, spoilt lady
Like you –

Nora: You will see, you will see.

Krogstad: Under the ice, perhaps? Down into the cold, Coal-black water? And then, in the spring, to float up to the surface, all horrible and unrecognizable, with your hair fallen out –

Nora: You can't frighten me.

Krogstad: Nor you me. People don't do such things

Mrs. Helmer. Besides, what use would it be? I Should have him completely in my power all The same.

Nora: Afterwards? When I am no longer-

Krogstad: Have you forgotten that it is I who have the Keeping of your reputation? (NORA stands speechlessly looking at him). Well, now, I have Warned you. Do not do anything foolish. When Helmer has had my letter, I shall expect a message from him. And be sure you remember that it is your husband himself who has forced me into such ways as this again. I will never forgive him for that. Goodbye, Mrs. Helmer. (exit through the hall)

Nora: (goes to the hall door, opens it slightly and listens) He is going. He is not putting the letter in the box. Oh no, no! that's impossible!
(opens the door by degrees) what is that? He is standing outside. He is not going downstairs. Is he hesitating? Can he - ?(A letter drops into the box: then KROGSTAD'S Footsteps are heard, until they die away as he goes downstairs. NORA utters a stifled cry, and runs across the room to the table by the sofa A short pause.)

- a) Explain why Krogstad visited Nora in this excerpt. (2mks)
- b) i) People don't do such things (provide a question tag) (1mk)
ii) "I will never forgive him for that". (Write in reported speech)
- c) "I want to rehabilitate myself? From the context of this drama, explain what Krogstad means by this assertion.
- d) Discuss the character of Krogstad as brought out in the excerpt. (4mks)
- e) Address any two themes evident in this excerpt. (4mks)
- f) With clear illustration give any two styles found in this excerpt. (4mks)
- g) Why does Krogstad say that he keeps Nora's reputation? (3mks)
- h) What is the content of the letter that Nora fears Krogstad would drop in Helmer's letter box ?

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

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

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

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

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

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

So both animals collected a huge pile of palm nuts and agreed to start the contest the very next morning at the first light. Elephant could hardly wait. He even skipped his evening meals of acacia pods so as to be truly empty for morning. He intended to put Squirrel firmly in his place, once and for all.

The next day dawned fine and sunny, as it often does in Africa, and the two contestants started to eat. Elephant munched steadily through his pile, with fine appetite. Squirrel nibbling away furiously, was soon full to bursting. Quietly, he slipped away, sending a cousin who was hiding nearby to take his place. Elephant was so absorbed in his greedy task that he didn’t even notice. Brothers, sisters, cousins, uncles, aunts, one hungry Squirrel after another took a turn at the pile of palm nuts.

Eventually, at midday, Elephant looked up, “Well, Squirrel, haven’t you had enough yet?” he asked, surprised to see his small adversary still busy eating. Not only was he still eating, but his pile of palm nuts were disappearing almost as fast as Elephant’s own.

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

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

Question:

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

vii) What moral lesson do you learn from this story? (1mk)

4. a) **GRAMMAR**

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

i) The _____ (nation) of the child was not known.

ii) He is a person of _____ (question) character.

iii) _____ (scarce) of water is a major characteristic of this region.

b) Rewrite the following sentences according to the instructions, given without changing the meaning. (3mks)

i) You are asked not to make your work dirty (Rewrite using the word “dirty” as a verb.

ii) I will not give you the dress unless you pay for it. (rewrite using; on condition)

iii) The book is both informative and very interesting to read
(Rewrite using. Not only but also

c) Explain the differences between the sentences in the following pair.

i) She paid him to do the work
she paid him for doing the work
(2mks)

d) Fill in the blanks with the most appropriate preposition.

i) The candidates are very good _____ languages.

ii) Give us details _____ your courses.

iii) The police wanted proof _____ their explanation.

iv) Her performance was amazing _____ any standards(4mks)

e) Choose the correct word from those in brackets (3mks)

i) We were all vistors of _____ (him/his/he)

ii) (All over sudden/all of a sudden)_____ there was a loud band on the door.

iv) We had cooked _____ for lunch, (fowl, foul

TRIAL 5

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

COMPREHENSION

Read the passage below and answer the questions that follow

Even though tattoos are sometimes associated with rebellion, they have long standing history among community. Tahitians, for instances used tattoos as a permanent way of preserving their culture and to show social ranking. Early Christians, on the other hand, often had the sign of a cross tattooed on their bodies, particularly their faces and arms, representing a permanent mark of the believer's faith.

The word 'tattoo' is derived from a Tahitian word tatau that means to mark. Tatau has been suggested to be the onomatopoeic sound tap, tap made by the tapping of a tattoo instrument as it works on skin while 'au' is associated with the cry of pain a person gives when being tattooed.

The first ever tattoo to be found on a human being was found on a mummified iceman in 3,300BC with 58 tattoos on his body, which contained lines and dots. This is nothing, however, compared to Scottish Tom Leopard, recorded as the world's most tattooed person, with 99.9 percent of his body covered in leopard, skin design. Guinness world records record that the only part of his body that remained is the skin between his toes and inside of his ears.

When receiving a tattoo, the skin is pierced between 50 to 3,000 times per minute by a needle in the tattoo machine. Most tattoo machines consist of four parts: the needle, the tube that holds the ink, an electric motor, and a foot pedal that controls the movement; almost similar to how a sewing machine works.

Sterilization and disposable materials are crucial to tattooing because tattoos are created by thousands of puncture marks to the skin, each of which could be infected. The autoclave is a safe popular way to sterilize any tattoo equipment that is not disposable. A combination of heat, steam and pressure kills all bacterial and organisms to prevent infection.

In the 18th and 19th centuries, tattoos were dangerous to have. European 'head hunters' caused a terror by collecting tattooed Maori heads. As the odd sport became popular, more Maoris were murdered to meet the demand. In the time, slaves began being tattooed so that their heads could be cut off and sold. Luckily, however, Christian missionaries in the Cook Island condemned the practice of tattooing quoting the Bible "....do not cut your bodies for the dead or put marks on yourself....." They tried to stamp out the custom going as far as trying to remove tattoos by rubbing the skin with sandstone in a practice was known as 'holy stoning'. This was the primitive forerunner to modern tattoo removal known as dermabrasion, where the skin is 'sanded' to remove layers, dermabrasion has now largely given way to laser surgery as a popular means of tattoo removal.

While tattoos bring colour to humanity, research has shown that unclean tattooing practices can transmit diseases such as hepatitis B. Some pigments used in tattoos contain metals that can cause pain during a Magnetic Resonance Imaging (MRI) test, or even affect the resulting MRI image. Because of the possible negative effects tattoos pose to humans, those keen on

getting one have to be very careful before they get one. That said, it is important to note that presently, many tattoo artistes earn a good living out of the art.

QUESTIONS

- a) From paragraph one; state two historical uses of tattoos. (3mks)
- b) According to the writer state the origin of the word tattoo. (1mk)
- c) What is most striking about Tom leopard? (2mks)
- d) Explain the meaning of the following words as used in the passage. (4mks)
 - Mummified
 - Sterilize
 - Pigment
 - Earn a good living.
- e) What was the risk associated with tattooing in the 18th and 19th centuries. (2mks)
- f) State two modern ways of tattoo removal. (2mk)
- g) Many tattoo artists earn a good living out of the art. (Add a question tag) (1mk)
- h) In note form state the negative effects of tattooing. (3mks)
- i) What are the benefits of tattooing as suggested in the passage? (2mks)

2. *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.
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:

- Briefly describe the dangerous confession Nora admits to in the onset of the excerpt. (3 marks)
- Explain why Nora did not send the paper to her father for signing. (3 marks)
- Explain **two** themes evident in the excerpt above. (4 marks)
- Contrast Krogstad's and Nora's views on the law (2 marks)
- How is Krogstad portrayed in the excerpt (2 marks)
- The law cares nothing about motives. (Add a question tag) (1 mark)
- Krogstad informs Nora that "one false step, lost him all reputation." Briefly explain how. (2 marks)
- ".....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)
- What is the general tone in this excerpt? Explain your answer. (3 marks)
- Explain the meaning of the following words as used in the excerpt. (2 marks)
 - defiantly
 - false step

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

The in mates
Huddled together
Cold biting their bones,
Teeth chattering from the chill,

The air oppressive,
The smell offensive
They sit and they reflect

The room self-contained,
At the corner the 'gents' invites
With the nice fragrance of ammonia,
And fresh human dung,
The fresh inmates sit thoughtfully.

Vermin perform a guard of honour,
Saluting him with a bite here,
And a bite there,
'Welcome to the world, they seem to say.

The steel lock of the door,
The walls insurmountable
And the one torching tortorous bulb
Stare vacantly at him.
Slowly he reflects about the consignment
That gave birth to his confinement
Locked in for conduct refinement
The reason they put him in the prison.

The clock ticks
But too slowly
Five years will be a long time
Doomed in the dungeon
In this hell of a cell

- a) Who is the persona in the poem? (1mk)
- b) Briefly explain what the poem is about. (2mks)
- c) Identify and illustrate three aspects of style in the poem. (6mks)
- d) Give evidence from the poem which indicates the inmates are suffering. (3mks)
- e) Why is the fresh inmate in prison? (2mks)
- f) Identify and explain the mood of the new convict. (2mks)

- g) Explain the meaning of the following lines as used in the poem
- i) That gave birth to his confinement. (1mk)
- i) The room is self contained. (1mk)
- h) What does the steel lock of the door and the insurmountable walls suggest? (2mks)

GRAMMAR

- A) **Rewrite the following sentences according to the instructions given. (3mks)**
- i) It is not necessary for my parents to come. (Begin: There is.....)
- ii) I am sorry you missed lunch. (Begin: I regret.....)
- iii) But for my daughters prompt action, I would be dead by now. (Begin: Had it.....)
- b) **Change the following sentences into the passive. (3mks)**
- i) The farmer had planted the beans
- ii) The principal gave the education officer the forms
- iii) We expect the strike to end soon.
- c) **Fill in each blank space using the correct form of the words in brackets (3mks)**
- i) The hen had.....eggs in the bushes near the house. (lay)
- ii) Tell me,a wise person search for knowledge? (do)
- iii) The watchman.....the lamps when he heard commotion behind the office. (light)
- d) **Change the following sentences from direct speech. (2mks)**

i) “You are invited to my birthday on Sunday,” Mwikali told me.

ii) “I will cook supper,” Wangui offered.

e) Fill in the blank spaces with the appropriate form of the word in brackets.

(2mks)

i) His.....is amazing high. (popular)

ii) The shepherd travelled.....in search of pasture.

(east)

f) Rewrite the following sentences replacing the underlined idiomatic expressions.

(2mks)

i) His friends made him lose heart on carrying out the project

ii) He was green with envy

TRIAL 6

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

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

Happiness arises largely from the mental qualities of contentment, confidence, serenity and active good-will. It includes the pain of losing as well as the pleasure of finding. It thrives best in a crowded life. The men and women who are recorded in history and biography as the most happy were with always somewhat more to do than they could possibly do. Every waking hour of their lives was occupied with ambitious projects, literature, love, politics, science, friendship, commerce, professions, trades, their religious faith, and a thousand other matters. The secret of happiness may be found by making each of these interests count to its utmost as part of the fabric of life.

We need to avoid the extremes of sluggish placidity and feverish activity. We are not going to be satisfied with **felicity** which resembles that of a stone, unfeeling and unmoving, but will look back from future years with sorrow and regret if we run to and fro, giving in to what Socrates called 'the itch'.

Happiness obviously includes two sorts of behavior: active and passive. We may say that the active part consists in searching and sharing, while the passive part is made up of security and possession. Neither part is complete in itself, nor yields full satisfaction if it is over-emphasized. Philosophers from the ancient Greeks to the present day have been **extolling** a balanced life as the happiest life, and many unhappy people can, when they face the issue, trace their discontent to imbalance.

The recipe for happiness cannot be given in any single word because its many virtues have to be combined in their proper quantities, at the proper times for proper purposes.

It is legitimate to seek happiness. We cannot help observing that while followers of some schools of thought are telling us to avoid seeking happiness, they **intimate** that if we do so, we shall be happy.

The search requires a plan. We need to know what sort of happiness we seek, what the ingredients are, what are our strongest wants, and what we have to start with. We should train ourselves to keep the programme simple, and free from complications and side trips, to pay attention to little things, to deflate quickly after being praised and to bounce back quickly from disappointment, to seize to create opportunities to put our special abilities to work, to seek excellence in everything we do, to remain modest, and to review and revise periodically.

Most of us do not really have to seek far and wide. Happiness grows at our own fireside, if we cultivate it.

- a) According to the writer, what is the source of happiness? (1mks)
- b) What two sorts of behaviour does happiness include? (2mks)
- c) What does the writer mean when he talks about a balanced life? (1 mk)
- d) In a paragraph of about 30 words, summarize the things we must know as we search for happiness. (4mks)
- e) Explain the irony in the passage. (2 marks)
- f) Explain the writer's point in the last paragraph of the passage. (2mks)

- f) The recipe for happiness cannot be given in any single word.
(Rewrite the sentence beginning: *No single word...*) (1mk)
- g) Identify and comment one figure of speech used in the passage. (2mks)
- h) Describe the tone of this passage. (2mks)
- i) Explain the meaning of the following words as used in the passage: (3mks)
- i) Extolling
 - ii) Intimate
 - iii) Felicity
 - iv) legitimate

2. Read the passage below and answer the questions after it. (25 marks)

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

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

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

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

Mrs. Linde: Quite so.

Nora: Well, then I have found other ways of earning money. Last winter I was lucky enough to do a lot of copying to do; so I locked myself up and sat writing

every evening until quite late at night. Many times I was desperately tired; but all the same it was a tremendous pleasure to sit there working and earning money. It was like being a man.

Mrs. Linde: How much have you been able to pay off in that way?

Nora: I can't tell you exactly. You see it is very difficult to keep an account of a business matter of that kind. I only know that I have paid every penny that I could scrape together. Many a time I was wits' end (*smiles*) Then I used to sit there and imagine that a rich old gentleman had fallen in love with me –

Mrs. Linde: What! Who was it!

Nora: Be quiet! – that he died; and that when his will was opened, it contained, written in big letters, the instruction: “The lovely Mrs. Nora Helmer is to have all I possess paid over to her at once in cash.”

- a) Where and when does this encounter take place?
(2marks)
- b) What is this secret that Nora wants to guard so jealously? Explain with evidence from elsewhere in the play.
(3 marks)
- c) Describe Nora's Mood as she tells Mrs. Linde her story.
(3 marks)
- d) Why is it necessary that Nora tells Mrs. Linde her story.
(2 marks)
- e) Comment on any two themes that are highlighted in this extract.
(4 marks)
- f) “Be quiet!” (Rewrite this in reported speech.)
(1 mark)
- g) Give an example of “wishful thinking” found in this extract.
(1 mark)
- h) Referring to Nora's first speech in the extract, identify and comment on any two traits of hers.
(4 marks)
- i) “It was like being a man” Basing your observation on this statement, briefly comment on the society's attitude towards women.
(2 marks)
- j) Explain the meaning of the following expressions as used in the extract:
(3marks)
 - i) palled:
 - ii) save a little here and there.
 - iii) house keeping money.

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

HE PROMISED ME HEAVEN.

He promised me heaven
As side by side walked we down the aisle
As the chime of the wedding bell brightened the day
As sweet — sounding songs soothed our souls
As he held my hand and inserted this ring into my finger
I knew that my heaven had come
For then he promised me heaven.

As we sat close and cherished our moon of honey
As he whispered cream icing into my ears
Dramatically conjuring metaphor after metaphor
Humming lullaby after lullaby
How elated I felt for being so much elevated
For here he was, my guardian angel
To take me to heaven
For he promised me heaven

As one year later he slapped me again and again
I quickly forgave and forgot
For he was my idol
Who had promised me heaven
Even as the floodgate of blow after blow
Kick after kick
Opened from its cage of disaster

Defacing and eroding the beauty he so much praised
Converting me into a shell of torture
How patiently I clung to him
Anticipating the heaven he had promised me
Now as I lie in the hospital bed
Unable to rise from his violent battery
Waiting for the Angel of Death
I realize he kept his promise
For I am soon going to heaven
Because he promised me heaven.

Questions

- a. Identify the persona? (2marks)

.....
.....

- b. Explain the main theme of the poem (2marks)

- c. Using the plot of the poem, explain the major changes in the subject matter. (4marks)
- d. What is speakers mood in the last six lines of the poem?. (2marks)
- e. Give one character trait of the persona (2 marks)
- f. Explain the irony in the poem (2marks)
- g. Apart from irony, identify and illustrate one style used in the poem. (2marks)
- h. What is the tone in stanzas 1 and 2 of this poem (2marks)
- i, Explain the meaning of the following line: (2marks)
- i) As he whispered cream icing into my ears.
- ii) For he was my idol

4.

- a) Without changing the meaning, rewrite the following sentences according to the instructions after each. (4 marks)
- i) Passing examination is a goal. Every candidate should aim at it. (Write as one sentence using 'to')
- ii) I thought that you would like to hear what happened. (*rewrite using 'occurred' in place of 'thought'.*)
- iii) I shall be saved a lot of trouble by that. (Begin: *That*)
- iv) The president was impressed by her good performance. He sponsored her education. (*combine using a past participle*)
- b) Rewrite the following sentences to remove gender bias. (3 marks)
- i) The fire man fought a losing battle against the raging fire.
- ii) The governor appointed his mistress secretary of the CDF project.
- iii) The head of state should treat his or her citizens with respect.
- c) Explain the difference between this pair of sentences. (2marks)
- i) The thief ran so fast that I could not catch up with him.
- ii) The thief ran fast so that I could not catch up with him.
- d) Determine whether the verbs in the sentences below have been used transitively or intransitively. (3 marks)
- i) Manchester city won the premium league.
- ii) The deceased wept bitterly.
- iii) Obed bought a car.
- e) Replace the underlined idiomatic expressions using a single word. (1 mark)
- i) The student complained that his father was close-fisted.
- f) Choose the correct alternative from the pronouns given to complete the sentences. (2marks)
- i) The shooting at night startled Mike and (I /me)
- ii) The principal and (she/her) left the compound

TRIAL 7

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

1. Read the passage provided below and answer the questions that follow: (20mks)

Years ago scientists warned that a hole in the layer of ozone surrounding the earth could have serious effects on human health and the environment. In the 21st century, it is imperative that global warming and ozone layer depletion form a **monstrous combination** in climate change. Ozone layer depletion does not cause global warming, but both of these environmental problems have a common cause: **human activities that release pollutants into the atmosphere altering it**. Global warming is caused primarily by putting too much carbon dioxide into the atmosphere when coal, oil, and natural gas are burned to generate electricity or to run our cars. Ozone **depletion** occurs when gases formerly found in aerosol spray cans and refrigerants are released into the atmosphere. The ozone layer sits in the upper atmosphere and absorbs ultraviolet radiation, another type of solar energy that's harmful to humans, animals and plants. Since the 1960s, there has been a trend of increasing warming of the lower atmosphere and a cooling of the upper atmosphere. This dynamic creates conditions that lead to ozone loss. Largely because heat from Earth's surface that normally would convey through the lower and upper atmosphere, and eventually escape to space is now being trapped.

Depletion of the ozone layer has significant outcomes to plants and animals on earth. Phytoplankton form the **foundation** of aquatic food webs. Exposure to solar UVB radiation has been shown to affect both orientation and motility in phytoplankton, resulting in reduced survival rates for these organisms. This radiation has been found to cause damage to early developmental stages of fish, shrimp, crab, amphibians, and other marine animals leading to decreased reproductive capacity and impaired larval development. Increases in UVB radiation could affect terrestrial and aquatic biogeochemical cycles, thus altering both sources and sinks of greenhouse and chemically important trace gases. These potential changes would contribute to biosphere-atmosphere feedbacks that mitigate or amplify the atmospheric concentrations of these gases.

To **halt** the depletion of the ozone layer, countries around the world agreed to stop using ozone-depleting substances such as halons, carbon tetrachloride and methyl bromide. Although this is not a uniformly positive story since it has indirectly led to new problems such as climate change; the reduction in ozone-depleting substances has had a beneficial side-effect. Ozone-depleting substances are also very potent greenhouse gases, contributing to the phenomenon as other substances widely known to have a greenhouse effect like carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O). Therefore, by diminishing emissions of ozone-depleting substances, both the ozone layer and the climate have been protected at the same time.

Retrieved 10th Feb, 2018 from <https://www.eea.europa.eu/climate/>

Questions

1. What is the relationship between ozone layer depletion and global warming? (2mks)
2. According to the passage, what is the significance of the ozone layer? (2mks)
3. What is ironical about ozone loss in the atmosphere? (3mks)

‘Depletion of the ozone layer has significant outcomes to plants and animals on earth.’ Rewrite the sentence beginning: Not only... (1mk)

4. In note form, outline the consequences brought about by the effects of ozone layer depletion on the environment. (3mks)
5. In what ways has reduction in ozone-depleting substances been beneficial. (2mks)
6. Identify the author's tone as he speaks about global warming and depletion of the ozone layer? (2mks)
7. Provide the meaning of the following words and phrases as used in the passage (4mks)
 - a) Monstrous combination
 - b) Depletion
 - c) Foundation
 - d) Halt

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)
- (f) What does Mrs. Linde thinks Nora is concealing from her? Is Mrs. Lindes right? (3 marks)
- (g) 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."

GRAMMAR

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.....)
- (ii) The nurses agreed to work after signing an agreement with the government. (Begin: Only...)
- (iii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).

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

- i) It is wrong to look down on students from other schools.
- (ii) Teachers should not give into their students' unreasonable demands.
- (iii) The delegates came up with ten rules to guide our response to globalization.

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

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

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

- (i) He was chargedforging property inheritance document
- (ii) Kamau deals.....groceries

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

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

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

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

TRIAL 8

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

1. **COMPREHENSION:** (20MKS)

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

There is nothing as important as a pregnant woman getting all the emotional support she can get during pregnancy. It makes her appreciate the pregnancy and in turn care of it well, says Dr. Maxwell Okonji.

The doctor talked to Pregnant Magazine on how you can use your mental muscle to handle any pregnancy misgivings.

“Once you discover that you are pregnant, you need to be optimistic”, says Dr. Okonji. Positive handling of a pregnancy is one of the surest ways of carrying it to term, minus health complications. He adds: “Stress and worry, which are bound to accompany the numerous emotional and physical changes that come along with pregnancy, can lead to depression”.

Depression, particularly during pregnancy, often drains your energy, which can prevent you from seeking appropriate prenatal care. Depressed pregnant women are more likely to abuse alcohol or drugs during the term. When it is most severe, depression can lead to self harm and even suicide. Are you depressed?

Persistent feelings of sadness, self-pity and hopelessness during the pregnancy are common. The feeling could be accompanied by difficulty in sleeping or oversleeping, weight loss or change in appetite, irritability or mood swings; difficulty in concentration, characteristic or bizarre behaviour, and thoughts of self-harm.

You may notice that you have become unusually hostile and fight with your spouse often with no prompt.

Feeling as though you could do without the pregnancy at that time and that it is the reason that is constantly making you angry.

Having a mental condition; before pregnancy, make depression more likely during pregnancy. Again, if during a previous pregnancy – a woman showed signs of depression, chances are that when she falls pregnant again, it will recur.

In cases where depression is severe with prompting to suicide, termination of the pregnancy may be called for. This is purely on medical grounds. This usually happens during the first three months. Termination should, however, be a last resort, after other modes of treatment have failed.

In the first three months of pregnancy, it is not unusual for a pregnant woman to have to experience nausea and vomiting.

These are very frustrating to the mother, particularly if it's a first pregnancy. During this time, it is normal to have mood changes like touchiness and irritability overfriendliness to certain people and nastiness to others is a normal occurrence. This happens to a varying extent and not to all women.

After the third month or so, those early signs of pregnancy and the mood changes disappear. The middle trimester, from four to six months, is a stable time for most women, with little or no problems during that time. The second and third trimester present more mood changes as the mother begins to feel the baby and in turn prepares to receive her. Mood changes are quite normal and do not pose any threat to the pregnancy however, in case you as a woman notice that the moods border on the extreme, then it is recommended that you talk to a counselor.

Adapted from, Lifestyle Sunday Nation, 13th November 2011

QUESTIONS

- (a) According to the author what are the most essential things to a pregnant woman? (2mks)
- (b) In note form, what are the consequences of depression to a pregnant woman? (5mks)
- (c) How will a pregnant woman know that she is depressed? (4mks)
- (d) According to the passage, a certain group of women are likely to experience depression. Who are they? (2mks)
- (e) If depression in a pregnant woman becomes worse, what should be done? (2mks)
- (f) Provide an antonym of the word "angry". (1mk)
- (g) Explain the meaning of the following words and phrases as used in the passage? (4mks)
 - (i) Mental muscle.
 - (ii) Misgiving

- (iii) Drains
- (iv) Last resort

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

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

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

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

Nora : What do you mean?

Krogstad : When your husband was ill, you came to me to borrow two hundred and fifty pounds.

Nora : I didn't know anyone else to go to.

Krogstad : I promised to get you that amount____

Nora : Yes, and you did so.

Krogstad : I promised to get you that amount, on certain conditions. Your mind was taken up with your husband's illness, and you were so anxious to get the money for your journey that you seem to have paid no attention to the conditions of our bargain. Therefore, it will not be amiss if I remind you of them. Now, I promised to get the money on the security of a bond which I drew up.

Nora: Yes, and which I signed.

Krogstad: Good. But below your signature there were a few lines constituting your father a surety for the money; those lines your father should have signed.

(a) Place the excerpt in its immediate context. (4 mks)

(b) What disagreeable scene is Krogstad alluding to?

(2 mks)

(c) What reasons did Nora have when getting the money from Krogstad? (2 mks)

(d) State and explain any one character trait of the following. (2 mks)

(i) Krogstad

(ii) Norah

(e) Why is Krogstad so much keen in protecting his job at the bank. (2 mks)

(f) State and explain any two styles used in this excerpt. (2 mks)

- (g) With reference to the rest of the play, what makes Nora's procurement of money from Krogstad fraudulent? (3 mks)
- (h) Explain the meaning of the following words as used in the passage.
- (a) Obligated (1 mk)
- (b) Amiss (1 mk)
- (i) Write the following statement as a question.
- I promised to get you that amount. (2 mks)

3. **POETRY:**

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

WILFRED OWEN

Dulce Et Decorum Est.

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots.
Of disappointed shells that dropped behind.

GAS! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.—
Dim, through the misty panes and thick green light
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud

Of vile, incurable sores on innocent tongues,--
My friend, you would not tell with such high **zest**
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.*

*Latin for: It is sweet and fitting to die for one's country.

- (i) Describe briefly what the poem is about. (4mks)
- (ii) Who is the persona? (2mks)
- (iii) Identify and illustrate any three features of style used in the poem. (6mks)
- (iv) Explain one thematic concern raised in the poem. (3mks)
- (v) Comment on the title of the poem. (2mks)

- (vi) Give the meaning of the following words. (3mks)
 - (a) trudge
 - (b) fumbling
 - (c) zest

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

- (a) Rewrite the following sentences according to the instructions given after each. (3mks)
 - (i) I cannot decide what to eat (Begin: What)
 - (ii) The Ministry of Education has warned all principals. (Rewrite in **Passive**)
 - (iii) The bridge had been weakened by successive storms and was no longer safe. (Begin: Weakened.....)
- (b) Complete the following sentences with the **most appropriate prepositions**. (3mks)
 - (i) His breath smelt _____ alcohol.
 - (ii) He has been dealing _____ hardware for a long time.
 - (iii) I disagreed _____ him over the issue.
- (c) Complete the following sentences with the **correct form** of words in brackets. (3mks)
 - (i) The _____ (sell) of the house has been stopped.
 - (ii) John Michuki's death is an _____ (repair) loss of the nation.
 - (iii) The meat that we carried _____ (stink) after only two days.

- (d) In the sentences **below**, choose the **correct pronoun** to fill in the blanks.
(2mks)
- (i) Temu gave Ombiro and _____ (I, me) birthday gifts.
 - (ii) It was _____ (she, her) who was rewarded.
- (e) In the following sentences identify the verbs and state whether they are **transitively** or **intransitively** used. (2mks)
- (i) Mirang'a shut the door.
 - (ii) The baby slept soundly the whole night.
- (f) Complete the following sentences with the correct order of **adjectives** in **brackets**.
(2mks)
- (i) The principal sank into his _____ (leather, new, comfortable, Kenyan) chair.
 - (ii) I had to wear _____ (grey, woolen, executive) jacket.

TRIAL 9

KCSE TRIAL AND PRACTICE EXAM

English – Paper 2

QUESTION 1-

20 MARKS

Read the passage below and answer the questions that follow:

Domestic workers.

Most households, especially those in urban areas, employ domestic workers. But this workforce is frequently invisible because each one of them is employed separately and works in the seclusion of private house unlike people working in a factory or in the streets.

The term and conditions of their employment are often exploitative and illegal. Often, their personal documents such as identity cards are confiscated, they are employed while underage, salaries are below the minimum wage, and they often have no time off as required by the law. They are also subjected to illegal deductions or they may be paid through third parties.

It is estimated that there are as many as 200,000 child domestic workers in Kenya. Out of these, 90% are girls working in homes unfortunately, they are not protected by the law and they do not exist as a group. As a result, they do, not have the power to **negotiate** for better terms and conditions of work.

Due to their ‘invisibility’ domestic workers are regarded as belonging to the informal labour market, are unregistered and do not feature in employment statistics. They are a group that never come together to discuss issues arising from their work’ in other situation and this may be the reason why their call for protection may never be heard.

The younger domestic workers face greater difficulty because employers often insist on **paying them in kind** claiming to ‘take care of them in return for their work’. In other instances, the pay for an under – age worker may go directly to the parent or guardian without the knowledge or consent of the employee.

The domestic worker also experiences physical, psychological and emotional torture, living in so much poverty among people who enjoy luxurious lives. In some households, they are only allowed to eat what is left over by the family members and to sleep on the kitchen floor.

The law is, however, silent on the plight of the domestic worker especially those who are too young to enter into a valid employment contract. What is needed at the moment are clear cut labour laws that would effectively address the situation. Besides, the public needs to be sensitized on the right of domestic workers. The prevailing harsh economic times have seen more children dropping out of school to look for work to supplement family incomes.

Questions.

- a) Why does the writer refer to domestic workers as an invisible workforce? (2mks)
- b) How does the writer describe the working conditions of domestic workers? (2mks)

- c) How many domestic workers are there in Kenya? (1mk)
- d) Why are domestic workers unable to negotiate for better working conditions?(2mks)
- e) What are the unique problems of younger domestic worker? (2mks)
- f) What example of adverse conditions does the writer give that domestic worker can live in despite luxury around them? (2mks)
- g) What solution does the writer suggest to the problem? (2mks)
- h) Make notes listing the exploitative condition the of work that domestic workers face (4mks)
- i) Laws is, however, silent on the plight of the domestic workers (Begin: However.....) (1mk)
- j) Explain the meaning of the following words and phrases in the passage:
Negotiate (1mk)

Paying them in kind (1mk)

2. Read the passage below and answer the questions after it. (25 marks)

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

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

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

Nora: Of course. Besides, I was the one responsible for it. Whenever Tovald has given me money for new dresses and such things, I have never spent more than half of it; I have always bought the simplest and the cheapest things. Thank Heaven, any clothes look well on me, and so Tovald has

never noticed it. But it was often very hard for me, Christine – because it is delightful to be well dresses, isn't it?

Mrs. Linde: Quite so.

Nora: Well, then I have found other ways of earning money. Last winter I was lucky enough to do a lot of copying to do; so I locked myself up and sat writing every evening until quite

late at night. Many times I was desperately tired; but all the same it was a tremendous pleasure to sit there working and earning money. It was like being a man.

Mrs. Linde: How much have you been able to pay off in that way?

Nora: I can't tell you exactly. You see it is very difficult to keep an account of a business matter of that kind. I only know that I have paid every penny that I could scrape together. Many a time I was wits' end (*smiles*) Then I used to sit there and imagine that a rich old gentleman had fallen in love with me –

Mrs. Linde: What! Who was it!

Nora: Be quiet! – that he died; and that when his will was opened, it contained, written in big letters, the instruction: “The lovely Mrs. Nora Helmer is to have all I possess paid over to her at once in cash.”

- a) Where and when does this encounter take place? (2marks)
- b) What is this secret that Nora wants to guard so jealously? Explain with evidence from elsewhere in the play. (3 marks)
- c) Describe Nora's Mood as she tells Mrs. Linde her story. (3 marks)
- d) Why is it necessary that Nora tells Mrs. Linde her story. (2 marks)
- e) Comment on any two themes that are highlighted in this extract. (4 marks)
- f) “Be quiet!” (Rewrite this in reported speech.) (1 mark)
- g) Give an example of “wishful thinking” found in this extract. (1 mark)
- h) Referring to Nora's first speech in the extract, identify and comment on any two traits of hers. (4 marks)

- i) “It was like being a man” Basing your observation on this statement, briefly comment on the society’s attitude towards women. (2 marks)
- j) Explain the meaning of the following expressions as used in the extract: (3marks)
- i) palled:
- ii) save a little here and there.
- iii) housekeeping money.

3. POETRY (20MKS)

Read the poem below and answer the questions that follow:
Don’t Cry, My Child

Don’t cry my child
Don’t let me bear your sobs
Don’t even let me bear the growling
The rumbling complain of your empty stomach
Suckle your finger my child, keep your screams restrained

Suckle your finger my child, keep your screams restrained
Keep the knives of pity from tearing my heart
Don’t cry my child
Suckle your tiny finger
I will lullaby you to sleep
Once more we shall cheat this monster that is hunger.

Sleep well my child
Papa loves you, papa cars
Papa is broken in body and soul
But don’t worry my child
Sleep is a good meal
Sleep well my child
Dream the sweetest dreams
Dream of abundant fruit
Feast well my child
Feast on your tiny dreams
Yet another day is gone.
Hush!
Don’t cry my child
Wake up! It’s a new dawn
Smile; today is a feast

Suckle your mother's breast
There is a trickle of milk
From the furbished breast.

By P.C Njuguna

- a) Classify this oral poem. (2mks)
- b) Who is the persona in the poem? (2mks)
- c) Identify any two present by the persona in this oral poem. (2mks)
- d) Highlight any two character traits of the persona as portrayed in the poem. (4mks)
- e) What is the persona's attitude towards the child? (2mks)
- f) Show how the poet uses any two stylistic devices to effectively convey his message. (4mks)
- g) Give another word with a similar phonetical sound as the word below. (2mks)
 - i) Soul
 - ii) Bear
- h) Explain the meaning of the following lines as used in the poem:
Cheat this monster that is hunger (1mk)
 - i) Feast on your tiny dreams. (1mk)

4. GRAMMAR

15 MARKS

- a) ***Re write the following sentences according to the instructions given after each. Do not change the meaning.*** (3mks)

- I) We would not have succeeded if David had not helped us. (Being: were.....)
- ii) You should not leave your house unlocked at any time. (Being: At.....)
- i) The cow produces a lot of milk. (supply a question tag)

- b) **Join the following sentences using a relative pronoun.** (2mks)

(i) Yesterday I met a very beautiful girl. I had never met her before

ii) Mrs. Hart left her baby with her neighbor. She could rely on her.

- c.) **Use the right form of words in brackets.** (3mks)

- i) The modern world today has manyform of communication. (Sophistication)
- ii) There are several factors which contribute to ahealth.....(exist)
- iii) Victims of drug abuse become social.....(fit)

- d) **Use a dash (-) to punctuate the following sentences where necessary.**

(2mks)

- i) The river swept away her one year old child

ii) The fallen politician displayed a down to earth attitude to life.

e) Complete the sentences below by filling in the correct prepositions.(3mks)

i) Fulani is goodMathematics.

ii) I was congratulatedmy graduation.

iii) She did not replythe manager's letter as required.

f) Explain the ambiguity in this sentence.

(2mks)

We saw her duck.

TRIAL 10

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

1. **COMPREHENSION**

Read the passage below and answer the questions that follow

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

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

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

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs.

However, having just one or two friends can be enough to give a child the social practice he or she needs.

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-Tue Feb 2, 2010)

Questions

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

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

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 put me in a horribly disagreeable position—
- Krogstad:** Only disagreeable?
- Nora:** (*Impetuously*) well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post then.
- Krogstad:** I asked you if it was only a disagreeable scene at home that you were afraid of?
- Nora:** If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.
- Krogstad:** (*Coming a step nearer*) Listen to me, Mrs. Helmer. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

Questions

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

- f) Explain the meaning of the following words as used in the extract (2mks)
- i. Compel
 - ii. Blackguard

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

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

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

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

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

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

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

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

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

Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

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

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

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

Questions

- a) With illustrations, classify the above narrative (2mks)
- b) Identify three features of narratives (3mks)
- c) Identify three features in this story that are characteristics of oral narratives (3mks)
- d) Briefly explain the character traits of the following (4mks)
 - i. Hare
 - ii. Hyena
- e) What moral lesson do you learn from this story? (2mks)
- f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)
- g) You have been selected for a fieldwork research to collect the above item.
 - i. Briefly explain two ways in which you would collect information on the item. (2mks)
 - ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)
- h) Then he started wondering "How does my friend remain fat and he doesn't eat anything. I will find out". (Re-write into indirect speech) (1mk)
- i) Describe the irony in the fifth paragraph (2mk)

1. GRAMMAR (15MKS)

- a) Rewrite the following sentences according to the instructions given (3mks)
 - i. He will not be given a driving license. He passes the road test (Rewrite as one using 'unless')

- ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)
- iii. The boys went to play in the field (underline the adverbial)

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

- i. Property worth millions of shillings went upflames.
- ii. The three boys shared the breadthemselves.
- iii. We should strive to liveour means.

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

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

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

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

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

“These are juicy mangoes,” Ken said.

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

(Supply a suitable question tag).

TRIAL 11

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

1. COMPREHENSION (20MKS)

Read the passage below and answer the questions that follow.

The plan by the national government to import doctors and other health specialists from Cuba to plug a “shortage” of workers has been warmly welcomed by county government through the council of governors.

In the deal, the national government will pay the medics’ salaries while the counties foot the transport, accommodation and security bill.

As per the 2010 constitution, which ushered in devolution, health was to be managed as a shared responsibility between the two levels of government in a vertical and horizontal manner.

But the transition authority, in this hurry, devolved health and seconded healthcare workers to counties without proper legal framework to address the challenges of this complicated cadre.

Devolution was meant to increase inclusivity and have resources enjoyed at the local level without political favors as it had been. Previously, many areas had been neglected, with little access to healthcare professionals, let alone specialists.

At the height of devolution debate, the drafters of the constitution agreed to have healthcare shared so that marginalized parts of the country would get the necessary attention through efforts such as equalization funds.

As rightly captured in the Bomas Draft, a health service commission (HSC) was to be informed to ensure issues of personnel are dealt with at the national level. This was in a bid to have adequate resource sharing, proper retention of scarce resources (specialists) and promotion of training to achieve the recommended population-to-health worker ratio.

The commission was, however, somehow excluded from the Constitution by the committee of experts in a process that lacked wide participation.

As it were, the devolution of healthcare was done hurriedly and the chicken has come home to roost. It is clear that something has gone very wrong with the management of this important national resource. Health sector strikes which should rightly be frowned upon, have become common place. The media are awash with reports of tribalism, nepotism and “countysm” in recruitment. Lack of equipment, medication and common supplies is also rampant. The national government stepped in with medical equipment leasing (MES)

scheme, which saw high-tech tools and machines supplied to much-unprepared institutions, putting to question the whole structure of what exactly is devolution of health.

One must still support the tension of devolution but question its implementation. Unable to attract, train and retain specialists, the counties are salivating at the prospect of receiving “free” Cuban doctors. This is a clear admission that the devolved units are quite incapable of managing this vital resource.

Accepting human resource sourced and managed for them is to lend credence to the belief that this is a role that at best coordinated by the national government.

Daily nation, June 6 2018

Questions

- a) Referring to the first paragraph, why is the term “shortage” put in quotation. 2mks
- b) What shared responsibilities are highlighted in the hiring process? 2mks
- c) For the drafters of 2010 constitution, what was envisaged under a new constitution order pertaining to healthcare? 2mk
- d) According to the Bomas draft, what was the work of the health service commission? 2mks
- e) What evidence is given to show that health sector is in crisis. 3mks
- f) In note form, show according to the passage, how devolved units are un-prepared to handle health. 4mks
- g) Identify a case of idiomatic expression in the passage. 2mks
- h) Give the meaning of the following words and phrases. 3mks
- i) Ushered-
- ii) Marginalized parts-
- iii) Incapable

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

Helmer : (*calls out from his room*).Is that my little lark twittering out there?

Nora: (*busy opening some of the parcels*). Yes, it is!

Helmer: Is it my little squirrel bustling about?

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, Torvald, and see what I havebought.

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, Torvald, this year we really can let ourselves go a little. This is the first Christmas that we have not needed to economise.
- Helmer:** Still, you know, we can't spend money recklessly. Nora. Yes, Torvald, 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*). Oh! don't say such horrid 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?

- (a) State **four** actions that take place just before this excerpt. (4marks)
- (b) What pet names do Helmer call Nora in the excerpt? (3marks)
- (c) "This is the first Christmas that we have not needed to economise." Why does Nora say they don't have to economise. Refer to what happens in the rest of the play (3marks)
- (d) Helmer calls Nora a little spendthrift. Why is this the case? (2marks)
- (e) Explain **two** character traits of Nora as brought out in the excerpt (4marks)
- (f) Rewrite by replacing the underlined word with a group of words. (3marks)
- i. Don't disturb me.
- ii. Oh! Don't say such horrid things.
- iii. If that were to happen, I don't suppose I should care whether I owed money or not.
- (g) Discuss **one** theme evident in the excerpt. (3marks)
- (h) What happens immediately after this excerpt? (3marks)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“Ah Oswera my wife, how did you cook yourself and how shall I cook myself for the ogre?” He sat down in the dust of his compound and wept. Oswera became very annoyed with her husband. You, you stupid, foolish man! Why sit and cry there all day long? How do you think I cooked myself? Take one of the dogs and quickly prepare it for the ogre!’

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

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

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

The greedy ogre ate banana stalks
Not my family;
The greedy ogre ate a dog
Not Obunde Magoro!
The greedy ogre ate banana stalks

Not my family;
Now come and get Obunde,
His children and wife.

Obunde sang the words and the ogres got very angry. The first ogre rushed into the hollow of the tree, but Oswera had heated a long piece of iron until it was white. She pushed the iron into the ogre's mouth. The beast fell down dead. The next one rushed into the hollow and

Oswera killed him in the same way. In this way she killed all the ogres and saved her husband and all their children.

My story ends there.

Questions

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

4. GRAMMAR

- (a) **Use the most suitable form of the word in bracket to fill in the blank space.** (3marks)
 - i. I believe in his (innocent)
 - ii. Her _____ cost her life. (deceive)
 - iii. Such an _____ had never been seen. (Occur)
- (b) **Rewrite according to instructions given without changing the meaning.** (3marks)
 - i. Neither Ann nor the girls are studying French.
Begin: Neither the girls....
 - ii. Two buses and a train go to the Eiffel Tower.
Correct the error
 - iii. The sun shines brightly.
End:shines
- (c) **Combine the following sentences using the words in brackets.** (3marks)

- i. She is intelligent. She is beautiful. (...both..and...)
- ii. Jerry is not rich. Jerry is not famous. (neither...nor)
- iii. He is intelligent. He is very funny. (...not only...but also...)

(d) Fill in the most suitable preposition.

(3marks)

- i. Solomon was famoushis wisdom.
- ii. She guessedthe answer.
- iii. He derived the meaningthe context of the sentence.

(e) Choose a more suitable pronoun to fill the blank space.

(3marks)

- i. The ones responsible are Charles and (she, her)
- ii.did you give it to? (who, whom)
- iii. It'swho arrived first. (me, I)

TRIAL 12

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

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

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 sensitise 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. 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)**
- (b) What excuse is the government giving for its plans to clear gazetted forests? **(1mk)**
- (c) Using information in the second paragraph, summarize how impunity, has led to environmental degradation. **(4 mks)**
- (d) How does power rationing affect economic growth? **(2 mks)**
- (e) What halted the reclaiming of the Mau Complex? **(2 mks)**
- (f) Why is the shoreline of Lake Nakuru receding? **(1mk)**
- (f) 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. **(4 mks)**
 - (i) Rapidly
 - (ii) Plunder
 - (iii) Intensified
 - (iv) Safeguard

2. Read the extract below and then answer the questions that follow: 25 marks

Mrs. Linde: Yes, that was what I was thinking of.

Nora: He must, Christine. Just leave it to me; I will broach the subject very cleverly- I will think of something that will please him very much. It will make me so happy to be of some use to you.

Mrs. Linde: How kind you are, Nora, to be so anxious to help me! It is doubly kind of you, for you know so little of the burdens and troubles of life.

Nora: I -? I know so little of them?

Mrs. Linde: (*Smiling*) My dear! Small household cares and that sort of thing!- You are a child, Nora.

Nora: (*tosses her head and crosses the stage*) You ought not to be so superior,

Mrs. Linde: No?

Nora: You are just like the others. They all think that I am incapable of anything really serious-

Mrs. Linde: Come, come –

Nora: - that I have gone through nothing in this world of cares.

Mrs. Linde: But, my dear Nora, you have just told me all your troubles.

Nora: Pooh! – those were trifles. (*Lowering her voice*) I have not told you the important thing.

Mrs. Linde: The important thing? What do you mean?

Nora: You look down upon me altogether, Christine – but you ought not to. You are proud, aren't you, of having worked so hard and so long for your mother?

Mrs. Linde: Indeed, I don't look down on anyone. But it is true that I am both proud and glad to think that I was privileged to make the end of my mother's life almost free from care.

Nora: And you are proud to think of what you have done for your brothers?

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

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

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

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

Mrs. Linde: But what is it?

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

Now I will show you that I too have something to be proud and glad of.

- a) What does Mrs. Linde refer to when she says "that was what I was thinking of"? (2mks)
- b) How do you compare Mrs. Linde's reference to Nora as a child and Torvald Helmer's of her from the text? (2mks)
- c) Describe characters of: (4mks)
Mrs. Linde :

Nora :
- d) What is Mrs. Linde's attitude towards Nora? (2mks)
- e) From your knowledge of the text, why does Nora refuse to tell her secret to her husband? (3mks)
- f) Rewrite the following in reported speech (2mks)
Nora: You look down upon me altogether, Christine – but you ought not to .
- g) What is ironical about Nora's assertion that 'no one in the world must know, Christine, except you.' And what does this reveal about Nora's character?(3mks)

- h) Explain any aspect of style inherent in the above excerpt. (2mks)
i) Identify and illustrate any theme evident in this excerpt (2mks)
j) Change the sentence below into an interrogative one. (1mk)
I think I have the right to be.
k) Explain the meaning of the following expressions as used in the passage.(2mks)
i) Broach –
ii) Look down on –

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)
(b) What is the message of this poem? (4 mks)
(c) Explain the speaker's attitude towards the subject matter. (2mks)

- (d) Give one character trait of the speaker. (2 mks)
(e) Discuss two elements of tradition highlighted in the poem. (4 mks)
(f) Identify two poetic features of style used in the poem. (4 mks)
(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.....)
(ii) The oil company has established petrol station here. (Rewrite beginning: A petrol station)
(iii) The principal advised the students to consider the consequences of their behavior. (Rewrite in direct speech.)

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

- (i) Mwende 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.
(ii) We stood up for what they believed.
(iii) We must pull together to make sure our team wins

- (d) Explain the meanings of the following sentences.

- (i) Only Mutungi spoke to him.
(ii) Mutungi spoke to him only.

(iii) Mutungi only spoke to him.

(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.

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

(iii) Mankind thrives on cooperation.

TRIAL 13

KCSE TRIAL AND PRACTICE EXAM

English - Paper 2

1. COMPREHENSION

(20 MARKS)

Read the passage below and answer the questions that follow.

A short guy is a disadvantage individual. And no, the disadvantage is not about reaching high surfaces. He can always stand on his toes or even get a stool. But what would he do when he is discriminated against or taunted on account of his being short; and when tall guys consider it something of a moral responsibility to remind the short fellow over and over that he is inferior?

Apparently, a short man, besides being irritable, is a psychological wreck, thanks to some syndrome of sorts.

Then there is a legion of misinformed women out there who declare to anyone who cares to listen that death would be welcome alternative to dating a short man. Never mind that most are themselves as short as one can get. In their opinion, which they are entitled to anyway, tall is handsome, strong and literally oozes masculinity while short is the opposite. With limited choice of possible mates, restrictions on probable mates, and slew of wrongful generalization, affirmative action would be in order here.

But as they taunt, vilify and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be. Elementary Biology has it that we are all victims of genetic accident; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are an aggregation of parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speaks volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercise ,running round and round the field in the midday sun like i had gone berserk, shutting my eyes alternately , and a host of other impossible strange routine , only to be turned away at the end of the day for the simple reason that height did not add up

Merchants of rumors and falsehood have been at it again. After unleashing the - shorter the monkey the longer the tail rumour, they are back with another mind - boggling one: that these long- tailed short monkeys are poor lovers. While endowment does not necessarily equal performance, such are generalization of the absurd; something a kin to the misplaced belief that all Africans live on trees. If anything, as one Literary Great apply put it, a tiger does not declare its turpitude, it pounces.

And the politics of generalization do not end there .The short guy is also said to be irritable lad hence the worst possible choice for a boss or even mate. Who wants to spend time with someone who will be over the roof at the slightest provocation? Not that the myth is

gospel truth, but has resulted in further restrictions of the short guy's already limited choice of a mate.

As if this is not enough, stiff competition for short ladies silently rages pitting tall guys against short ones. Despite their wide appeal, the tall fellows have an inexplicable penchant for short ladies. Factor in the belief that is something of a misnomer to date a taller lady, the decision by some short ladies to give a not interested verdict for short men, and you have remote ,dwindling chances of short men getting a mate.

Maybe it is time short in stature considered coming together to fight this wholesale discrimination on account of height, over which they have no control. An association would be the perfect gateway to affirmative action. Surely, what has height got to do with love, temperament and everything else for that matter?

Questions

- a) Why does the writer think the short guy is disadvantaged? (2 marks)
- b) explain the irony of some women discriminating the short man. (2marks)
- c) According to the writer, what determines a person's height? (2 marks)
- d) Why does the writer give his experience when the disciplined forces were hiring? (2 marks)
- e) There is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man (re - write the sentence using "prefer" (1 mark)
- f) What two reasons are given why it might be difficult for short men to get mates? (2 marks)
- g) What solution is given by the writer to end the discrimination of the short man? (2 marks)
- h) What is the attitude of the writer towards people who discriminate against the short man? (3 marks)
- i) Explain the meaning of the following words and phrases as used in the passage (4marks)
 - (i) Legion
 - (ii) Aggregation
 - (iii) Chest thumping
 - (iv) Inexplicable

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

"Check your tongue child!" her mother rebuked her harshly.

"Soon you are going to disgrace your father by the way you speak. Didn't you see the way you horrified your yeiyo-botorr the other day when you spoke like one with a demented spirit? You must bridle your tongue. Be careful of what you say, otherwise you will soon be called enaduakutuk."

"I am sorry, Yeiyó," said Resian remorsefully. "But surely Yeiyó, mustn't one mention the despicable character of an old man who behaves badly before a girl young enough to be his daughter?"

"However disreputable the man may be," her mother warned her, "be careful Resian. We don't know what connection the man has with your father and it would be catastrophic if your tongue would be the one to sever his relations with other men. Go to the living room and tell him I'm busy preparing lunch. Get him a cup of tea or something else to drink and make him comfortable before your father comes. I am sure he will be here soon."

Questions

1. Place this extract in its immediate context. (4mks)
2. Resian is talking ill of a certain man. What makes her give such comments about him? (2mks)
3. Relate what Resian had done earlier and worried the aunt and what she has done in the extract that equally worried the mother. (2mks)
4. Mama Milanoi talks of a catastrophe. Does this catastrophe happen? (2mks)
5. Identify two stylistic devices used in this extract. (4mks)
6. Identify three character traits of Mama Milanoi that emerge from this extract. (6mks)
7. After this extract, Oloisudori looks at Resian and she imagines that her blouse is unbuttoned. What makes Resian imagine so? (2mks)
8. What is the meaning of the following words as used in the extract. (3mks)
 - (i) Bridle-

(ii) Demented-

(iii) Horrified-

3. POETRY

(20 MARKS)

Read the poem below and answer the questions that follow

The Tide Rises, the tide falls
The tide rises, the tide falls,
The twilight darkens, the curfew calls;
Along the sea - sands damp and brown,
5. And the tides rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,

10. And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveler to the shore,
And the tide rises, the tide falls.

(Henry Wadsworth)

1. What is poem's point of discussion (4 marks)
2. Identify three aspects of style used in the poem and highlight their effectiveness (6 marks)
3. Describe the tone of the poem. (2 marks)
3. Describe the mood portrayed in the poem (2 marks)
4. Explain the meaning of the following lines as used (6marks)
 - i. The tides rise, the tides falls
 - ii. The day returns but nevermore
5. Highlight the contradiction that is highlighted in the last stanza (2 marks)

4. GRAMMAR

(15 MARKS)

1. Rewrite the following sentences according to the instructions after each. (4 mks)

- i) Dr. Metto has great gift for oratory. His speech was received with loud applause.
Combine into one sentence .Usea
born.....
- ii) She was compelled to sign a confession for admitting guilt.
Begin: They mad
- iii) It rarely rains in Turkana .Begin: Rarely
- iv) He was agitated by the slanderous statements. He decides to sue.
Begin: Agitated.....

2. Replace the underlined part of this sentence with an apt phrasal verb (3 mks)

- i) The security team was asked to ensure that the cameras were functioning
- ii) His distinct voice revealed his identity.
- iii) You need to reduce on the expenses.

3. Supply the correct question tag (3 mks)

- i) Let us go to school.....
- ii) Stand up.....
- iii) You ought to pay attention.....

4. Explain the difference in meaning between the following sentences. (1 mk)

- i) When they got out of the car they stopped to talk
- ii) When they got out of the car they stopped talking.

5. Fill in the Blanks with the most appropriate personal pronouns (2 mks)

- i) Between you and(me/i) who is
taller?
- ii) Rose and(she/her) left for
Nairobi

6. Fill in the blanks with the correct form of the word in brackets. (2 mks)

- i) Most of his family members are quite.....
(Temper)
- ii) The minister tried to peace.....the rioting
University students.

TRIAL 14

KCSE TRIAL AND PRACTICE EXAM

English – Paper 2

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

In olden days, choosing a profession was not all a cause of worry. A farmer's son became a farmer, a potter's son a potter, a king's son a king and so on. But in the modern era, it is skill knowledge, not the caste or community of a person which decides what profession to choose.

The choice of a right profession is one of the most dreadful tasks a child has to face in his transition from childhood to adolescence. Throughout the early decades of independence, Indian kids had only a few choices like engineering, medicine, teaching, government service among others. But post liberalisation, a number of new industries have emerged, providing today's kids with countless career options. Some other new attractive careers are in the information technology food, hospitality, fashion and infrastructure industries.

My desire is to become a software engineer when I grow up. My interest in this field has been since my primary school age. I have always had a fascination for computers. I love playing computer games very much. It was this interest in computer games that sparked off my curiosity about how software codes are written, how graphics and animation are done . . . and such questions. At a very early age, I learnt flash and then started creating games in flash. My father saw this talent and introduced me to his friend's son, Mr. Jatin Patel who was an engineer with Microsoft corporation. Mr. Jatin has been a very valuable mentor since then, giving me proper guidance in charting my career path and developing the necessary skills to succeed in this field.

The basic skill required for a software engineer is to have a sense of logic and common sense, a mind that can think in many dimensions simultaneously and the knack of solving problems. I regularly solve puzzles and play chess to improve my analytical skills and problem (s) solving ability. I have also learnt the basics of operating systems like Windows, Linux and programming languages like C, C++, Java, among others. I have even begun to write programs in these languages. Another important skill needed to succeed in the software industry is good communication skills. I have enrolled for language and personality development courses to sharpen my communication ability and other soft skills.

I am well aware of the pros and cons of becoming an IT engineer. A software professional has to work under tremendous pressure, work late at night and has to meet almost impossible deadlines. He might get no time for family and friends. And as one moves up the ladder, the pressure would only increase.

On the brighter side, the job provides the best salary in the industry. Apart from regular salary hikes, one also gets ample opportunity to travel abroad and in the process make a lot of money. More than the money, there are a lot of learning opportunities. Also, there is a deep sense of satisfaction in helping to build systems that make people's lives easier.

My plan is to do my bachelors and masters in engineering from the best engineering college in the country and then bag a job in a reputed company like Microsoft or Google.

Questions

- a) What is the most dreadful task a child has to face? (1 mark)

- b) How does the writer illustrate change in career opportunities. (2 marks)
- c) According to the passage, what helped the writer trace his career path? (2 marks)
- d) How did the writer's parents react on identifying the son's talent? (2 marks)
- e) In your own words, summarise the pros and cons of being an IT engineer. (6 marks)
- f) What are the basic skills required in software engineering? (2 marks)
- g) My father saw this talent and introduced me to his friend's son. Rewrite the sentence beginning with Not only (1 mark)
- h) Explain the meaning of the following words and expression as used in the passage. (4 marks)
- i) Knack
- ii) tremendous
- iii) past liberation
- iv) curiosity

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

Krogstad: Are you sure of that?

Mrs. Linde: Quite sure, but -

Krogstad: (with a searching look at her) Is that what it all means? - 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 fright, 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 any 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.

- a) Explain what happens immediately before this extract. (2 marks)
- b) Why does Krogstad say he would ask for his letter back? (3 marks)
- c) "Nils, a woman who has once sold herself for another's sake doesn't do it a second time,"

- Briefly explain what makes Mrs. Linde say this. (3 marks)
- d) Identify one character trait of Mrs. Linde in this excerpt. (2 marks)
- e) What is so surprising in this excerpt? Explain. (2 marks)
- f) “But there is one thing I can do in any case and I shall do it at once.” What is it that Krogstad does and how does it affect the rest of the play? (4 marks)
- g) “I have never had such an amazing piece of good fortune in my life!” Rewrite beginning Never . . . (1 mark)
- h) What makes Krogstad say that he has never had such good fortune in his life? (2 marks)
- i) Explain the meaning of the following words and phrases as used in the excerpt.(4 marks)
- (i) At any cost
- (ii) Recall
- (iii) Elapsed
- (iv) Incredible things
- j) Explain what happens immediately after his excerpt. (2 marks)

3. POETRY

Read the following poem and answer the questions that follow.

ONE

Only one of me
And nobody can get a second one
From a photocopy machine.

Nobody has the fingerprints I have
Nobody can cry my tears, or laugh my laugh
Or have my expectancy when I want.

But anybody can mimic my dance with my day.
Anybody can howl how I sing out of tunes.
And mirrors can show me multiplied.
many times, say, dressed up in red
or dressed up in grey.

Nobody can get into my clothes for one.
or feel my fall for me, or do my running.
Nobody hears my music for me, either.

I am just this one.
Nobody else makes the words.
I shape with sound when I talk.
But anybody can act how I stutter in a rage.

Anybody can copy echoes I make.

And mirrors can show me multiplied.
many times say, dressed up in green
or dressed up in blue.

- a) In what ways is the speaker in this poem unique? (3 marks)
- b) Explain what the poem is about. (4 marks)
- c) Identify and illustrate the use of imagery in stanza 2 of the poem. (4 marks)
- d) What is the tone of this poem? Cite evidence from the poem to support your answer. (2 marks)

- e) What is the speaker's attitude towards those who may try to imitate him? (2 marks)
- f) Nobody had the finger print I have. Re-write this as yes-no question. (1 mark)
- g) . . . or laugh my laugh'

The word is used both as a verb and as a noun in the sentence above.

Use the words below to construct four sentences in which the words are used as nouns and as verbs.

- i) Dance
- ii) Cry (4 marks)

GRAMMAR.

(15 marks)

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

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

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

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

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

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

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

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

e) Explain the meaning of each idiomatic expression.

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

TRIAL 15

KCSE TRIAL AND PRACTICE EXAM

English – Paper 2

COMPREHENSION

(20 marks)

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

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

can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are boys or girls. By the time a person is in his or her teens, he or she has learnt – from both

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

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

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

Questions

Q1.

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

- (i) Segregated
- (ii) Absurdities
- (iii) Blanket excuse

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

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 mind easy; I won't let him escape.** (*Goes into the 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. Helen, you mustn't say anything about it to anyone. It is a surprise to 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!

Questions.

- a) Place this excerpt in its immediate context. (4marks)
- b) What does "it" refer to and what does it reveal about the character of Nora? (3 marks)
- c) Identify and explain one type of irony in this excerpt. (2 marks)
- d) Who is being referred to as he and why has he come? (3 marks)
- e) Torvald mustn't know about it. Add a question tag (1 mark)
- f) Describe one theme raised in this extract. (2 marks)
- g) What dreadful thing does Nora fear might happen? Explain your answer. (4 marks)
- h) Describe the character of the maid (2 marks)
- i) Explain the meaning of the following expressions as used in the excerpt. (4 marks)
 - (i) Make your mind easy
 - (ii) I won't let him escape.
 - (iii) It was no good
 - (iv) Dreadful

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

I refused to take your brotherly hand

Your nails are black with dirt, brother
And your palms are clammy with sweat
I refuse to take the hand you extend in help
I shall not join hands with you brother
For unclean hands make me uneasy
For filthy fingernails rob me of my pride.

You argue, gesticulating with your once

I have seen hungry envious eyes
Watching silently through your chain-link fence
I have seen eyes in deep sunken sockets
Burning with anger intently watching you
I have seen parched mouths water with saliva
And heard the rumbling of hollow empty
stomachs
As they watched you feed the dog with meat
From the heavy yields of city sludge

Impeccably clean and beautiful hands
That before long it shall not matter
For 'everybody' is delving and digging
And all shall have hands dripping with dirt.

That nobody shall know clean hands look like
And there shall be comfort in the dirty crowd
And enough to eat, for there are good yields
When the stinking manure is well dug in
With strong and bold hands in time

Are you going blind brother?
I ask how many have the sludge
Or the strong and bold hands like yours
With which to dig and delve?
Brother the hands of many are too weak with hunger
And for many the sludge is out of reach
And yet for others the stink is too nauseating!
But all have eyes and hunger fills them with anger
As they watch your fingernails fill with dirt!

Henry Barlow

Adapted from Poems from East Africa by Cook & Rubadiri,

H.E.B, 1971, 18-19

Questions

- a) Briefly explain the message in the above poem. (3mks)
- b) Identify the **two** types of hands referred to in the poem and explain what they represent. (2mks)
- c) What reasons does the poet give in stanza one for referring to take the "Brotherly hand?" Give your answer in note form. (3mks)
- d) Why does the persona wonder whether the brother has gone 'blind'? (2mks)
- e) The 'brother' seems to have changed from a previous lifestyle. Write out **two** lines to prove this. (2mks)
- f) Identify and explain any **two** poetic devices used in the poem. (4mks)
- g) What is the persona's attitude towards the brother? (2mks)
- h) Explain the following as used in the poem. (2mks)
 - (i) Fingernails are clogged with dirt
 - (ii) Parched mouths

GRAMMAR

(15mks)

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

- i. Ali required two more good passes to win the prize. (Begin If Ali got.....)
- ii. She was a very beautiful girl and everyone admired her. (Rewrite using "so")
- iii. They were wondering if you would join them for the party. (Rewrite using..whether..)

B) Join the following pairs of sentences using the words in brackets and making changes only where necessary. (3mks)

- i. This is the house. Otieno built it. (that)
- ii. My friend is coming to stay with me. I have been writing him for two years. (to whom)
- iii. We enjoyed the picnic. The rain was heavy. (inspite of)

C) Fill in the blank spaces of these sentences with most suitable words. (3mks)

- i. The children were pleasedthe new words.
- ii. We heard it all the radio
- iii. We have not seen himMonday.

D) Rewrite the following sentences using one word to replace underlined words. (3mks)

- i. These workers jobs may be put at risk if you purchase this machine.
- ii. All people having no fixed place of residence were arrested
- iii. The man who describes matches on radio explained why the goal was disallowed

E) Fill the blank spaces with correct phrasal verbs (3mks)

- i. Chirchiri..... all his energy in the third lap and came last in the race.
- ii. The lorrydriver tried to.....the policeman by offering him
bribe.
- iii. How is your experiment.....? Asked the teacher.

SUCCESS!