

BURETI SUB COUNTY JOINT EVALUATION TEST*Kenya Certificate of Secondary Education (K.C.S.E)*

101/1

ENGLISH**PAPER 1****2 hours**

1. **FUNCTIONAL WRITING** (20 marks)
- a) Your birthday party is in three days' time. You are expected to feed ten friends and you are far away from home. Write a recipe for beef stew to be served with the main meal. Send it through an e-mail to you mother to make agreements for the dinner.
(20 marks)
2. **CLOZE TEST** (10 marks)
- Fill in the blank spaces with the most appropriate word**
- A student (1)..... come up with the gadget meant to help reduce road crashes. Anthony Muthungu, a second-year physics and mathematics student at Karatina University, say the (2)..... will alert motorists whenever they approached black spots from (3) far as 500 metres. The device also (4) The drivers as they exit such notorious sections. "This means that the motorist will be aware they are approaching danger zone, and they will (5) reduce the (6) To avoid accidents," said Mr. Muthungu. Christened LUAM Black Spot Tracer, the gadget is a hybrid of two electronic devices, which are configured through a software that (7) invented. Muthungu uses an ordinary television (8)..... control as one of the gadgets that will be fixed (9) Black spots. "The remote control is upgraded through the software such that (10) Sends a signal which is then captured by the signal module receiver encodes the signal and transfers it to an LCD fitted in the dashboard, which warns the driver that they are in accident prone areas," said Muthungu.
3. **ORAL SKILLS** (30 marks)
- FROM THE DARK TOWER.**
- We shall not always plant while others reap
The golden increment of the bursting fruit,
Not always countenance, absent and mute,
The lesser men should hold their brothers cheap;
Not everlasting while others sleep
Shall we beguile their limbs with mellow flute,
Not always bend to some more subtle brute;
We were not made to eternally weep.
The night whose sable breast relieves the stark, white stars is no less lovely being dark.
And there are buds that cannot bloom at all
In light, but crumple, piteous, and fall;
So in the dark we hide the hearth that bleeds.
And wait, and tend our agonizing seeds.
- a) i) Describe the rhyme scheme in the poem above. (2 marks)
ii) Apart from rhyme, identify any other way in which the poet has achieved rhythm. (2 marks)
iii) Which words would you stress in the line: "We were not made to eternally weep"? (2 marks)
iv) How would you say the last line of this poem. (2 marks)
- b) Outline the entire riddling session (7 marks)
- c) Write a sentence to give the difference in meaning in each pair of words. (4 marks)
- i) **Rebel**
Rebel
- ii) **Transport**
Transport
- d) You are the Chief Executive Officer of a newly started Radio Station. How would you ensure that you keep millions of listeners continuously tuned to your station. (6 marks)
- e) Supply homophones for the following words: (3 marks)
- i) Mail
ii) Cheque
iii) Higher
- f) Identify the silent letters in the words below. (2 marks)
- i) Would
ii) Tomb

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ENGLISH**PAPER 2****2 ½ hours****1. Read the following passage and then answer the questions that follow.**

Kenyan roads hold two equal things in measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the roads presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly, things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does not happen; value of property **appreciates** hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger by the day, and finally, they develop into craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them. Permanent scars and loss of lives. Right in front of our eyes, what held great promise and hope to us becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business despite of the difficulties. Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. We it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds. Here are some thoughts to consider. First, just like roads, relationships are necessary in spite of their challenges. People come into the relationships with expectations, some realistic, some unrealistic and everything in between them.

The backgrounds we come from inform those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family wealth and so on. When these expectations are not met, disappointments are bound to occur. Yet like the roads, relationships still hold greater promise for happiness, health and wealth. Mark Gungor, the creator of the video, "Laugh your way to a better Marriage," quotes research that says married people are happier, healthier and make more money than singles, the challenges notwithstanding. I am of the opinion that human beings have not yet discovered any other source of companionship, love, friendship and pleasure that is greater than that which is found in relationships. Another thought is the permanent nature of roads. Every time I visit my home town, I am amazed that most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature.

In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans **pledge allegiance**. Unfortunately, these traditional ideals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be difficult proposition for anyone. The **proliferation** and acceptance of come-we-stay arrangements and other forms of non-committal types of unions is a challenge. This is because the roles that marriage plays in the society-producing and nurturing of children to maturity, providing companionship and building wealth require a high level of permanency. The promise of relationship lies in commitment, and if approached from any other angle, relationships become unfulfilling.

- i) Why according to the passage do people look to the construction of a new road with optimism? (3 marks)
- ii) Identify one similarity between Kenyan roads and relationship. (2 marks)
- iii) What is writer's opinion on Mark Gungers position on relationships? (3 marks)
- iv) State why relationships should be permanent according to the passage. (3 marks)
- v) Why does the writer of this passage think that roads have permanent nature? (2 marks)
- vi) Make notes on the consequences of poor road workmanship. (5 marks)
- vii) "Everyone is excited about the possibilities that the road presents." (1 mark)
(Rewrite beginning: Everyone's.....)
- viii) Explain the meaning of the following expressions as used in the passage. (2 marks)
 - i) Appreciates
 - ii) Pledge allegiance

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

"That cannot be young lady. You are going right back to your own school to study for your Advanced Level Certificate in History, Literature and Geography just like they have told you to."

"But father! All what I want to be is an air-hostess. Why should I go back to school? That's for Vera who wants to be a professor."

"An air-hostess?" mark could not believe his ears. "Over my dead body!"

Becky looked at his face and retreated to her room. She remembers the story of Aoro and his new starvation. She would bid her time; no use in **antagonizing** the old geezer.

Vera enthusiastically took on mathematics, physics and chemistry. This time she said good-bye to her sister and left without a backward glance. Tony left to join Aoro and his mother's heart went with him. Soon the house echoes with emptiness for even little Mary was away at school throughout the day. The children were growing up and the going away movement was becoming an **exodus** Elizabeth wished that the twin boys were with her to fill the house with the noise and good cheer.

One day a telegram arrived from Aluor. Now letters from that place were few and far between. They mainly **consistent** of notes from the twins asking for this, that and the other. A telegram rarely ever carried good news and Marks hand shook a little as he tore it open.

- a) What happened just before this excerpt? (4 marks)
- b) What can we learn from Mark and Becky in this excerpt?
- c) **Identify and illustrate** any two themes evidence in this excerpt (4 marks)
- d) Becky remembers the story of Aoro and his near starvation. Briefly describe 'the story'. (2 marks)
- e) How can we tell that Vera has learnt the true character of her twin sister, Becky? (2 marks)
- f) A telegram rarely ever carried good news and Mark's hand shakes a little as she tore it open. (Rewrite this sentence beginning: rarely)
- g) "Elizabeth wished that the twin boys were with her to fill the house with noise and good cheer."
- i) Who are the twins referred to in this sentence? (2 marks)
- ii) Where are they and why? (3 marks)
- h) Explain the meaning of the following expressions as they are used in the passage. (3 marks)
- i) antagonizing
- ii) exodus
- iii) consisted

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

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still;
Rock and New England quarried;
Now granite in a granite hill.
The golden brooch my mother wore
She left behind for me to wear;
I have nothing I treasure more;
Yet, it is something I could spare.

Oh, if instead she'd left to me
The thing she took into the gravel!
The courage like a rock, which she
Has no more need of, and I have.

(*Had – Edna St. Vincent Millay*)

- a) Briefly explain how the poem is about. (4 marks)
- b) Is the speaker male or female? How do you know? (2 marks)
- c) What does the speaker wish the mother had left behind? Why can't the wish be fulfilled? (3 marks)
- d) Describe the character trait of the mother in the poem. (2 marks)
- e) Identify and illustrate the imagery used in the poem. (4 marks)
- f) What is the speaker's attitude towards the mother and the golden brooch in the poem. (3 marks)
- g) Rewrite the following in your own words: (2 marks)
- "Has no more need of, and I have"
4. a) **Rewrite the following sentences according to the instruction given after each. Do not change the meaning.**
- i) There is nothing I could do but report her behavior to the principal. (Use 'alternative')
- ii) It was the first time the team performed well. Begin: (Never before....)
- iii) He is afraid his daughter might fall in love with a stranger? (Rewrite using afraid of.....)
- iv) The teacher praised the best student. (Rewrite in the passive)
- b) **Explain the difference in meaning of each of the following pairs of sentences.**
- I only heard the news in brief.
I only hear the news briefly.
- She went and bought herself a skirt
She went and bought a skirt herself
- c) **Fill in each of the blank spaces with an appropriate word** (3 marks)
- i) The jury gave their verdict in favor the workers.
- ii) The by-elections were held in accordance the law.
- iii) She sang her heart
- d) **Correct the errors (s) in the following sentences** (2 marks)
- i) The teacher gave us a humble time to revise
- ii) The chaplain wished us safe journey mercies.
- c) **Fill in the blank spaces with the correct form of the word in brackets** (4 marks)
- i) He the teachers advice in everything he did. (seek)
- ii) I had never A marathon before. (run)
- iii) They In amazement (spin)
- iv) The visitors us goodbye and left immediately (bid)

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ENGLISH**PAPER 3**

2 ½ hours

Answer THREE questions only

1. **COMPULSORY Imaginative composition** (20 marks)
EITHER
 a) Write a composition beginning with the following sentences.
 It was made to be a joyful grand ceremony
- OR**
 b) "Possession of firearms for self-defences should be legalized in Kenya." Write a composition, either supporting or opposing this statement. (20 marks)
2. **The compulsory set text**
DRAMA
The Caucasian Chalk Circle By Bertolt Brecht
 The society depicted in *The Caucasian Chalk Circle* is one that ignores important issues and gives priority to less serious ones often leading to disastrous consequences. Discuss the validity of the statement with illustrations from the play. (20 marks)
3. **OPTIONAL SET TEXTS**
EITHER.
 a) The short story: longhorn: *When the sun goes down and other stories from African and Beyond.*"
 Socio-economic issues affecting people greatly contribute to vast brain in East Africa." Write an essay supporting this statement, drawing your illustration from the story 'leaving' by Moyez G. Vissanji. (20 marks)
- OR**
 b) Drama: *Betrayal in the City* – Francis Imbuga.
 "In order to fight for your rights as society, bravery is the key. Cowardice usually condemns people to doom." Validate this statement with the reference to Francis Imbuga's "*Betrayal in the city*" (20 marks)
- OR**
 c) The Novel: *The Whale Rider* – Witi Ihimaera
 "Witi Ihimaera's '*The Whale Rider*.' Is an articulation of the traditions of the Maori people" Show the validity of this statement using clear illustration from the novel. (20 marks)