

KAKAMEGA COUNTY JOINT EVALUATION EXAM, 2013

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

101 / 1

ENGLISH

Paper 1

Functional skills

1. FUNCTIONAL WRITING (20 MARKS)

Your school has gone for National Drama Festivals in Mombasa County. You attended the festivals for FIVE DAYS in which you undertook the following activities.

- i) Presenting a dance
- ii) A visit to Nyali Beach
- iii) Touring the Airport
- iv) You also went shopping

Write a personal journal that you kept for the five days. (20marks)

2. CLOZE TEST

(10marks)

Read the following passage then fill each blank space with the most appropriate word.

A British comedian better known as Mr. Bean, took control_____ (1) a light aircraft on a flight from Mombasa to Nairobi when the pilot_____ (2).

The details of_____ (3) extraordinary incident have been revealed by the United Kingdom's spectator magazine on its website. The incident_____ (4) a month ago when Mr. Rowman Atkinson was on holiday in Kenya with his family. He took control of the plane for several minutes as his_____ (5) attempted to wake up the pilot. After being slapped on the face_____ (6) times by Mr. and Mrs. Atkinson, the pilot woke up. The incident was reported to the Kenyan authorities_____ (7) the pilot is said to have been suspended.

Only the Atkinsons and_____ (8) two children were in the plane when the incident happened around 16, 000 feet. Mr. Atkinson has refused to comment, but his brother said "Rowman has never flown a plane before. He has hired_____ (9) planes often enough so I supposed that gave him a chance to see_____ (10) happens at the controls;"

3. ORAL SKILLS

(30marks)

(a) *In the following paragraph, the writer has utilized one of the genres of oral literature to express his feeling about the subject. Answer the following questions based on it.*

The prince was their, idol
Though he was enjoying the peas.
He was bored and need parrying,
The regency took the queue
To enjoy from the generous air,
The kind sun of the kingdom.

(Kernabomain)

Replace the underlined words with appropriate homophones to bring out the intended literal meaning.(3marks)

(b) *Read the following conversation and then answer the questions that follow:*

(7marks)

Fatuma: (voice shaking) **I** have just received terrible news. My mother is dead.

Zena: (with a faraway look in her eyes) Talking about mothers... When they get old, they become burden. Mine is ailing.

Fatuma: (voice still shaking) Oh, God! My brother has just rung me saying she just dropped dead after she had come from the latrine at 2.00 a.m. this morning. No one was expecting...

Zena: As I said, my own mother is ailing. She is in her seventies, and we have to keep buying medicine for her diabetes and high blood pressure,

Fatuma: (Now crying) Oh, my dear mother. I have to look for money to travel to Mombasa and attend to the burial arrangements. I have no idea where...

Zena: (Absent- mindedly) Well, well, well. Money is always a problem. I also need money for my mother's

medication.

Fatuma: (wiping her tears and suddenly walking away) Thanks for being so understanding!

Zena: (looking confused) What! Have I offended you?

- (a) Identify the shortcomings of Zena's listening skills. (7marks)
- (b) Underline the silent letters in the following words. (5marks)
- (a) Mutineer
 - (b) Turnip
 - (c) Belle
 - (d) Basically
 - (e) Wednesday
- (d) Your younger sister is trying to compose a poem with a rhyme scheme. She has come up with the following list of words. Advise her on any FIVE pairs that rhyme.
- | | | | |
|---------|------|-------|------|
| Worm | Sky | have | beat |
| Pay | joy | feet | mean |
| Destroy | Star | lean | |
| are | moan | dear | |
| Mourn | love | Strom | |
| nun | none | | |
- (e) Indicate the correct intonation for the following sentences. (5marks)
- (i) Here comes the bride.
 - (ii) We could go by car.
 - (iii) You called me?
 - (iv) It's okey but I won't come.
 - (v) Can I take you home?
- (f) You would like to find the details of a function to be held in your child's school. You decide to make a telephone call. Below is part of the conversation between you and the secretary at the school. Fill in the missing parts. (5marks)
- YOU: Hallo? Is that Jipe Moyo High School?
- SECRETARY: (1mark)
- YOU: Good morning. I am a parent of a student in Form three. Please tell me, is there an academic meeting for parents at the school?
- SECRETARY: (1mark)
- YOU: Please tell me when it will be.
- SECRETARY: (1mark)
- YOU: What will be expected of me as a parent?
- SECRETARY: (1mark)
- YOU: Thank you very much for your kind assistance. I will be there. Good bye.
- SECRETARY: (1mark)

KAKAMEGA COUNTY JOINT EVALUATION EXAM

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

101 / 2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

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

It has been noted that Kenya is experiencing 'phenomenal' growth in population and that this will put a strain on the economy. The general feeling amongst those who see a large population as a problem is that we should put family planning issues back on the national agenda. But does Kenya really have a population problem? I do not think so. There is nothing as good as a large population of people within a nation that values human resources and is ready to put them to productive use. Countries that are now registering tremendous economic growth such as China, India and Brazil, are characterized by, among other things, large populations. A country's economic growth is determined much more by choices it makes in the utilization of its resources rather than by the rate of its population growth.

We can roughly classify countries into three broad categories on the basis of their development and the utilization of their human resources for economic growth. These countries include China and the countries we now, refer as the Asian tigers, such as Korea, Malaysia, and Indonesia and Singapore. These countries have strategically utilized their immense human resources for exemplary economic growth. Singapore, for example, is the second most densely populated country in the world after Monaco, yet it has put all its people to work.

The second category is that of countries that suffer from lack of human resources because of a dwindling population. These countries include Norway Holland, Russia and Austria. They are overburdened with an aging population and are unable to excite their people to multiply. Having realized the negative impact of this low population on their economies, these countries are now encouraging their people to get more children by giving lucrative incentives to couples. They have also begun importing manpower.

The third category is that of countries that do not seem to have a progressive policy on the utilization of their human resources. Instead, it appears as if they consider this particular resource an enemy. They are afraid that a large population will impact negatively on their economies. The therefore, make programmes to reduce population a priority. As a result, these countries operate the fringes of the world economy, unable to utilize the resources bequeathed to them by nature, Unfortunately, many developing countries, including Kenya, fall into category.

The land mass we call Kenya is capable of supporting well over 200 million people, compared to its current population of about 40 million people. In size, it is 582 367 square kilometers much bigger than many industrialized nations. It is, for example, far bigger than Israel which is only 20072 square kilometers, yet it supports a population of about 7 million people. By world standards, therefore, Kenya is a sparsely a populated country. We fight over land in area hardly a third of the country, where we practice subsistence agriculture and are always at the mercy of the vagaries of nature, yet our contribution to the world economy is marginal.

We have to confront the real problems we face as a country and not find a scapegoat in population growth. Our ability to plan for our people and put resources to proper use in order to industrialize is our biggest undoing. Much of Israel, for example, is actually a reclaimed desert. Kenya, with some little creativity, can reclaim all the arid and semi-arid lands, and support a larger population. In short, we need to rethink our strategies.

Other resources that Kenya needs to harness are water and the long hours of sunshine. Flood waters kill our people during rainy seasons as we helplessly watch, instead of using technology to harvest the water and use it to irrigate the arid lands. The sun shines on our heads every day, yet we cannot trap its rays to light up our homes at night or power our vehicles.

The argument that population growth is cancelling out economic growth is flawed. There IS little evidence to support the view that small families are the richest. Simply put, we cannot convince the poor that the only way of getting out of poverty is through getting fewer babies. We should direct our energies more at creating wealth rather than pushing the futile agenda of population control to the national limelight.

(Adapted from Comprehensive Skills for Secondary Schools by Angelina Kioko et al, Oxford University press.)

- (a) What is the writers stand with regard to Kenya having a population problem? (2marks)
(b) Give two examples of countries with large populations which are registering huge economic growth. (1mark)

- (c) In note form make a classification of countries based on their development and use of human resources. (3marks)
- (d) What is the author's attitude towards his country? Explain your answer. (2marks)
- (e) Why do you think the author compares Kenya and Israel? (2marks)
- (f) With illustrations, identify a figure of speech used in the second paragraph. (2marks)
- (g) What can cause a country to be overburdened by an ageing population? (2marks)
- (h) What is the author's tone with regard to the Asian tigers? Illustrate your answer (2marks)
- (i) Rewrite the following sentence, starting with "Instead of"
 We should direct our energies more at creating wealth rather than pushing the futile agenda of population control to the national limelight. (1 mark)
- j) Explain the meaning of the following words as used in the passage.
- a) Flawed (1mark)
- b) Harness (1mark)
- c) Bequeathed (1mark)

2. **Read the following extract and answer the questions that follow;**

DR. STOCKMANN: I will tell you that too, later on. (*Holds out the card to PETRA*) There, Petra; tell sooty-nose to run over to "the Badger's" with that, as quick as she can. Hurry up! (PETRA takes the card and goes out to the hall.) Well. I think I have had a visit from every one of the devil's messengers to -day!
 But now I am going to sharpen my pen till they feel its point; I shall dip it in venom and gall; I shall hurl my inkpot at their heads! They'll find out that a pen is mightier than an umbrella.

MRS. STOCKMANN: Yes, but we are going away, you know Thomas.
 (*PETRA comes back*)

DR. STOCKMANN: Well?

PETRA: She has taken it.

DR. STOCKMANN: Good! Going away, did you say? No. I'll be hanged if we are going away! We are going to stay here. Katherine!

PETRA: Stay here?

MRS. STOCKMANN: Here, in this town?

DR. STOCKMANN: Yes, here. This is the field of battle-this is where the fight will be. This is where I shall triumph! As soon as I have had my trousers sewn up I shall go out and look for another house. We must have a roof over our heads for the winter.

HOSTER: That you shall have in my house.

DR. STOCKMANN: Can we really?

HORSTER: Yes, quite easily. I have plenty of room, and I am hardly ever at home.

MRS. STOCKMANN: How good of you, Captain Horster!

PETRA: Thank you!

DR. STOCKMANN: (*shaking his hands*): Thank you, thank you! That is one trouble over! Now I can set to work in earnest. There is an endless amount of things to look through here, Katharine! Fortunately I shall have all the time: because I have been dismissed from the Baths, you know.

MRS. STOCKMANN: (*with a sigh*): Oh yes. I expected that.

DR. STOCKMANN: And they want to take my practice away from me too. Let them! I have got the poor people to fall back upon, anyway - those that don't pay anything; and, they need me most, too. But, oh, they will have to listen to me: I shall preach to them in season and out of season, or whatever the phrase is!

MRS. STOCKMANN: But, dear Thomas, I should have thought events had showed you what use it is to preach.

DR. STOCKMANN: You are really ridiculous, Katharine. Do you want me to let myself be beaten off the field by public opinion and the 'compact majority' and all that nonsense? No, thank you! And what I want to do is so simple and clear and straight forward! I only want to drum into the heads of these mongrels the fact that the liberals are the most insidious enemies of freedom-that party programmes strangle the new truth - that consideration of

expediency turn mortality and justice upside down - and that they will end by making life here impossible. Don't you think, Captain Horster that I ought to be able to make people understand that?

HORSTER: Very likely: I don't know much about such things myself

DR. STOCKMANN: Well, look here - I explain! It is the party leaders that must be destroyed. A party is like a gluttonous wolf. He requires a certain number of smaller victims to prey upon every year, if he is to live, just look at Hovstad and Aslasken! How many smaller victims have they finished off or at any rate maimed and mauled until they are fit for nothing except to be householders or subscribers to the People's Messenger! (Sits down on the edge of the table) Come here, Katherine – look how beautifully the sun shines to-day! And this lovely air I am drinking in!

MRS. STOCKMANN: Yes, if only we could live on sunshine and fresh air, Thoma.

QUESTIONS

- (a) Briefly describe happenings that lead to the events taking place in this extract (3marks)
- (b) Who is sooty – nose? (2marks)
- (c) Identify an adjective in the extract that is used in the comparative degree (1mark)
- (d) Dr. Stockmann seems to contradict his earlier discussion. Explain the contradiction. (2marks)
- (e) Discuss the character traits of the following as revealed in the extract. (4marks)
- (i) Horster
- (ii) Dr. Stockmann
- (f) Explain the irony in Mrs. Stockmann utterance “Oh Yes, I expected that” (2marks)
- (g) Identify and explain any one theme that has been highlighted in the extract. (3marks)
- (h) Explain the imagery of the following as brought out in the extract
- i) The pen (2marks)
- ii) The sun (2marks)
- (i) Explain the meaning of the following words used in the extract. (2marks)
- Ridiculous
- Mongrel
- (j) Rewrite the following sentences according to the instructions after each.
- (i) No, I'll be hanged if we are going away (Add a question tag) (1mark)
- (ii) I shall hurl my inkpot at their heads (Change to passive) (1mark)

3. Read the following story and answer the questions that follow

ELEPHANT LEARNS SOME MANNERS

One day Elephant came across Squirrel on the path to 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 every 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 tall, and you may be very proud, and I bet you think you're the greatest animal on earth, but you're much mistaken!"

Elephant looked round in surprise. "I am not mistaken, Squirrel", he rumbled. "I am the greatest and everyone knows it."

"Let me tell you something, Elephant," said Squirrel, chitterling 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, that he accepted the tiny creature's challenge. Besides, 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 first light. Elephant could hardly wait. He even skipped his evening meal of acacia pods so as to be truly empty for the 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 a 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, have you had enough yet?" he asked, surprised to see his small adversary still busily eating. Not only was he still eating, but his pile of palm nuts was disappearing almost as fast as Elephant's own.

"Not yet!" mumbled 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 steeping 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.

QUESTIONS,

- (a) How do we know that the Elephant was proud? (2mks)
- (b) Briefly explain how the Squirrel tricked the Elephant (3mks)
- (c) Mention and illustrate any two vices that this narrative condemns. (1mks)
- (d) With an illustration for each, identify any two characters of the Squirrel. (4mks)
- (e) What makes this story an Oral narrative? (3mks)
- (f) Write down two sentences to show the use of the word 'contest' as noun and as a verb. (2mks)
- (g) Identify anyone moral lesson we learn from this story, (2mks)

4. GRAMMAR.

I. Rewrite the following sentences according to the instructions given. (3mks)

- a) If he comes he will not be punished.
(Begin Unless)
- b) The snail reached the ark only by perseverance.
(Begin Only)
- c) They have just walked out of the building when the bomb went off
..... (Begin No sooner ..)

II. Complete the following sentences using the correct form of the words in brackets. (3mks)

- (a) Exposing yourself to cold is (injury) to your health.
- (b) He had(lie) on heel
- (c) She hashim a son (bear)

III. Give a phrasal verb that means same as the words in the bold type (3mks)

- i) The suspects **confessed** after a long interrogation.
- iii) I will **visit** you next weekend.
- iv) Only very irresponsible parents can **abandon** their children.

IV. Correct the errors in the following sentences. (2mks)

- i) They didn't know if or not he had arrived
- ii) I will be happy **if** you will come to the party.

V. Provide the most suitable prepositions for the sentences below. (3mks)

- a) The soldier was punished..... neglect of duty.
- b) The thief was disguised..... an official from the Ministry of Education.
- c) The man died..... Malaria.

VI. Punctuate the following sentence appropriately

Kwame gave him a list of the things required a bunch of ripe bananas for the children bag of potatoes enough peas and vegetables to prepare Iriio and crate of soda.

KAKAMEGA COUNTY JOINT EVALUATION EXAM

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

101 / 3

ENGLISH

Paper 3

1. Imaginative composition (20mks)
Either
(a) Write a composition to illustrate the proverb:
"As you make your bed, so you must lie on it."
Or
(b) "Education is the surest way to achieve the much needed national integration in Kenya today."
Write a composition supporting or opposing this statement.
2. **The Compulsory Set Text:** (20mks)
The Novel; Ngugi wa Thiong'o The River Between.
Citing specific examples from Ngugi's *The River Between*, write an essay to illustrate the fact that too much of something is dangerous.
3. **Optional Set Text** (20mks)
Answer any of the following questions.
Either
(a) **Illieva Emila and Olembo Waveney (Ed);**
When the Sun Goes Down and other Stories from Africa and Beyond.
Using Isegawa's *The War of the Ears* for illustrations, write an essay citing any four reasons why the young are readily lured to join criminal gangs or militia groups,
Or
(b) **Drama;**
John Ruganda; *Shreds of Tenderness*
War has harmful effects on both the country and its citizens. Citing specific examples from Ruganda's '*Shreds of Tenderness*,' write an essay to show the truth of this statement,
Or
(c) **The Novel;**
Witi Ihimaera's: *The Whale Rider*
Referring closely to Kahu in Ihimaera's *The Whale Rider*, write an essay to illustrate the saying that:
"Persistence wears resistance."

UGENYA – UGUNJA DISTRICTS JOINT EVALUATION, 2013

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

101/ 1

ENGLISH

PAPER1

TIME: 2 HOURS

JULY / AUGUST, 2013.

1. FUNCTIONAL WRITING

(20 marks)

Imagine that you are the Secretary of Drama Club in your school. The chairperson has called an Annual General Meeting to discuss the following agenda:

- i) Preliminaries.
- ii) Reading and confirmation of the previous minutes.
- iii) 2 matters arising are discussed.
- iv) Performance of Betrayal in the City in your school to be attended by students from neighbouring schools.
- v) Formation of a Mobile Literature Theatre
- vi) AOB

Eight members attended the meeting, there were two apologies. The patron of clubs and societies and HOD English were invited to attend but the latter was committed elsewhere and requested to attach and send him a copy of the minutes via e-mail. His address is mike.okelo@yahoo.com. Two members did not attend and nobody had any idea about why and where they were.

Write the minutes that you would take on the occasion.

2. CLOZE TEST

(10 marks)

Fill in the blank spaces in the passage below with the most appropriate word in each case.

Churches are up in (1)over the proposed Basic Education Bill 2012 that has been passed (2)..... parliament waiting for the presidential assent and wants the president to (3)..... the Bill to parliament for amendment. The National Council of Churches of Kenya (NCCCK) accused (4) Ministry of Education of ignoring the tenets of an (5).....agreed memorandum that seeks to allow church (6) owned schools to remain private institutions. NCCCK Secretary (7)..... Canon Peter Karanja said that (8)..... The Bill is assented in its current form, they will take the battle to the corridors of Justice. "We urge the president to use his prerogative to return the Bill to parliament (9).....that the violation in the Bill can be corrected. (10) interests should not be allowed to undermine the partnership in education that the churches and government have operated for half a century." said Karanja.

3. ORAL SKILLS

(30 marks)

a) Read the poem below then answer the questions based on it.

"Women have given birth to sons
But none is like Owuor
The son of Kembo, of the line of Maroko.
My friend, my husband.

Men live with their wives
Like cats and dogs, ravens and chicken
But the son of Kembo
My friend, my husband.

When i first set my eyes on him
So tall. So handsome, so full of *nyadhi

My hearth was smitten within me
By my friend, my husband.

My father demanded thirty head.
And the son of Kembo did not demur
Paid up like a real man
My friend, my husband.

Yes women have had sons.
But none will ever be like Owuor.
The son of Kembo of the blood of Maroko
My friend, my husband.

*Adapted from Margaret Ogola's THE RIVER AND THE SOURCE * Nyadhi-great style.*

- a) Classify this oral poem. (2 marks)
- b) Describe the tone that YOLI would find appropriate for the reading of the poem. (2 marks)
- c) What is the import of repetition of the word 'so' in the 2nd line of the 3rd stanza? (2 marks)
- d) Identify and illustrate a predominant oral poetry feature evident in the poem. (2 marks)

b) i) Provide a word with same pronunciation as each of the following words. (3 marks)

Key
Pascal
Peace
Throne
Made
Rest

ii) Underline the stressed part of the following as a verb or noun. (3 marks)

a) Produce		a) Convict		a) Comfort
b) Produce		b) Convict		b) Comfort

c) An external speaker was invited to address a group of candidates in a local school on 'Gender Equity'. The speaker began to talk, but stopped after a minute to clear a lump from his throat. When he got back to the podium, he spent close to two minutes sorting out his notes from shuffled sheets of paper in his brief case. After ten minutes' presentation, some students sitting at the back of hall giggled, others chuckled. Additionally, there was a disturbing rate at which the audience dragged their lockers back and forth. A couple of those sitting in front dozed off. Briefly explain the possible factors that could have caused the disquiet. (6 marks)

d) **Read the following interlocution and then answer the questions that follow it.**

Mildred: (Cheerfully extended a hand). Good morning, dear!
Monica: (Animated) Good morning, how are you?
Mildred: I'm fine thanks. And how are you?
Monica: I'm okay too.
Mildred: I'm looking for soya beans to cook quality succotash for my visitors. You know, I'm expecting a huge number of people in a week's time.
Monica: I have two tins of soya beans, here! You are lucky you wouldn't need to worry.
Mildred: I see. How about those in that sack, what colour are they? ... er ... I mean.
Monica: I sell different types of beans-there are these checkered ones, and in the sack are types known as Wairimu. Take your pick.
Mildred: It appears the Wairimu type are healthier than the soya which looks a bit emaciated. Did you harvest them too early?
Monica: What you see is the full grown size. Soya beans are never so copious. Don't forget the fact they look really clean and healthy, size notwithstanding. Do you want quality or size?
Mildred: Both! You know, healthier ones have more flesh, and that's exactly what we require. Anyway, what is the price of each tin?
Monica: Quite affordable. Each tin is sixteen kilo grams (16 kg) and each Kg is Kshs 200. So you will part with Kshs 3,200 a tin.
Mildred: Three thousand what? This is the price of a ram! Can't spend all that for tiny beans. Come on, let's move. Quote what is tenable. The highest figure I can raise for a tin is Kshs 2,400.
Monica: I have two children in a day school. I'm struggling to raise Kshs 18,000 for both of them. Your Kshs 2,400 is way below my dream. Be serious, brother, if you really need my very eye-catching beans. And I will give you one kilogram bonus if you buy from me! Come on, Give me Kshs 2,900 a tin. These are quality grains.
Mildred: Well, at least you sound promising now. I have two thousand seven hundred shillings for you.... er ..
Monica: (Yielding). You are a mean one. Anyway, how many tins do you need?
Mildred: (Fetching a wallet from her pocket) one and a half tins. That totals to 4,050.
Monica: (Receiving the money). Great! Here, your money's worth and the bonus. You are NOT a bad guy. Next time you are looking beans, come back to this stall. I'm Monica Monje.
Mildred: (Appreciative). Thank you Monica. I'm Mildred Adikinyi. It has been a pleasure buying from you.
Monica: Thank you very much Adikinyi. Bye, bye
Mildred: Bye

i) Why do you think Monica and Mildred erect each other on the onset of business transaction? (2 marks)

ii) Comment on Mildred's negotiation skills. (4 marks)

i) Generally speaking, what are the characteristics of negotiations clearly brought out in the above interlocution? (4 marks)

UGENYA – UGUNJA DISTRICTS JOINT EVALUATION, 2013

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

101/ 2

ENGLISH

PAPER 2

Time: 2½ hours

1. COMPREHENSION.

Read the passage below and answer the questions that follow.

The laboratory rats are agitated. Their teeth are chattering. They are nervous and cannot concentrate.

Their physiological symptoms are equivalent to drug withdrawal. But they are not on drugs. They are on sugar and they need their fix. The rodents have been fed a diet of 25 percent sugar. If this seems an unpleasant experiment, remember that children routinely eat breakfast cereals containing more than 40 per cent of sweet stuff. Never mind the youngsters' teeth or waistlines, what is this sort of junk food doing to their brains?

'We are what we eat', the old saying goes, and what we eat has changed hugely over the past 50 years.

The physical risks of children of a highly - processed, highly - refined diet lacking in fruit and vegetables are now acknowledged, but the damage being done to their behaviour, learning abilities and mood is not. Nutrition can play a key role in preventing and managing many difficulties, including development disorders such as hyperactivity and mental health problems such as depression.

Bernard Gesch, a senior researcher at Oxford, says: 'it is widely accepted that diet influences our physical health, and yet we manage to ignore that connection when it comes to behaviour.' In 2002 Gesch released the results of a dietary experiment. More than 200 men in young offender' institutions took part in a randomized test. Anti-social behaviour' fell by 25 per cent and violent incidents by 35 per cent among offenders given multi-vitamin, mineral and fatty acid supplements that brought their intake up to official level. There was no change in the control group. 'It raises the important question of what would happen to these men if they had been nourished properly in their young lives,' he says.

However, the wider picture is more complex. Prior to the experiment, Gesch's young offenders had access to well - balanced meals in their institutions, but they made poor choices. So do children when it comes to school dinners, the Consumers' Association reported last year. It asked 246 primary and secondary pupils to keep a food diary. The youngsters filled the pages with details of crisp, chips and chocolates bars, but rarely mentioned fruit or vegetables. Their diets were high in saturated fats, sugar and salt and low vital nutrients such as zinc, iron, proteins, calcium, foliate and vitamin A and C. Consider the role of just one of these. Nearly half of the UK's children suffer from zinc deficiency - the classic sign is white spots on finger nails. Zinc has a role in metabolizing sugar. It is essential for cell division and replication and a shortage damages the sense of taste and smell. This leaves children open to appeal of highly - spiced and artificially flavoured, salty and sugary foods and less likely to appreciate the subtleties of fruit and veg.

The types of fats children eat are another major concern. The brain is about 65 per cent fat and omega oils are its genuine, natural polyunsaturated fats. They are essential to the brains working and have been much publicised. But Dr. Richardson, a colleague of Dr. Gesch, says that omega 3 oils are 'tragically lacking in most modern diets', except of course in the run up to the summer exam season when student and parents empty the chemists' shelves in the hope of better results.

Omega 3 oils can be displaced by manmade, unnatural nasties called 'trans fatty acids' (TFAs). But these TFAs don't behave in the same way as omega 3 oils. In brain cells, for example, saturated, hydrogenated and trans fats make the membranes far less fluid and flexible. This can affect the functioning of all the cells' signaling systems', say Dr. Richardson. 'Every time children eat crisps, biscuits or cakes they are filling themselves with what are essentially toxic fats. 'This has now been admitted by the USA's Food and Drug Administration and the UK's Food Standards Agency.

There are no health benefits and many health costs to these man-made fats. Yet there are all that some children and adults are eating. They are replacing the essential natural fats that would make their brain and body work properly with one that are clogging up the machinery.

Adapted from oxford Cambridge and RSA Examinations (GCSE] - 2006

- What evidence does the author give to show that the laboratory rats are agitated? (2 marks)
- According to information given in paragraph one, what do children eat for breakfast? (2.marks)
- 'We are what we eat.'" With evidence from the passage, explain the relevance of the above saying.(2 marks)
- In a paragraph of not more than 25 words briefly explain the benefits of Zinc in the diets of children. (5 marks)

ROUGH DRAFT / FAIR COPY

- e) Dr. Richardson says that Omega 3 oils are tragically lacking in most modern diets. Rewrite the sentence in direct speech. (1 mark)
- f) What is the attitude of the writer towards trans fatty acids according to the passage? (2 marks)
- g) Give the passage a relevant title. (2 marks)
- h) Change the following sentence into a negative statement.
'Every time children eat crisps, biscuits or cakes they are filling themselves with what are essentially toxic fats:'
- i) Explain the meaning of the following words / phrases as used in the passage. (3 marks)
Anti-social behaviour
Subtleties
Polyunsaturated fats

2. An Enemy of the People

Read the excerpt below and answer the questions that follow:

MRS. STOCKMANN: How good of you, Captain Horsier!

DR. STOCKMANN: (Shaking his hand): Thank you, thank you! That is one trouble over! Now I can set to work in earnest. There is an endless amount of things to look through here. Katherine! Fortunately I shall have all the time; because I have been dismissed from baths, you know.

MRS. STOCKMANN: (with a sigh): Oh yes. I expected that.

DR. STOCKMANN: And they want to take my practice away from me too. Let them! I have got the poor people to fall back upon, anyway - those that don't pay anything; and, after all, they need me most, too. But, oh, they will have to listen to me; I shall preach to them in season and out of season, or whatever the phrase is!

MRS. STOCKMANN: But, dear Thomas, I should have thought events had showed you what use it is to preach.

DR. STOCKMANN: You are really ridiculous, Katherine. Do you want me to let myself be beaten off the field by public opinion and the 'compact majority' and all that nonsense? No, thank you! And what I want to do is so simple and clear and straight forward. I only want to drum into the heads of these mongrels the fact that the liberals are the most insidious enemies of freedom - that party programmes strangle the new truth - that consideration of expediency turn morality and justice upside down - and that they will end by making life here impossible. Don't you think, Captain Horster that I thought to be able to make people understand that?

HORSTER: Very likely; I don't know much about such things myself.

DR. STOCKMANN: Well, look here - I will explain! It is the party leaders that must be destroyed. A party leader is like a wolf, you see - like a gluttonous wolf. He requires a certain number of smaller victims to prey upon every year, if he is to live. Just look at Hovstad and Aslaksen! How many smaller victims have they finished off or any rate maimed and mauled until they are fit for nothing except to be householders or subscribers to the people's messenger! (Sits down on the edge of the table) Come here, Katherine - look how beautifully the sun shines to-day! And this lovely spring air I am drinking in!

MRS. STOCKMANN: Yes, if only we could live on sunshine and fresh air, Thomas.

DR. STOCKMANN: Oh, you will have to pinch and save a bit - then we shall manage somehow.

That gives me every little concern. What bold enough to venture to take to my work after me?

- a) State what happens before this excerpt. (2 marks)
- b) Identify an aspect of illusion in the excerpt. (1 mark)
- c) Explain who the liberals are and why they are the most insidious enemies of freedom. (3 marks)
- d) Apart from the liberals, which other two groups does Thomas attack in the meeting as seen from without the extract (3 marks)
- e) What does mongrel stand for? (2 marks)
- f) Identify an aspect of imaginary and comment about its effectiveness. (3 marks)
- g) In not more than 40 words, paraphrase what Dr. Stockmann says about party leaders. (4 marks)

ROUGH COPY

FINAL COPY

- h) 'If only we could live on sunshine and fresh air' explain the tone adopted here by Mrs. Stockmann. (2 marks)

- i) Katherine is being asked to pinch and save a bit. Where else in the play is she seen doing something worthwhile with the saving?
- j) HORSTER: Very likely; I don't know much about such things myself
Write what Horster says in indirect speech. (1 mark)
- k) Explain the meaning of the following words and expressions as used in the excerpt. (3 marks)
 - i) Practise.
 - ii) In season and out of season
 - iii) Expediency

3. ORAL NARRATIVE.

Read the following passage and answer the questions that follow.

THE OLD WOMAN

Long time ago in a certain village there lived a rich healthy woman, everyone in the village called her mama. Everybody liked her for her gay and pleasant nature. Her face was ever radiant as though she cared about nothing in this world. Aside from this, she was very fond of young children who referred to her a guuku. Mmbone, the old woman, was rather a mystery. Nobody knew where she came from or who her real family members were. This elicited many rumours about her origin. Some people believed she was the only survivor of a clan that had been wiped by a severe drought. Her survival had been secured by her good nature that made the gods spare her. Another rumour had it that she was hardworking and intelligent enough to keep enough food to last the entire drought period. The most bizarre rumour had it that she was chased away from a distant clan after killing her neighbour's child so as to gain potency. All these mysteries about her notwithstanding, Mmbone's compound remained a darling of the villagers. Though she did not have children and grandchildren of her own, Mmbone's compound was always full of playing children. Whenever annoyed, which was rare, she expressed her anger by rebuking "Eh ...eh!...eh!.....eeh! Not again you hear me? and as usual her bright face would come back.

As the children played, she would be busy in her garden trying to plant vegetables, which helped her in making her ends meet. After a whole day's work, she would come back home and prepare food to share with the children who spent the whole day running up and down the field.

After finishing the food, the children would help one another to wash the utensils after which they would gather around the grandmother to enjoy her stories and songs. The songs and stories aimed at teaching the children moral values.

"One story was particularly interesting. She told them about how one generous old woman once faced starvation. She went to the home of the people whose children she had saved from starvation during a drought. Surprisingly, the woman refused to assist the old woman. This greatly disturbed her. She however left, singing the following song?"

Ndyegu yatsia kutusmu
Akiima umwana

Umwana natsia kusuma
Akiima Ndeygu,
Ndeyegu vava, ukaliranga ki
Atsunutsunutsunu

Ndegegu went to borrow food, She denied her child.
The child went to borrow hers, She denied Ndyegu,
Ndyegu ended up crying
Why then?
Atsunutsunutsunu.

With time however the drought ended and the old woman survived. Years down the road, another drought happened. The mean woman was hard hit. She got scared and ashamed of going to borrow from the old woman. Seeing the agony of the children of the woman, the old woman went to her and asked,

'My daughter, what disturbs you?'

The woman answered, 'Mama, my children are hungry and I have no food to give them. 'Then why didn't you come to ask for some from me?'

The woman replied, 'Mama, I remember the day you came to borrow from me and I turned you away though I had some food to spare.'

"Don't worry my daughter. Though you refused to help me, the gods of our fathers fed me. Do you call me mama for nothing? Come! Take some cassava for my husbands and co-wives. They don't have to suffer for your

childish mistake!"

The woman took some food took it home and saved her children."

During the story time, she showed the children how to dance but did not do it perfectly due to her advanced age. Regardless of all this, the children gave all their ears to her and benefited from her wisdom. One day, when she could not dance with the agility of the children, one naughty child made fun of her. Instead of rebuking her directly, the old woman said, 'Utarora nnya vukana dada yata vusta tsing'ombe.' she would later smile broadly as she walked back to her house and parted with the children.

After sometime the village was shocked to hear that their beloved ma and grandma had gone West. Both the children and their parents grieved for long. She was then sent back to her ancestors, from where she had mysteriously come. Little did the children know that the old woman's favorite stories were about her own life.

Questions

- a) Classify this narrative, (2 marks)
- b) Identify and illustrate two features characteristic of oral tales. (5 marks)
- c) Nobody knew where she came from, of who her family members were. (Write in passive) (2 marks)
- d) Describe Mmbone's character. (2 marks)
- e) Identify one social and one economic activity of the people from which this narrative has been taken. (4 marks)
- f) Which proverb would be appropriate to caution against greed as evident in the story? (1 mark)
- g) Give any moral lesson evident in the narrative. (2 marks)
- h) Explain the meaning of the following words and phrases as used in the story.
- i) Radiant
- ii) Bizarre
- iii) Had gone West

4. GRAMMAR

A. Rewrite the following sentences according to the illustrations given.

- i) That kind of employment attracts more youths than it does to the old men. (Rewrite beginning 'with: More ...)
- ii) His teacher advised him well. He never lost track. (Join into one sentence without using a conjunction)
- iii) The day was very hot but the footballer scored many goals. (Rewrite using despite)

B. Supply appropriate pronouns from the ones provided in the brackets in the following sentences (3 marks)

- i) Mr. Onyango and (he / him) visited us last year.
- ii) John is much better in reading than (them / they)
- iii) Mary and (She / her) went to hospital.

C. Give one word to replace the underlined phrasal verbs.

(3 marks)

- i) Mary fell out with her father.
- ii) Otieno looks down upon his desk mate.
- iii) He did his best to live up to the principles of his religion.

D. Rewrite the following statements in possessive omitting 'of'

(3 marks)

- i) The church of St. James was rebuilt in 1830
- ii) A car of my sister in law was stolen
- iii) The house of the two brothers was burgled

E. Fill in the blank spaces with the correct form of the verb in brackets.

(3 marks)

- i) A flock of birds (fly) away from this lake every week.
- ii) I wondered why they had (sing) that particular song.
- iii) The ball must have been (hit) too hard.

UGENYA – UGUNJA DISTRICTS JOINT EVALUATION, 2013

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

101/ 3

ENGLISH

PAPER 3

Time: 2½ hours

1. Imaginative composition. (Compulsory) (20 marks)

EITHER

- a) Write a composition ending with the words: If things had been left as they were, then i would not have landed in the mess.

OR

- b) Write a composition to illustrate the saying: "We may never realize the importance of peace, national healing and reconciliation until there is a war".

2. **The Compulsory Set Text** (20 marks)

Ngugi Wa Thiong'o 'The River Between'

Write an essay on the effects of Christianity and colonization to the Africans drawing relevant illustrations from the novel "The River Between' by Ngugi wa Thiongo.

3. The Optional Set Texts (20 marks)

- a) **The Short story** - Ed. Emilia Iliera / Waveney Olembo When The Sun Goes Down and other stories from Africa and beyond.

The short story 'The Guilt' by Rayda Jacobs revisits some of the challenges that South Africans have to grapple with post-apartheid. Discuss.

OR

- b) Drama

John Ruganda - Shreds of Tenderness.

Citing relevant illustrations, outline the role played by the media based on John Ruganda's play 'Shreds of Tenderness,'

OR

- c) The Novel

The Whale Rider - Witi Ihimaera (20 marks)

With close reference to Witi Ihimaera's 'The Whale Rider' write an essay on how the author has presented Kahu as a protagonist of admirable nature.

VIHIGA COUNTY JOINT EVALUATION TEST (EMUHAYA, VIHIGA SABATIA AND HAMISI), 2013

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

101/ 1

ENGLISH

PAPER 1

Time: 2 hours

FUNCTIONAL WRITING

1. The chairperson of the debating club in your School has called a meeting to discuss the following agenda.

- Confirmation of the minutes of the previous meeting.
- Matters Arising
- A visit by a neighbouring Secondary School debating club
- End of year party
- A.O.B

As the secretary of the club, write down the minutes of the meeting and E-mail them to the patron of the club who is out of the country.

2. CLOZE TEST

(10 marks)

A professor of Mathematics was (1) _____ to attend a conference in another country and his flight was booked for him. He went to the (2) _____ office some days before he was due to fly and said that he wished to cancel the flight (3) _____ he had calculated that the chances the plane would be destroyed by a bomb explosion were one in ten thousand and that was not a risk he was prepared to take. The clerk was a little surprised at his reasoning (4) _____ did not attempt to argue with him. (5) _____ day before the conference started, the professor returned to the airline office. He asked if he could have the (6) _____ booking after all. The clerk reminded him that he had said he was afraid there would be a (7) _____ on the plane. The professor replied that he had made (8) _____ calculations and assured himself that the chances of there being two bombs on the plane were the square of ten thousand and that was a small risk. The clerk asked him how he could be (9) _____ there was one bomb on the plane. The professor was annoyed at what appeared to be a stupid question, and said "I will take the (10) _____ of carrying one bomb in case, when I fly tomorrow."

3. ORAL SKILLS

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

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

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

"You?" exclaimed Hare astonished.

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

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

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

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

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

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

She was victorious!

"Eat my dust Bunny Boy! said Tortoise

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

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

- i) State two ways in which you can begin telling this story during a live performance. (2marks)
- ii) If you were part of the audience for this story, explain two things you would do to show that you are participating in the story. (2marks)
- iii) Explain two verbal and two non-verbal cues you would use when performing this narrative.

(b) Your former Primary School has invited you to give a talk on how to improve performance. You decide to focus your talk on the value of listening skills. Write down five points you would like to share with your listeners. (5marks)

(c) In the following words, boldface indicates the part that is stressed. In each pair choose the word that has the correct stress by ticking it. (3marks)

- i) (a) **refer** (b) re**fer**
- ii) (a) **happy** (b) ha**ppy**
- iii) (a) **common** (b) Com**mon**

(d) Group the words below according to the pronunciation of the letter in bold face. (3marks)

Gill, **g**erm, garage, **g**um, **g**el, **g**enre

Target, **g**esture, camouflage

(e) Read the conversation below and then answer the questions that follow:

WEKESA: (Laughing loudly) Did you see that.....
 WAFULA: (Interrupting) Stop let me tell you. The lady was beaten.
 PAMBA: (Interrupting) No. That is not true it was the man who was beaten.
 (All shouting and laughing loudly)
 WEKESA: You! It is like you don't know
 PAMBA: (Interrupting) What are you saying.....
 WEKESA: You don't know what you are talking about.

(i) What conversation skills do the three speakers lack? (3marks)

(d) Imagine you are a new student whose suit case has been broken into. You decide to report the matter to the principal. Below is part of the conversation. Fill in the other part.

You: (1mark)

Principal: (Interrupting) Take it easy. Before we go into details, come in and sit down.
 What is your name?

You: (1mark)

Principal: You transferred to this School recently? Why did you leave your previous School?

You: (1mark)

Principal: Now, go ahead and give all the details of what happened.

You: (2marks)

Principal: Apart from the items you have mentioned, was there anything else missing?

You: Hesitantly (1mark)

Principal: That is a large amount! In this School we don't allow students to carry such amounts.
 You should have given the money to the bursar for safe keeping.

You: (1mark)

Principal: Now, don't let this incident worry you. Go to class and try to settle down.
 I will investigate the matter.

You: (1mark)

VIHIGA COUNTY JOINT EVALUATION TEST (EMUHAYA, VIHIGA SABATIA AND HAMISI), 2013

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

101/ 2

ENGLISH

PAPER 2

Time: 2½ hours

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

(20marks)

A HEALTHY DAY

Maintaining a healthy body is the secret to long life, I have taken this seriously through reading various health magazines and medical journal articles. I shall confess this information I have gathered has been in some cases confusing and contradictory. Some I have discarded and through my own judgement and God given intuition. I came up with a plan for my day.

Professor John Blundell of Leeds University says that taking four cups of coffee at breakfast inhibits absorption of nutrients. He also argues that taking breakfast high in carbohydrates and low in fats makes one likely to binge on high calories foods later in the day. Taking a glass of fresh juice and milk makes me feel refreshed and ready for work. Then I drive through the heavy Nairobi traffic to my place of work. It is now eight O'clock. I do much of the work that demands extra mental effort. This is in accordance with research finding of Michael Hastings of Cambridge University who deals with body's physical rhythms. He says that the human brain **hits a peak** before noon.

I have also borrowed a leaf from Chiroprator Mark Blokland and taken care of my posture at any work-station. He says that most back, neck and shoulder problems are caused by bad posture at desks. I avoid slouching. I adjust my seat for my comfort and make sure that the computer mouse is within easy reach. At ten o'clock I take a break from my computer for five to ten minutes. I take a cup of tea. Tea has been found to be good for your heart. This reduces the eye strain caused by looking at the computer screen for long. Guidance suggests five to ten minutes break every hour.

It's lunchtime and I decide to take a brisk walk to the restaurant at the far end of the street. Studies at Indiana University and Washington University show that a twenty minutes or longer brisk walk energizes your brain hence making it ready to tackle the afternoon tasks. At the restaurant I order for a light lunch: Grilled fish and some salads. I also take a glass of juice. Research has shown that eating fish helps to strengthen your heart and helps to lower the bad cholesterol; fish has Omega - 3 fatty acids that help to maintain a healthy heart. I finish my meal by taking two glasses of water. At two o'clock I walk back to the office ready for the afternoon work. The brain power has now a second surge.

It is five o'clock and according to Prof Hastings, muscle temperature reaches its peak in the late afternoon. I hop into my car and head for the gym to do my work -outs. I exercise three times a week for one hour. This is said to help in maintaining a healthy long life. It also helps to keep my weight down. I also take two glasses of water during my work - outs. This helps to replace the lost body fluid through sweat. After my work outs, I have a shower and head for home. I relax on my sofa with a low caloric drink. For the evening meal at 7 pm, I prepare a balanced diet with very little fat. A light supper is the best at this time as overloading the digestive system can cause discomfort at night. I take a balanced diet low in fat and carbohydrates with plenty of fruits and vegetables.

The day is coming to an end and cortisol, the stress hormone is getting lower. It is time to relax. As the night draws in, the metabolism and blood pressure drop. There is constant flow of sleep inducing hormone. This is called metabolism amid. My heart - rate gradually drops.

At 10pm, I have a warm bath. Soon after, at around 10.30, I am in bed, well tucked in, having sprinkled some drops of lavender oil on my pillow to help me drop off as if I need them. At 3.00 o'clock in the morning, I am in deep sleep as my blood pressure; levels of stress hormones and alertness have plummeted to their lowest

QUESTIONS

- (a) Suggest another title for the passage. (1mark)
- (b) What type of work does the writer do? Support your answer with illustrations from the passage. (2marks)
- (c) What are the writer's hobbies? (3marks)
- (d) What is the social status of the writer? Give reasons for your answer. (2marks)
- (e) What does professor Blundell advise one to do in order to have a refreshed day? (2marks)
- (f) Make notes on the way the writer spends her day. (6marks)
- (g) Each of the following words has two meanings. Use them in two separate sentences to express the two meanings. (4marks)
 - (i) Mouse
 - (ii) Strain

(iii) Drink

(iv) Drop

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

(25marks)

- DR. STOCKMANN: And so I am to give myself the lie, publicly?
- PETER STOCKMANN: We consider it absolutely necessary that you should make a public statement as I have asked for.
- DR. STOCKMANN: And if I do not - obey, what then?
- PETER STOCKMANN: Then we shall publish a statement ourselves to reassure the public.
- DR. STOCKMANN: Very well: but in that case! I shall write too. I'll stick to what I have said: I will show that I am right and that you are wrong. And what will you do then?
- PETER STOCKMANN: Then I shall not be able to prevent your dismissal.
- DR. STOCKMANN: What...?
- PETRA: Father - dismissal!
- MRS STOCKMANN: Dismissal!
- PETER STOCKMANN: Your dismissal from the stall or the Baths. I shall have no alternative but to propose that you shall immediately be given notice, and shall not be allowed any further participation in the Baths' affairs.
- DR. STOCKMANN: And you would dare to do that!
- PETER STOCKMANN: It is you that are playing the daring game.
- PETRA: Uncle, that is an unfair way to treat a man like father!
- MRS STOCKMANN: Do hold your tongue. Petra!
- PETER STOCKMANN: (Looking at Petra): Oh, so we've got our opinions already, have we? Of course.
(To Mrs. Stockmann) Katherine, I imagine you are the most sensible person in this house. Use any influence you may have over your husband, and make him see what this will entail for both his family and...
- DR. STOCKMANN: My family is my own concern and nobody else's!
- PETER STOCKMANN: ... for his own family, as I was saying as well as for the town he lives in.
- DR. STOCKMANN: It is I who have the real good of the town at heart! I want to lay bare the defects that sooner or later must come to the light of day. You will see whether I love my town!
- PETER STOCKMANN: You, who in your blind obstinacy want to cut off the most important source of the town's revenue?
- DR. STOCKMANN: The source is poisoned, man! Are you mad? We are making our living by retailing disease and corruption! The whole of our flourishing municipal life is founded on a lie!
- PETER STOCKMANN: Nonsense - or something even worse. The man who can make such vile suggestions about his own town must be an enemy to our community.
- DR. STOCKMANN: (going up to him): Do you dare to
- MRS STOCKMANN: (throwing herself between them). Thomas!
- PETRA: (Catching her father by the arm) : Don't lose your temper, father!
- PETER STOCKMANN: I will not expose myself to violence. Now you have a warning; think of what you owe to yourself and your family. Goodbye (goes out)
- DR. STOCKMANN: (Walking up and down): Am I to put up with such treatment as this? In my own house, Katherine! What do you think!
- MRS. STOCKMANN: Indeed it is both shameful and absurd, Thomas-
- PETRA: If only I could lay my hands on that uncle of mine
- DR. STOCKMANN: It is my own fault. I ought to have flown out at him long ago! -Shown my teeth!
-bitten! To hear him call me an enemy
- MRS STOCKMANN: But, dear Thomas, your brother has power on his side.
- DR. STOCKMANN: Yes, but I have right on mine, I tell you
- MRS STOCKMANN: Oh yes, right - right. What is the use of having right on your side if you have no might?
- PETRA: Oh, mother! - how can you say such a thing!
- DR. STOCKMANN: Do you imagine that in a free country it is no use having right on your side? You are being stupid. Katherine. Besides, haven't I got the free, independent press to lead the way, and the 'compact majority' behind me? That is might enough, I should think!
- MRS STOCKMANN: But, good heavens. Thomas, you don't mean to...?
- DR STOCKMANN: Don't mean to what?

QUESTIONS

- (a) Why does Peter say it is necessary that the doctor make a public statement? (3marks)
(b) Compare and contrast the character of Peter and Thomas. (4marks)
(c) Identify two themes evident in the excerpt. (2marks)
(d) List two things that the doctor finds to have gone wrong in his country. (2marks)
(e) Who is the real enemy to the community? Justify your answer. (6marks)
(f) Paraphrase the following sentence: "You, who in your blind obstinacy want to cut off the most important source of towns revenue?" (2marks)
(g) Describe Petra's attitude towards the uncle. (2marks)
(h) Explain the meaning of the following words and expressions as used in the passage. (4marks)
(i) Dismissal (ii) Influence (iii) Founded on a lie (iv) Not take that lying down

3. POETRY

Read the following poem and answer the questions that follow

ACCIDENT

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

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

Desperate forward drive

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

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

Rapidly a mob forms
Shock
Anger
Helplessness

Then in ghetto rage
They turn on the sleek
Metallic gray Mercedes
280 SLE
Automatic and smash it

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

For a while

QUESTIONS

1. Paraphrase the events that unfold in the poem. (4mks)
2. What is the character of the driver as depicted in the poem? (2mks)
3. What kind of society is depicted in the poem? (3mks)
4. Identify and explain three poetic devices used in the poem. (6mks)
5. Give the meaning of the following lines as used in the poem.
(i) Jesusing (3mks)
(ii) Will record elaborately
(iii) And the driver will be guilty for a while.
6. What is the tone of the poem?

4. **GRAMMAR (15MARKS)**

- (a) Complete the following sentences using the appropriate form of the words given in brackets.
1. Sunset can be an sight (awe)
 2. It is unwise to appear for an interview dressed. (appropriate)
 3. Has Raila always been(fame)
 4. He did not know that a tree had her house. (strike)
- (b) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3mks)
1. You were surprised to hear that I got the job. (Add a question tag)
 2. The thief was arrested by the police. (Change into the active voice)
 3. All my documents fell into the river. (Re-write using inversion)
- (c) Write in indirect speech form, using the introductory words suggested and any others necessary. (2mks)
1. They have been living in Jos since 1960 and they will probably remain there for many years."
My brother told me
 2. When we arrive in Lagos and meet my uncles, I'll give you the money you lent me last week."
He said that when we
- (d) Make phrasal verbs from the verbs given in brackets that mean the same as the underlined word(s). (3mks)
- (i) A car stopped outside and three strangers got out. (pull)
 - (ii) We were delayed by a problem with the train (hold)
 - (iii) Her facial expression discouraged me when I stood to speak (put)
- (e) Fill the blanks with an appropriate preposition (2 marks)
- (i) James sat with his back turned.....the window.
 - (ii) Our cattle get out.....a hole in the fence.

VIHIGA COUNTY JOINT EVALUATION TEST (EMUHAYA, VIHIGA SABATIA AND HAMISI), 2013
Kenya Certificate of Secondary Education (K.C.S.E)

101/3

ENGLISH

PAPER 3

Time: 2½ hours

1. Creative Composition (compulsory) (20mks)
Either
(a) Write a composition beginning, "I tossed on my bed wondering what to do next."
Or
(b) Write a composition showing ways which could be used to curb the rising cases of indiscipline in schools.
2. Compulsory set Texts (compulsory) (20mks)
Drawing illustrations from Ngugi Wa Thiongo's The River Between, write an essay or, the role of the teacher in society.
3. The Optional Set Texts (20mks)
Answer anyone of the following questions.
(a) The short story
Longhorn Kenya Limited, when the Sun Goes Down and other Stories from Africa and beyond
"Truth will set you free". Write a composition to illustrate the validity of this statement.
Cite examples from "The Retraction" by Stanley o. Kenani.
Or
(b) Drama
John Ruganda, Shreds of Tenderness
Using the story "Shreds of Tenderness", write an essay on the consequences of lack of shreds of tenderness in any relationship with reference to Odie and Wale
Or
(c) The novel
Heinemann Publishers, The Whale Rider.
Discuss how racial and tribal prejudices manifest themselves in Witi Ihimaera's The Whale Rider.

MERU COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/1

ENGLISH

(Functional Skills)

PAPER 1

July / August, 2013

TIME: 2 HOURS

I. FUNCTIONAL WRITING

(20 marks)

You are the secretary of the students' welfare club that has been asked to investigate and recommend the best ways to address challenges facing students in your school. The following areas of concern were identified;

- a) Inadequate learning resources.
- b) In availability of recreation facilities.
- c) Water shortage

Taking the above areas into account write a report to principal making your recommendations.

2. CLOZE TEST (10 marks)

Fill in the blank spaces in the passage below with the most appropriate word in each case.

Pica is an eating disorder where people frequently eat non-nutritive (non-food) substances. The word pica is Latin for magpie, which is a bird notorious for eating (1) anything. Most Pica cravings involve non-food substances such as dirt or chalk.

(2) non-food substances is potentially harmful, as it can interfere with the nutrient absorption of healthy food and (3) a deficiency. Pica cravings are also a concern because non-food items many contain toxic or parasitic ingredient.

Fortunately, in many children's cases soap is not a very dangerous (4). It is generally non-toxic and should not lead (5) poisoning. (6) in large amounts over time could disrupt their health, causing diarrhoea, vomiting, and / or skin irritation.

While we do not really know what causes picas, nutritional deficiencies may contribute to the desire to "- eat non-food substances. Iron, calcium, zinc and vitamins C and D deficiencies (7) been found in people with pica.

Interestingly, some experts believe that cats and dogs that eat soap do so because soaps contain solid, fats and oils. For this reason, it is (8) to be possible that your children have low level of fat-soluble vitamins like Vitamins A, D, E and K.

So in addition to steering them away from the soap, I would (9) adding good fats like nuts, seeds, olives and avocados to their diet. (make sure the nuts and seeds are not roasted as this damages the good fats inside.) You may just find that (10) craving for it subsides.

Adapted from the 'Daily Nation' March 13, 2013.

3. ORAL SKILLS

(30 marks)

a) Read the oral narrative below and then answer the questions that follow.

A long, long time ago, there was a child in a certain village who used to trouble his parents at night by crying. The mother tried to stop him from crying, but in vain. Then the mother warned the child and said, 'If you don't stop crying, I will throw you to the wizard.' But the child still went on crying, waa! waa!. When the mother could stand it no longer, she stood up and threw the child outside, puu! Unfortunately there was a wizard who was listening outside, and he picked the child up and ran away with him laughing derisively, hahaha! Suddenly, the father realised that the child's cries were dying away. So he stood up, took his panga and went after the wizard. When the wizard heard footsteps following him, he quickly placed the child in the fork of a nearby tree and ran away. From that day the child never cried again.

Adapted from African Oral Literature/or schools by Jane Nandwa and Austin Bukenya.

Questions.

- a) i) If you were to perform this story to some audience how would you effectively capture their attention? (2 marks)
- ii) Mention two ways in which you would know that the audience in this story is fully participating in the performance. (2 marks)
- iii) Identify at least one sound feature used in the narrative above. (2 marks)
- b) Identify the silent letters in the following words. (3 marks)
 - i) Yacht
 - ii) Hustler

- iii) Comb
- iv) Debris
- c) Give another word that has the same pronunciation as the ones given below. i) rest
- ii) key
- iii) foul
- iv) two
- d) Imagine you are listening to a speech on how to curb rampant drug abuse in your school. State clearly under which circumstances you would interrupt the speaker. (6 marks)
- e) The teacher of English gave a student a newspaper article to read to the rest of the students. The teacher realised that the student was too slow. Suggest four (4) reasons that may have caused this. (4 marks)
- f) Study the following conversation between a father and his son. The father is disturbed by loud music playing in the house.

Father: Excuse me Ken, would you mind reducing the volume of the music please?

Ken: (Ignoring him) hey, it's not too loud yet.

Father: Excuse me Ken, did you hear me?

Ken: (interrupting) then you should get out of the room until my popstar's song is over.

Father: I'm sorry, it's you to leave because this is my house.

Ken: Why leave the house only? I'm leaving your home.
- i) Identify three instances of lack of etiquette on the part of the son. (3 marks)
- ii) Identify three instances of etiquette characteristics of the part of the father. (2 marks)
- i) Explain the tone used by the son. (1 mark)

MERU COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/2

ENGLISH

PAPER 2

July / August, 2013

TIME: 2½ HOURS

1. COMPREHENSION.

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

You have been asked to choose subjects for high school. Your choice will determine whether and what you can study in a foreign college or university and, ultimately, your career.

Choosing subjects can, therefore be a daunting task for a teenager. Throw in diverse advice and pressure from parents, family, teachers and friends, and the young person can get even more confused.

Where then do you start?

Identify your strengths and also what you really like to do. Taking on subjects that you are not strong in will only bring down your final high school results. It will also deny you the chance to have an enjoyable study experience. A weak score may further lock you out of courses at the university.

Think about what careers you want to get into. Work backwards to what qualification you need to get into this career. Have a look at several universities and their pre-requisite subjects for entry. These are the subjects you must take.

For example, if you want to become an engineer, then you must make sure that you have chosen Physics and Maths. If your want to become an environmental scientist, then maths and chemistry are a must, with biology being optional.

You also need to make sure that the subjects you choose offer a range of study, are manageable and provide you with a variety of skills. Bear in mind the need to have time for co-curricular and extra-curricular _ activities. Sport, clubs and societies, leadership (prefect), and volunteer work will help to enhance your academic performance and give you multiple skills.

Go out and get work experience.

Ultimately, you need to know if the career you are thinking of is what you really want to do. By getting first-hand experience, you will be able to make an informed decision on your career and, therefore, your subject choices.

There will always be compulsory subjects. Maths and English are a must. Then, depending on what curriculum you follow (for example, KCSE, 01 A levels, IE) you will have a choice of subjects. Ordinarily, you will be required to take at least one science and one humanities subject.

Remember that humanity subjects such as history, geography, economics, or business studies are usually not a pre-requisite for entry into university. Science subjects such as Physics, Chemistry and Biology can be pre-requisites.

This means that if you are not sure of what you want to do at university and have not taken science subjects, many degrees (and careers) will not be available for you.

So now that you have an idea of what you may want to study, what do you do next? Enrol in maths, English, and subjects you know you will need.

You have to thereafter choose from electives. Do not take a subject because your friends have done so or your favourite teacher is teaching it, or the lesson is planned for just before lunch and the classroom is near _ the canteen.

Make these choices yourself first, then consult your parents, older siblings, and teachers.

Make sure that you have a variety of subjects that you have enrolled in. You will find that you will be strong in some and may need to try harder in others. By having a broad range of subjects, the workload of one should balance the workload of another.

In the longrun, you will be the one who has to attend class, learn and study. Take subjects that you enjoy, that challenge you, and which will help you with your chosen career pathway.

Daily Nation, Monday, March 25, 2013

- a) What evidence, does the author give to show that choice of subjects will ultimately determine what you can study in a university and your career? (2 marks)
- b) How does university colleges determine the choice of subjects in high school? (2 marks)
- c) Why does the author mention multiple skills? (1 mark)
- d) Explain the repercussions of making wrong choices of subjects in high school. (3 marks)
- e) Paraphrase the second paragraph in this passage. (3 marks)
- f) Enlist the requisites for becoming an engineer and an environmental scientist according to the passage. (2 marks)
- g) Rewrite the following in reported speech. 'Make sure that you have a variety of subjects that you have enrolled' he advised me. (1 mark)
- h) Why do you think it important to make choices yourself first before you consult your parents, older siblings and teachers? (3 marks)
- i) Explain the meaning of the following words as used in the passage. (3 marks)
Pre-requisite.
Co-curricular.
Workload.

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

Dr. Stockmann: (when the noise has somehow abated). Be reasonable! can't you stand the voice of truth for once?

I don't expect you to agree with me at once; but I must say **I** expected Mr. Hovstad to admit I was right, when he had recovered from his first shock. He claims to be a free thinker

Voices: (In murmurs of astonishment) Free thinker, did he say? Mr. Hovstad a free-thinker?

Hovstad: (shouting) prove it, Dr. Stockmann! When have I said so?

Dr. Stockmann: (Reflecting) No. damn it, you are right. You have never had the courage to. Well, I won't put you in a hole, Mr. Hovstad. Let us say **I** am the free-thinker, then. **I** am going to prove to you, scientifically that the peoples messenger leads you in a shameful manner when it tells you that the common people, the crowd, the masses are the real essence of the people. That is only a newspaper lie, I tell you! The common people are nothing more than the raw material from which a people is made. (Murmurs. laughter and uproar). Well, isn't that the case with life? Isn't there an enormous difference between a well-bred and ill-bred strain of animals? Take for instance, a common barnyard hen. What do you get from a shrivelled up old scrag of a fowl like that? Not much, do you! And what sort of eggs does it lay? A fairly good crow or a raven can lay pretty, nearly as good an egg. But take a well bred Spanish or Japanese hen, or a gooe' pleasant or a turkey - ah, what a difference! or take the case of dogs, with whom we humans are on such intimate terms. Think first of an ordinary common mongrel - I mean one of the horrible, coarse - haired, low-bred mongrels that do nothing but run about the streets and befoul the walls of the houses. Compare one of these with poodle whose pedigree goes back many generations, having been bred in gentleman's house, where they have had the best of food and had the opportunity to hearing soft music. Do you think that the poodles' brain is developed to quite a different degree from that of the mongrel? Of course it is. It is puppies of well-bred poodles like that, that show men train to do incredibly clever tricks - things that a common mongrel could never learn to do

even I fit stood on its head. (uproar and mocking cries.)

A citizen: (call out) are you suggesting that we are dogs, now?

Another citizen: We are not animals, doctor!

Dr. Stockmann: Yes, but, bless my soul, we are, my friend. It is true that we are the finest animals anyone could wish for; but, even among us, exceptionally fine animals are rare. There is a huge difference between poodle men and mongrel men. And the amusing part of it is, that Mr Hovstad quite agrees with me as long as we are talking of four footed animals (4 marks)

Hovstad: Yes, It is true enough as far as they are concerned.

Dr. Stockmann: Very well. But as soon as I apply the principle to two-legged animals, Mr. Hovstad stops short. He no longer dares to pursue his ideas to their logical conclusion. So he turns the whole truth theory upside down and proclaims in the people's messenger that it is the barn-door hens and street mongrels that are the finest specimens in the menagerie. But that is always the way, as long as a man remains infected by the mass mind and has not worked his way up to the intellectual distinction

Hovstad: I lay no claim to any sort of distinction. I am the son of humble peasant-folk, and I am proud that the stock I came from is rooted deep among the common people he insults.

Voices: Bravo, Hovstad! Bravo! Bravo!

Dr. Stockmann: The kind of common people are not only to be found low down in the social scale; they crawl and swarm all around us-even in the highest positions. You have only to look at your own fine, pretty mayor! My brother Peter who is every bit as plebeian as anyone that walks on two legs. (laughter and hisses)

Questions

- What has just happened before this excerpt? (3 marks)
- Why doesn't Hovstad want to be referred to as a free thinker? (2 marks)
- Make notes on the comparisons made by Dr. Stockmann of the people to animals. (4 marks)
- With illustrations describe two character traits of Hovstad as brought out in this excerpt. (4 marks)
- Dr. Stockmann says '... they crawl and swarm around us.' What does this statement imply? (2 marks)
- I lay no claim to any sort of distinction. Add a question tag. (1 mark)
- Write in the passive; 'But as soon as I apply the principle on two-legged animals,' Hovstad stops short. (1 mark)
- Explain the meaning of: 'My brother Peter is every bit as plebeian as anyone that walks on two legs.' (2 marks)
- Explain Doctor Stockmann's relationship with the mayor. (3 marks)
- What happens immediately after this excerpt? (3marks)

3. ORAL LITERATURE.

Long, long ago, before the world took its present shape and people and things took to their present forms, there was no difference between a woman's hair and a man's. Men and women wore their hair alike.

In a certain town, there was a woman who had no child. For a long time she prayed for one but still she had none. Finally, she approached a god called 'Orisala' who promised to give her a daughter on certain conditions. One of the conditions was that she would always feed her with the eggs of a certain rare bird. She was so anxious to have a child that she did not consider the difficulties of such a condition. She accepted the offer, and promised to abide by it completely.

About a year later, she had a very pretty daughter. The little girl was so beautiful that she became the talk of the town and people flocked to the house in order to have a glimpse of the child.

Before the birth of the child, the woman had a stock of eggs of the rare bird which she had paid for dearly. One day, she noticed that the stock of eggs was running out, and she sent some slaves for more. For days and weeks they roamed in vain in the forest and they had not yet returned when the last egg was given to the child.

The woman became worried and started to weep and pray for the return of her men before the child would ask for food again. Soon, it was meal time again and the child was crying for food. Her mother could not stand the child crying. Without being able to satisfy her. Baffled and bewildered. She rushed to cook some yellow yams which resembled the yolk of an egg. Then she mashed the food up so that the girl would not recognise it as yams and gave it to her.

The girl started to eat it, believing it as her usual egg and the mother felt relieved at the apparent success of her trick. Soon after she gave a loud cry and ran to the front of the house chanting strange songs about her birth. All the people in the town rushed to the scene to hear her and see her dance, and none knew what was to follow,

Suddenly, the hair on her head shot up into long waves and curls, dropping over her shoulders so that she looked even prettier. Everybody was afraid. Whilst she was singing and dancing, the earth under her feet suddenly opened up and she started to sink into the earth. She sang that she was going back to Orisala and invited those who wished to remember her to pluck off locks of her hair as souvenirs.

This made the women, who had already fallen in love with the hair rush to her, to pluck off her hair and put it on their heads. By then she was buried up to her neck but still she continued with her beautiful song. When the last hair had been plucked from her head, she was at once swallowed up by earth. From that day on, women have had long hair on their heads.

- a) Categorize the above narrative? (2 marks)
- b) Explain briefly one activity carried out by this community under each of the following sub-headings. (6 marks)
 - a) Social .
 - b) Economical
 - c) Religious (4 marks)
- d) Identify with illustrations two features of oral narratives found in this story. (4 marks)
- e) Supply a suitable title to the narrative. (1 mark)
- f) If you were out in the field to collect this narrative, mention one problem you would encounter? (1 mark)
- g) What moral lesson can one derive from this narrative. (2 marks)

4. GRAMMAR (15marks)

A. Rewrite the following sentences according to the instructions after each. (5 marks)

- i) As soon as the rains started, the farmers started planting their seeds. (Begin: No sooner ...) (1 mark)
- ii) The principal announced to the students, "You have until Friday to clear your fees balances or else you will go home." (Begin: The principals told the students.....)
- iii) This house design is worse than that one. (Rewrite using 'inferior')
- iv) If you don't wake up early, you will miss the bus. (Begin: Unless)
- v) To pass an exam is not easy. (Rewrite using a gerund)

B. Rewrite the following sentences using the correct form of the words in brackets. (3 marks)

- i) Chelegat's in the Lava Safaricom marathon was doubtful. (part)
- ii) Cate was cautioned against behavingtowards her parents. (honour)
- iii) The student's is poor. (pronounce)

C. Supply correct prepositions. (3 marks)

- i) The secretary differedthe chairman over who was responsible for the lost minutes.
- ii) My new house is built bricks.
- iii) The police could not find any witness the accident.

D. Supply the correct meaning of the underlined idiomatic expressions. (2 marks)

- i) Kirimi burned the midnight oil when he was preparing for his final year examination.
- ii) Juma is yet to achieve anything substantive in that field; he had always been building castles in the air

E. Rewrite the following sentences placing the adjectives in the right order. (2 marks)

- i) I bought a working suit. (American, smart, grey)
- ii) When I visited New York, I saw abuilding.
(stone, magnificent. old)

MERU COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/3

ENGLISH

PAPER 3

Answer three questions only

1. IMAGINATIVE COMPOSITION. (Compulsory) (20 marks)

EITHER

a) Write a composition ending with the following sentence.

. from this experience, I came to realise that 'pride comes before a fall'. (20 marks)

OR

b) Imagine that you are the newly appointed cabinet secretary. (Minister) in charge of education, what possible changes would you effect in your ministry. (20 marks)

2. The COMPULSORY SET TEXT: Ngugi wa Thiong'o

The River Between

Jealousy if not checked can destroy a society.

Drawing your illustrations from Ngugi wa Thiongo's The River Between, write an essay in support of this statement. (20 marks)

3. THE OPTIONAL SET TEXTS.

Answer anyone of the following three questions:

EITHER

a) The short story.

When the sun goes down and other stories from African and Beyond.

War has disastrous effects on any society. Basing your argument on Moses Isegawa's.

'The war of the ears' show the validity of the above statement. (20 marks)

OR

b) DRAMA: John Ruganda: 'Shreds of Tenderness'

The Media Plays an Important role in the shaping of opinions in any given society.

Drawing illustrations from John Ruganda's Shreds of Tenderness, write an essay in support of the statement. (20 marks)

OR

c) THE NOVEL: The Whale Rider by Witi Ihimaera.

Love and affection surpasses everything else. Basing your answer on the relationship between

Kahu and her great grandfather, illustrate the truth in this statement. (20 marks)

GEM FORM FOUR JOINT EXAMINATIONS, 2013

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

101/1

ENGLISH

PAPER 1

July / August, 2013

TIME: 2 HOURS

1. Imagine you are the head of English Department in your school, there has been a trend of poor performance of English in your school. The board of governors requests you to investigate this trend. Write a report on your findings. (20 marks)

2. CLOSE TEST

10MARKS

Fill in the blank spaces with the most appropriate word

Constipation is _____ (i) to avoid with about 80 percent of the human _____ (ii) suffering this condition _____ (iii) once during their lives. Luckily brief _____ (iv) of constipation are normal and usually no _____ (v) for concern. It has a variety of causes that _____ (vi) inadequate fibre intake, change in diet, inactive lifestyle, pregnancy, travel, ignoring the _____ (vii) to go to the toilet, certain medications painkillers, antidepressants, iron or calcium supplements, diuretics and blood pressure medications. _____ (x) or endocrine disorders.

3. ORAL SKILLS

I. Read the oral poem below and answer the question that follow.

The bride wealth is not there.

The bride wealth is not there

Where shall I find the cattle,

With which to bring my love home? Beautiful one, stop, wait for me.

Let me take you even from your husband!

And I have no sister, listen,

Where shall I gather the cattle,

With which to bring my wife home?

Beautiful one, stop. wait for me.

Let me take you even from your husband!

Shortage of wealth has treated me cruelly, oh,

Whose cattle shall I steal.

So that I may marry my woman?

Stop. wait for me,

Let me take you even from your husband!

And I have no father,

Where will this you man find money,

With which to pay fornication fine,

You, stop, wait for me,

Let me take you even from your husband!

- a) i) Explain how the poet has achieved musicality in his poem. (4 marks)
ii) How would you say the last line of each stanza and why? (2 marks)
iii) Identify any two features of oral poetry in the poem. (4 marks)
- b) The programme office at Citizen Radio has invited you to give a radio talk. The talk being "Time Utilization"
- i) Which three verbal cues would you use to communicate effectively to your listeners? (3 marks)
- ii) State two ways you would conclude the talk. (2 marks)
- c) You are attending a meeting on good governance at Siaya County Hall. You seem not to agree with some ideas being fronted by the speaker. How would you interrupt her? (4 marks)
- d) You are having a group discussion with your colleagues. One of your group members is contributing but you are eager to chip in something.

- State any three cues that would tell you it is time you can make your contribution. (3 marks)
- e) Your Bob owes our Bob a bob 20 tell him to return it if he wants no bob in his eyes. (1 mark)
- i) Classify the above item. Give reasons for your answer. (3 marks)
- ii) What are the shortcomings associated with translation of the above to any language? (2 marks)
- iii) state two functions of the above oral literature item? (2 marks)
- f) Indicate by underlining the silent letters in the following words.
- Glistening
- Harangue

GEM FORM FOUR JOINT EXAMINATIONS, 2013

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

101/2

ENGLISH

PAPER 2

July / August, 2013

TIME: 2½ HOURS

1. COMPREHENSION

Read the following passage and answer the questions that follow.

The third great defect of our civilization is that it does not know what to do with its knowledge. Science has given us power fit for the gods, yet we use them like small children. For example we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most of men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal. and given petrol to drink and oil to wash with, and they must be kept at the right temperature. And if they do not get their meals when they expect them, they grow, or burst with rage, and blow up and spread ruin and distraction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

And this brings me to the point at which I asked, "What do we do with all the time which the machines have saved for us, and the new energy have given us? "On the whole it must be admitted, we do very little. For the most part we use our time and energy to make more and better machines: but more and better machines will only give us still more time and still more energy, and what are we to do with them? The answer, I think, is that we should try to become more civilized. For the machines themselves, and the power which the machines have given us, are not civilization but aids to civilization. But you will remember that we agreed at the beginning that civilized meant making and linking beautiful things, thinking freely, and living rightly and maintaining justice equally between man and man. Man has a better chance today to do these things than he ever had before; he has more time, more energy, less to fear and less to fight against. If he will give his time and energy which his machines have won for him to making more beautiful things, to finding more and more about the universe, to removing the causes about quarrels between nations, to discovering how to prevent poverty, then I think our civilization would undoubtedly be the greater, as it would be the most lasting that there has ever been.

- a) Instead of making machines our servants, the author says they have become our masters. In what sense has this come about? (2 marks)
- b) The use of machines has brought us more leisure and more energy. How is this a curse rather than a blessing? (2 marks)
- c) What exactly according to the author is the meaning of civilization? (2 marks)
- d) Explain the dilemma in the second paragraph. (4 marks)
- e) Explain how our civilization would be greater and more lasting according to the author. (4 marks)
- f) Identify and explain two figures of speech used in paragraph one. (4 marks)
- g) Explain the meaning of the following expressions as used in the passage. (2 marks)
- i) Stern masters
- ii) Grow sulky

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

DR. STOCKMANN: Don't swear to that, Katherine. To be called a nasty name may have affected as a pin-scratch in the lung. And such name I can't get it out of my mind. It is sticking here in pit of my stomach, eating into me like a corrosive acid. And no soda bicarb will remove it.

PETRA: Bah! You should only laugh at them, father,

HORSTER: They will change their minds someday, doctor.

MRS. STOCKMAN: Yes, Thomas, as sure as you are standing here.

DR. STOCKMANN: Perhaps, when it is too late. Much good may it do them! They may then wallow in their filth and curse the day they drove a patriot into exile. By the way when do you sail, Captain Horster?

HORSTER: Hm ! That was just what i had come to speak about.....

DR. STOCKMANN: Why, has anything gone wrong with the ship?

HORSTER: No; but what has happened is that I am not to sail in it.

PETRA: Do you mean that you have been dismissed?

HORSTER: (Smiling): yes, that's just it.

PETRA: You too

MRS. STOCKMANN: There, you see, Thomas!

DR. STOCKMANN: And that for the truth's sake! Oh, if] had thought such a thing possible.....

HORSTER: You mustn't take it to heart; I shall be sure to find a job with some company or other, elsewhere.

DR. STOCKMANN: I am surprised at this man Vik- a wealthy man independent of everyone and everything.....Shame on him.

HORSTER: He is quite a good fellow; he told me that he would willingly have kept me on, if only he had dared.....

DR. STOCKMANN: But he didn't dare'? No. of course not.

HORSTER: it is not such an easy matter, he said, for a party man.....

DK STOCKMANN: The worthy man spoke the truth. A party is like a sausage machine; it mashes up all sorts of heads together into the same mincemeat of fatheads and blockheads.

MRS. STOCKMAN: Come, now, Thomas dear!

- a) What occasion is this? (3 marks)
- b) What name has Dr. Stockman been given? Explain the effect it has on him. (3 marks)
- c) Using your knowledge of the play, make notes on how helpful Captain Horster had been to the Stockmann's (5 marks)
- d) Give one character trait of the following character that come out strongly in this extract. (4 marks)
- i) Mrs. Stockmann
- ii) Petra
- e) Identify, illustrate and show the effect of one stylistic device used in this extract. (3 marks)
- f) Why does Dr. Stockmann find Mr. Vik's behaviour ironical? (3 marks)
- g) Rewrite the following sentences according to the instructions after each. DO NOT change the meaning. (2 marks)
- i) "Do you mean that you have been dismissed?" she asked, (Change into reported speech .)
- ii) They will change their minds someday. (add a tag question)
- h) Explain one theme that comes out strongly in this extract. (2 marks)
- 3.

Once upon a time all the birds were invited to a feast in the sky. They were very happy and began to prepare themselves for the great day. They planted their bodies with red cam wood and drew beautiful patterns on them with 'uli'

'Tortoise saw all the preparations and soon discovered what it all meant. Nothing that happened in the world of animals ever escaped his notice; he was full of cunning. As soon as he heard of the great feast in the sky his throat began to itch at the very thought There was a famine in those days and Tortoise had not eaten a good meal for two moons. His body rattled like a piece of dry stick in his empty shell. So he began to plan how he would go to the sky.'

'Tortoise had no wings, but he went to the birds and asked to be allowed to go with them.'

"We know you too well," said the Birds when they had heard him.

"You are full of cunning and you are ungrateful. If we allow you to come with us you will soon begin

mischief'

"You do not know me," said Tortoise. "I am a changed man. I have learnt that a man who makes trouble for others is also making it for himself."

Tortoise had a sweet tongue, and within a short time all the birds agreed that he was a changed man, and each gave him a feather, with which he made two wings.'

'At last the great day came and Tortoise was the first to arrive at meeting-place. When all the birds had gathered together, they set off in a body. Tortoise was very happy and voluble as he flew among the birds, and soon as he was chosen as the man to speak for the party because he was a great orator.

"There is one important thing which we must not forget," he said as they flew on their way. "When people are invited to a great feast like this, they take new names for the occasion. Our hosts in the sky will expect us to honour this age-old custom"

"None of the birds had heard of this custom but they knew that Tortoise, in spite of his failings in other directions, was a widely travelled man who knew the customs of different peoples. And so they each took a new name. When they had all taken, Tortoise also took one. He was to be called, 'A II of you'

At last the party arrived in the sky and their hosts were very happy to see them. Tortoise stood up in his many coloured plumage and thanked them for their invitation. His speech was so eloquent that all the birds were glad they had brought him, and nodded their heads in approval of all he said. Their hosts took him as the king of the birds, especially as he looked somewhat different from the others.

, After Kola nuts had been presented and eaten, the people of the sky set before their guests and most delectable dishes Tortoise had ever seen or dreamt of The soup was brought out hot from the fire and in the very pot in which it had been cooked It was full of meat and fish. Tortoise began to sniff aloud. There was pounded yam and also pots of palm wine, When everything had been set before guests, one of the people of the sky came forward and tasted a little from each pot. He then invited the birds to eat. But Tortoise jumped into his feet and asked, "For whom have you prepared this feast?"

"For all of you," replied the man.

Tortoise turned to the birds and said' "You remember that my name is All of you. The custom here is to serve the spokesman first and others later. They will serve YOLI when i have eaten."

He began to eat and the birds grumbled angrily. The people of the sky thought it must be their custom to leave all the food for their king. And so Tortoise ate the best part of the food and Then drank two pots of palm-wine, so that he was full of food and drink an his body filled out in his shell.

The birds gathered around to eat what was left and to peck at the bones he had thrown all about the floor. Some of them were too angry to eat: They chose to fly home on an empty-stomach. But before they left each took back the feather he had lent to Tortoise. And there he stood in his hard shell full of food and wine but without any wings to fly home. He asked the birds to take a message for his wife, but they refused. In the end Parrot, who had felt more angry

than others, suddenly changed his mind and agreed to take the message.

"Tell my wife," said Tortoise, "to bring out all the soft things in my house and cover the compound with them so that I can jump down from the sky without very great danger."

Parrot promised to deliver the message, and then flew away. But when he reached Tortoise's house he told his wife to bring out all the hard things in the house. And so she brought out her husband's hoes, machetes, spears, guns and even his cannon. Tortoise looked down from the sky and saw his wife bringing out things, but it was too far to see what they were. When all seemed ready he let himself go. He fell and fell and fell until he began to fear that he would never stop falling. And then like the sound of his cannon he crashed on the compound.'

- a) What type of oral narrative is this? Give a reason for your answer. (2 marks)
- b) Identify, illustrate and show the effect of any three features of oral narratives in this story. (6 marks)
- c) What are the economic activities-of-the characters in this narrative? (4 marks)
- d) Describe aspects in character of the tortoise (4 marks)
- e) Why do you think animals in oral narratives are given human characteristics? (4 marks)

4. GRAMMAR.

1. USE THE CORRECT FORM OF THE VERB IN BRACKETS

(4 marks)

- a) The_____will take place at the Queen's palace. (coronate)
- b) It _____ three hundred shillings a year ago. (cost)
- c) The labour _____ in the country affected the economy (rest)
- d) I _____ and fell on the slippery floor but wasn't injured. (slide)

2. REPLACE THE UNDERLINED WORDS WITH ONE WORD. (3 marks)
- a) The young beautiful Vera Sign surprised everybody present when she took a vow of remaining unmarried all her life.
- b) After working: in a place where leather is manufactured for fifteen years Otang developed a severe spinal problem.
- c) The bride was given a bunch of flowers by the bridegroom.
3. REWRITE THE FOLLOWING SENTENCES ACCORDING TO INSTRUCTIONS GIVEN AFTER EACH. (3marks)
- a) It does not matter how strong he is. This attack for malaria is going to weaken his stamina (Begin: However.....)
- b) We were advised by the minister. We promised to work hard. (Begin: Having)
- c) Aroni was elected president. (Rewrite in active voice)
4. SUPPLY THE CORRECT QUESTION TAGS (2 marks)
- a) That man walks surprisingly fast
- b) The workers in this firm rarely take leave
5. FILL IN THE BLANK SPACES WITH THE CORRECT PREPOSITION (3 marks)
- a) They said they preferred justice _____ peace.
- b) This situation is indicative _____ good things to come.
- c) My father's preference _____ fast cars is annoying.

GEM FORM FOUR JOINT EXAMINATIONS, 2013

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

101/3

ENGLISH

PAPER 3

July / August, 2013

TIME: 2½ HOURS

1. Imaginative composition (compulsory)

Either

- (a) Write a composition beginning with,
This incident occurred when my relatives and I were returning from my sister's wedding
- OR
- (b) Television has a negative influence on the youth. Discuss,

2. Compulsory set Text.

The River Between: Ngugi wa Thiong'o.

Ngugi wa Thiong'o has used Oral tradition to develop the plot in his novel, The River Between. Write a composition to support this statement.

3. Optional Set Text.

(a) "When The Sun Goes Down" Goro wa Kamau

"Never cry when the sun goes down for if you do, the tears will not let you see the stars." Write an essay to support the above statement drawing your illustrations from "When The Sun Goes Down".

(b) The Whale Rider:

Using illustrations from **Witi Ihimaera novel, "The Whale Rider."** Write an essay on the author's portrayal of women and leadership,

EMBU COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/1

ENGLISH

PAPER 1

July / August, 2013

TIME: 2 HOURS

1. The Young Farmers Club in your school plans to sell broiler chicken to the neighbouring schools and restaurants. Send the advertisement through e-mail stating the price, quality of the product and any other relevant information. Copy the e-mail to the dub patron. (20 marks)

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

The rains presently pounding most parts (1) , Kenya have taken a heavy toll. There (2) been a significant number of fatalities, thousands of people displaced (3) floods, property destroyed and crops washed (4) The meteorological department is warning that the rains will not let (5) soon, while the Kenya Red Cross has issued a detailed (6) on the damage. It is ironical that Kenyans spend (7) of the year lamenting about the drought (8). famine, then when the rains come, (9)subject thousands of families to (10) misery.

3. a) **Read the following sentences and answer the questions that follow.** (30 marks)

- i) He was shot through the heart /hat.
- ii) He preaches well and mends broken souls / soles iii) Give a bad leader an inch and he shall be a ruler.
- iii) Give a bad leader an inch and he shall be a ruler.
- a) Identify the above genre. (1 mark)
- b) What makes the above genre memorable? (2 marks)
- e) Give another example of the genre above. (2 marks)

b) i) Group the words below according to the pronunciation of the underlined letters. (6 marks)

girl, garage, you, gel, yatch, target,
eulogy, gum, gill gesture, university, germ
/dz/ /g/ /j/

ii) For each of the words given below, write another word with a similar pronunciation. (3 marks)
Profit / Chute/ Mall

c) You are a member of a discussion group.
Identify **THREE** ways through which you would know it is your turn to speak. (6 marks)

d) Explain how you would keep the listeners attentive during a youth radio presentation talk-show. (4 marks)

e) **Read the dialogue below and then answer the questions that follow.**

Inspector Rajab: Mary, why have you done this invitation letter so badly?
Mary: I am sorry sir, the typewriter...
Inspector Rajab: Stop giving excuses about the typewriter. Do you consider this as work? It is so unprofessional. What did you learn in that secretarial school?
Mary: Sir, it is just that the typewriter broke down and by the time it was repaired, there was power failure and it was too late to do anything substantive, so I typed the letter in a hurry.
Inspector Rajab: How did you get employed here? Who is your godfather?
Mary: Sir, I am sorry. Let me type another one.
Inspector Rajab: You should have thought about that before handing in such a shoddy letter.

- i) What good conversational skills are portrayed by Mary? (3 marks)
- ii) Give three reasons why the inspector's approach to problem solving is wrong. (3 marks)

EMBU COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/2

ENGLISH

PAPER2

July / August, 2013

TIME: 2½ HOURS

1. COMPREHENSION

(20 marks)

Read the passage below and answer the questions that follow.

Once upon a time, this thing called 'tribe' mattered a great deal. When all our livelihoods were dependent on soils, rivers and pastures, your tribe helped you secure those vital resources for 'your' people. Your tribe kept you safe and kept you fed, so you were right to feel loyal.

Once we started to urbanize and develop income streams away from the forces of nature, the hold of tribe started to weaken. Now, skills and knowledge began to matter more than prowess with spears and shears. But still, tribe remained a powerful adhesive: urban - dwellers stuck together in tribal groupings even in the big city. Business folk trusted their own tribes folk more, and tended to trade amongst them. Political leaders fed jobs and contracts to their own people.

And, of course, the fact that the city slicker's true home was still back in the rural abode, in the bosom of the tribe, meant that the old of kinship and clanship stayed strong.

That is then, today, Kenya has been catapulted into the 21st Century. If you haven't noticed, this is a world in which pretty much everyone of the planet interact with pretty much everyone else, cheaply and pretty much continuously.

In this mind-blowing cacophony of relentless communication, how does one stand out, be distinctive, have influence, earn a better living than the rest of the crowd?

It is not, I suggest, by being a Kikuyu or a Kalenjin or a Kenyan Asian, period. The world of 24-7. Commerce does not know whose categorizations, and does not care about them. It only cares about who is adding value.

Despite this new reality, one of the most depressing aspects of a Kenyan General Election is the confirmation that we remain entrenched in our tribalism, fossilized in our ethnic ghettos and stuck in the dreams of our distant mountains and lakes. And it doesn't take us forward, not one inch.

If you are a young Kenyan with an eye on making a future for yourself, please rethink this premise. Let me put to you that the hills of your ancestors and wedding rituals of your fore-bears are the least relevant ingredient in your future success. What will matter will be to stand out in your chosen field, in an increasingly competitive marketplace.

Your tribe will find it very difficult to give you skills and knowledge, or preferred status in contracts, or even employment. Slowly but surely, the hold of ethnicity on economy is fading, and new forms of identity are emerging.

Groupings are still important. We can't just be a faceless part of the teeming billions. But the nature of the groupings matters, as writer Seth Godin has argued with eloquence. It is way more important, for example, for you to be a member of the global tribe of software developers than to be associated with a river. In the former tribe, you will gain access to the shared knowledge and experiences that will forge your career success.

Don't misunderstand: Culture and kinship never go away. It is very important for people to have shared language, history, songs, literature and cuisine. These are elemental forces that carry huge emotion. I relish my culture, I hope you revel in yours. But it is very important for us not to confuse heritage with competitive advantage. Your economic future will be swung on an altogether different set of identities, around skills, occupations, passions and past times.

In Kenya we have some way to go before this sinks in. The forces of closed-kraal thinking retain a withering hold on the Kenyan mind, even the highly educated one. But the enlightened young Kenyan would do well to understand: your tribe provides your roots, but you must flower widely. Your place of birth is a beginning, not an ending. We can all live bigger lives by living broader ones.

- a) Give TWO reasons why members of a tribe stick together. (2 marks)
- b) What has led to the diminishing of the 'tribe' in the recent past? (2 marks)
- c) In note form state negative impacts of ethnicity that retard growth. (3 marks)
- d) What is the writer's feeling towards ethnicity in regard to the Kenyan General elections? (2 marks)
- e) Why, according to the writer, will ethnicity not count in future'? (2 marks)
- f) What is the importance of belonging to a 'global tribe' of innovators? (2 marks)
- g) In Kenya we have some way to go before this sinks in. (Begin: Before....) (1 mark)
- h) What in your opinion should be done to discourage negative ethnicity? (2 marks)

- i) Supply a suitable title for the passage. (1 mark)
- j) Give the meaning of the following words and phrases. (3 marks)
- i) Fading .
- ii) Relish .
- iii) Flower widely .

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

MORTEN KIIL,: That may cost you dearly, Stockmann. (Goes out.)

A STOUT MAN: (going up to CAPTAIN HORSTER, without taking any notice of the ladies):
Well Captain, so you lend your house to enemies of the people?

HORSTER: I think I can do whatever I like with my own property, Mr. Vik.

THE STOUT MAN: Then you will have no objection if I do the same with mine.

HORSTER: What do you mean, sir"?

THE STOUT MAN: You will hear from me in the morning. (Turns his back on him and moves off.)

PETRA: Was that not the owner of your ship, Captain Horster?

HORSTER: Yes, that was Mr. Vik the ship-owner.

ASLAKSEN: (with the voting-papers in his hands, get up on to the platform and rings his bell): Gentlemen, allow me to announce the result. With only one vote to the contrary...

A YOUNG MAN: That is the drunk chap!

ASLAKSEN: By the votes of everyone here except a tipsy man, this meeting of citizens declares Dr. Thomas Stockmann to be an enemy of the people (Shouts and applause). Three cheers for our ancient and honorable citizen community! (Renewed applause Three cheers for our able and efficient Mayor, who has so loyally put duty above family! (Cheers) The meeting is dissolved. (Gets down.)

BILLING: Three cheers for the Chairman!

THE WHOLE: CROWD: Three cheers for Aslaksen Hurrah!

DR. STOCKMANN: My hat and coat, Petra! Captain, have you room on your ship for passengers to the New World?

HORSTER: For you and your family we shall make room, Doctor.

DR. STOCKMANN: (as PETRA helps him into his coat): Good. Come, Katherine! Come. boys!

- a) Where is this conversation taking place? (2 marks)
- b) "That may cost you dearly, Stockmann." What would cost him dearly and how did it? (2 marks)
- c) "With only one vote to the contrary" Explain this statement. (1 mark)
- d) What message did Mr. Vik relay to Horster "in the morning"? (1 mark)
- e) Explain the relationship between the 'Stoutman' and Horster. (2 marks)
- f) For you and your family we shall make room. (Rewrite to end ... your family.) (1 mark)
- g) What character or captain Horster is brought out in this extract? (4 marks)
- h) "... .. our able and efficient mayor, who has loyally put duty above family.
- i) Is this a correct presentation of the mayor? Why? (3 marks)
- i) Explain ONE stylistic device used in this extract.
- j) What is the role of the drunken man? (2 marks)
- k) Explain:
- i) Why there was voting. (1 mark)
- ii) The colour of the ballot papers and what they represented. (2 marks)
- l) What happens immediately after this excerpt? (2 marks)

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

Once a hyena entered a hut where Mlokazana was with his young men. **They were almost dead with fright**, for hyenas were feared more than we can possibly imagine, and even brave men were afraid of them. The beast entered, smelled one man and passed on: smelled another and passed on: smelled the third, a girl and seized her and carried her off. Now the one that was taken was a lover of Mfokazanas. All **the other pretended to be dead** and kept still, and even Mfokazana did so out of fear, though he knew well who had been taken.

When the hyena was outside the hut the girl gave heart-breaking cries which woke all the people in the village: "It is carrying me off It has put me down." Then she was silent. That night Chaka was sleeping in a separate hut with a few others. He had left his companions because they were cruel to him. He heard the girl's cries in his sleep and the second time he heard them plainly and recognised her voice. He jumped up shouting: **"Quick! Get up everybody, the hyena has taken a girl."** Then he rushed out of the hut.

Because of the girl's weight. for she was fully grown, the hyena had to rest very often, and so it had yet left the village with her.

Outside the hut. Chaka stood and listened to hear from what direction the voice came, and as he stood there it rang out clearly: It has put me down." Then the brave boy followed going on tiptoe so as not to make any noise and when the young girl cried a second time, "It is carrying me of C" he saw the hyena with the girl in its mouth. Then he ran fast, so that he might reach the hyena before it rested again. He knew that it should not hear his footsteps, for its short ears were still laid flat. His strong hand struck it under the shoulder, and the spear sank in and came out of the other side, and threw the hyena to the ground and pinned it there. The animal sank to the ground and let the girl go. It lay flat and gave two or three kicks before it died. Now it was dead, silent and still: It gave no cry at all. Chaka spoke one word only, "Nantso." and then was silent. He slowly drew forth his spear as a man does when he has killed a wild animal.

The girl's eyes were clouded. She could not see clearly and did not even know where the hyena was taking her. When it sank to the ground she thought that it was resting, but as she was no longer held she jumped up and looked around. The first thing she saw was a very tall man standing between her and the hyena. but her sight was weak, and she thought perhaps this was the master of the hyena. and now she was going to be eaten. She cried. "Help, help," a far more terrible cry than any she had yet made, the cry of a dying woman when all hope of escape has passed and death looks her in the face close at hand. At this cry people trembled in their huts, the young men were dead with fear, and the most useless of all was Mfokazana

The girl fell to the ground in fright. Chaka took her by the hand and raised her up and said: Stop crying, and be thankful that you are safe. There is the hyena, it is dead. Get up and see it. It is L Chaka,' The girl heard his words without understanding them. Chaka repeated them, and this time she understood and recognised his voice. She looked him in the eyes and saw that it was Chaka himself. She looked at the hyena and saw that it was lying quietly on the ground, dead. She looked in every direction and, now her sight was clear. she saw huts of her village. And Chaka again told her to have courage, for she had escaped.

Her senses now came back to her. The fear of death was past: she felt again the joy of life, the blessing and happiness of being alive. She cried out and put her arms around Chaka and held him close and kissed him again and again saying: **"I knew there was no one but you, Chaka, who could rescue the dead, who have no hope."** Then she rushed away from him and ran through the village, shouting out for all the people to awake, to come and see the wonder that Chaka had done in saving her from death out of the jaws of the hyena.

The people were full of joy, but it was mixed with shame. They asked themselves what the end of Chaka would be. Where would his courage and skill lead him? The young men also asked themselves this question in sorrow and shame. Where would the shame brought upon them by Chaka end? It was becoming worse and worse. Two days before, he had killed a lion and they had run away, and now he had killed a hyena that had taken one of their number, and no one else had gone to rescue.

(Thomas Mofolo. Chaka the Lulu. Oxford University Press, 1977)

3. a) Classify this narrative. (2 marks)
b) Why was Mfokazana and other young men almost dead with fright? (2 marks)
c) Identify and illustrate two character traits of Mfokazana (4 marks)
d) Explain the meaning of this sentence, "I knew there was no one but you, Chaka, who could rescue the dead, who have no hope." (2 marks)
e) Identify and illustrate any two stylistic devices use in this narrative. (4 marks)
f) What is the attitude of the young men towards Chaka? (2 marks)
g) Give one social activity of the community in this story. (2 marks)
h) What is the moral lesson in this narrative? (2 marks)

4. GRAMMAR (15 marks)

a) **Rewrite each of the following sentences as instructed.** (3 marks)

- i) The teacher took pity on the students. He gave them food.
(Combine into one sentence using a participle)
ii) The teacher found out how thorough Njeru was when he started the discussion.
(Begin: It was not....)
iii) In spite of his effort, Opiyo could not pull the donkey out of mud. (Begin: For)

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

- i) The guest of honour was given a(tumult) welcome by the crowd.
ii) The patient bore his suffering (hero)
iii) I scolded her for treating the old man(respect)

c) **Supply the appropriate collecting nouns in the following sentences.**

- i) A of judges will decide on the winning entry.
- ii) You have to go up a of stairs to reach his office.
- iii) A..... of journalists covered the presidential swearing-in ceremony.

d) **Replace the word groups in brackets with a single word that mean the same.**

(3 marks)

- i) The little brown puppy (moved from side to side) its tail when it saw its master. (3 marks)
- ii) The gangster pulled the (lever which causes a gun to shoot) when he saw the police but killed none.
- iii) The athlete had an (enormous desire for food)

e) **Choose the correct pronoun from the brackets to complete the sentences below.**

(3 marks)

- i) (We/Us) and the other numbers of the athletics team are going to Nakuru.
- ii) It was (she / her) who won the cup
- iv) (Its / it's) tail was very long.

EMBU COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/3

ENGLISH

PAPER 3

July / August, 2013

TIME: 2½ HOURS

Answer three questions only .

1. IMAGINATIVE COMPOSITION. (Compulsory)

Either

- a) Write a composition on ways the youth can help alleviate the rampant unemployment prevailing in Kenya today. (20 marks)

OR

- b) Write a story to illustrate the saying: "The shortest way home is not always the quickest." (20 marks)

2. Compulsory Set Text

Ngugi wa Thiongo- "The River Between"

"Though suppressed, the role of the women cannot be ignored."

Citing illustrations from Ngugi wa Thiongo's "The River Between ", show how Miriamu and Nyambura are used to justify this statement. (20 marks)

3. The Optional set texts.

Answer any ONE of the following three questions (20 marks)

EITHER

- a) The short story

Longhorn Ed.) When the Sun Goes Down and other stories from Africa and beyond.

"No matter the discrimination that a person living with HIV/AIDS may go through, they should not lose hope in life."

Write an essay in support of this observation basing your argument on Goro wa Kamau's 'When the SUN Goes Down.' (20 marks)

OR

- b) Drama

John Ruganda: Shreds of Tenderness

There are numerous characters who are very important in the play although they do not appear on stage.

Using four such characters, write an essay illustrating this statement with reference to John Ruganda's play 'Shreds of Tenderness. (20 marks)

OR

- c) The Novel

Witi Ihimaera –The Whale Rider

Basing your illustrations from the text. 'The Whale Rider' by Witi Ihimaera, shows how gender discrimination has been brought out in the novel. (20 marks)

GUCHA SOUTH FORM 4 JOINT EVALUATION EXAM, 2013

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

101/ 1

ENGLISH

PAPER 1

Time: 2 hours

July / August, 2013

1. You have been in trip to Mt. Kilimanjaro for the last four days. Give the personal journal you kept for those four days. In each entry, give your feelings, thoughts and experiences. (20mks)

2. **Cloze Test** (10mks)

Read the passage below carefully and fill in each blank space with an appropriate word.

Photography is indeed a miracle, an invention that (1) is to make instant images of (2)we see. (3).....has become the (4)art form of our technological age-factual, accurate, largely automatic; an unmatched way of spanning time and (5)No medium of expression has ever (6).....so immediately to so many people (7)has any medium but spoken language been so universally used. It was first (8)by artists and entrepreneurs as a means of making portraits more (9) a century ago, but quickly broadened to provide new miracles; views of foreign lands, glimpses of great wars and (10)women-and countless snapshots of Sunday at the beach.

3. a) **Read the following narrative and answer the questions that follow.**

One day the Hare popularly known as Ogila Nyakarondo met the elephant on his way to the forest. As the hare was a cunning and clever animal, he wanted to fool the elephant on some issue. He started talking to the elephant; "Elephant, my brother, good morning. What is the matter? Why are you walking all alone that, my friend? Why don't you ask me to walk along with you through the forest?"

After they had walked together for some time, the Hare said, "Elephant my brother, I want to go on a rope pulling contest with you. I know that I can defeat you miserably, for I am stronger than you." The Elephant returned, "Llllll Ogila Nyakarondo, you are too small to contest with me. You are playing about, my brother, think twice." They then planned to go on a contest the next day in the forest, but the elephant went laughing, thinking the Ogila could do nothing to him.

The same day, Ogila the Hare met the Hippo and started talking to him saying, "Hippo, my brother, I want you to contest with me one of these days. We shall pull a rope across the forest and see who will be the winner." The Hippo said, "Don't play with me, Hare, my brother, you are just too small to contest with me." He made the same plan, just as he had planned with Elephant to pull the rope in the contest across the forest. The next morning, the Hippo and the Elephant went to each side of the forest thinking they were to contest with the Hare, they started pulling the rope. Meanwhile, the Hare was sitting on a hill looking at what was happening below him. He sang with his guitar."

The Hyena Kithedhethethe

The Hare is cleaver and cunning. Ratilani you're clever,

How? How? Kithethe Kiithethe

As he sang, the Hippo and the Elephant were almost drying below. They pulled and pulled, and got very tied. At dusk they stopped pulling. The Elephant almost fainted, for the weight of the Hippo was great.

The Hare immediately ran to the Elephant and confessed. "My brother, am I not great? The elephant told him the same thing. The Hippo wondered about the strength of the Hare and confessed his gratitude to him saying, "Hare, my brother, I have just realized you are strong, in fact you should be made the king of the jungle. "The Hare in joy went away merrily playing his guitar.

- i) How would you involve the audience before and during the story? (4mks)
- ii) Give any two functions of the song in the narrative. (2mks)
- iii) How would you say the last sentence in your narrative and why. (1mk)
- iv) The following words appear in the narrative, supply another word with the same pronunciation. (3mks)
1. Some
 2. Weight
 3. Made

3. b) **Read the following song and answer the questions that follow.**

KANYANG' ANA

Me-mrunde eeh, she really stole eeh
She stole a hen, she really stole eeh

Refrain

She stole a shed, no doubt she stole
She stole a walking stick, no doubt she stole

Me-mrunde eeh, she really stole eeh
She stole clothes, she really stole eeh

Refrain

Me- mrunde eeh, she really stole eeh
She stole a cat, she really stole eeh.

Questions

1. Give characteristics of oral performance used in the song. (2mks)
 2. What features of an oral performance are lost when this song is written down? (3mks)
 3. What should listeners pay attention to in the song above? (2mks)
- c) You are listening to a form one student presenting his problem that he has encountered over the last few months since he reported to school. As a good listener, how would you encourage him to continue talking to you. (3mks)
- d) In the following sentences, the puns have been identified by underlining. Give the two meanings of each pun.
- i) Did the model pose as a stewardess? (1mk)
 - ii) Does the rich man mean to be a miser? (1mk)
 - iii) You did well to fetch water. (1mk)
- e) Imagine that you have been requested to offer a vote of thanks at the end of a prize-giving ceremony held in your school. Several guests including one county director of education and a District Education Officer as well as parents are present.
What would you include in our vote of Thanks? (3mks)
- f) You are listening to a telephone conversation between a mother whose child is very ill and is seeking a doctor's help. Unfortunately Dr. Birundu is not in but the secretary had received the mother's call on behalf of her boss. In the blank spaces, fill what you think the secretary should have said to the mother. (4mks)
- Secretary:
- Mrs. Kemunto: My name is Sandra Kemunto. Can I speak to Dr. Birundu. My child is very ill. I want the doctor to come and examine him.
- Secretary:
- Mrs. Kemunto: I see could you ask him to come and see my son? He is running a fever. I can't bring him to the clinic because my car is at the garage.
- Secretary:
- Mrs. Kemunto: I live in Kahawa Sukari Estate. House Number 0012b. My mobile number is 0888224455, in case Dr. Burundi wants to call me.
- Secretary:
- Mrs. Kemunto: Goodbye.

GUCHA SOUTH FORM 4 JOINT EVALUATION EXAM, 2013

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

101/ 2

ENGLISH

PAPER 2

Time: 2½ hours

July / August, 2013

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

Madame C. J. Walker became the United States first woman millionaire. This was quite an **accomplishment** for any woman of her time, white or black, but especially for a woman born into her circumstances. She was born Sarah Breedlove, in 1867. Her parents, former slaves, were sharecroppers on a cotton plantation.

When she was six, Sarah was orphaned. She went to live with her older sister and her husband. She was worked very hard. She lived in poverty and had little education. She got married at the young age of fourteen and had a daughter when she was eighteen. When she was twenty, Sarah became a widow.

She worked long hours as a laundress and house cleaner. She made sure her daughter went to school, and even put her through college. Sarah, who was barely literate, was very proud of her daughter's accomplishments.

In her late thirties, Sarah suffered from hair loss due to stress and damage from hair care products. Many black women had hair problems because of poor nutrition and lack of **running water**. They also had damage from hair straighteners that attempted to make their hair similar to that of white women.

Frustrated with the poor condition of her hair, Sarah began to invent hair care products. She developed one that caused her hair to grow quickly and thickly. Friends and family noticed the change in her hair. They asked for her hair products.

Walker travelled throughout the nation teaching hair care methods and demonstrating her products. She also recruited and trained thousands of black women to be her selling agents working for her. By 1914, she had **grossed** over one million dollars.

At the 1914 convention of the National Negro Business League, Walker said, "I am not merely satisfied in making money for myself .I want to provide employment for hundreds of women of my race. I had little or no opportunity when I started out in life.... I had to make my own living and my own opportunity! But I made it! That is why I want say every Negro woman present, don't sit down and wait for opportunities to come..... Get up and make them!"

Walker died on May 25, 1919, at the age of 51. She did not heed doctor's warnings to slow down her fast-paced life. In her life and death Walker generously supported many organisations. One of the main recipients was the National Association for the Advancement of Coloured People.

- a) What kind of odds did Madame C.J Walker have to overcome in order to be successful? (3mks)
- b) In note-form state the different ways Sarah shared success with others. (5mks)
- c) What does this passage reveal about the character of Walker? (2mks)
- d) In your own words summarise Walker's speech at the National Negro Business League in two sentences. (2mks)
- e) Who were the main consumers of her products? Why? (3mks)
- f) "I am not merely satisfied in making money for myself." (Rewrite in reported speech) (1mk)
- g) Why was Sarah proud of her daughter? (1mk)
- h) Explain the meaning of the following words and phrases as used in the passage accomplishment. (3mks)
accomplishment
running water
grossed

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

PETER STOCKMANN: The Medical Officer of the Baths is responsible for what happened today.
HOVSTAD: Indeed? The Doctor?
PETER STOCKMANN: He has written a kind of report to the Baths Committee on the subject of certain supposed defects in the Baths.
HOVSTAD: Has he indeed?
PETER STOCKMANN: Yes -has he not told you? I thought he said .
HOVSTAD: Ah yes -it is true he did mention something about...
ASLAKSEN: (coming from printing -room) I ought to have that copy 1... ..
HOVSTAD: (angrily) Ahern! -there it is on the desk.
ASLAKSEN: Yes, that is the Doctor's article, Mr. Mayor.
HOVSTAD: Oh, is that what you were speaking about?
PETER STOCKMANN: Yes that is it. What do you think of it?
HOVSTAD: Oh I am only a layman - and I have scarcely taken a glance at it.
PETER STOCKMANN: But you are going to print it?
HOVSTAD: I cannot very well refuse a distinguished man.
ASLAKSEN: I have nothing to do with editing the paper, Mr. Mayor .
PETER STOCKMANN: I understand.
ASLAKSEN: I merely print what is given to me.
PETER STOCKMANN: Quite so.
ASLAKSEN: And so I must... .. {moves off towards the printing - room).
PETER STOCKMANN: No but wait a moment, Mr. Aslaksen. You will allow me, Mr. Hovstad

HOVSTAD: By all means, Mr. Mayor.
PETER STOCKMANN: You are a sensible and thoughtful man, Mr. Aslaksen.
ASLAKSEN: I am delighted that you think so, sir. .
PETER STOCKMANN: And a man of very considerable influence too.
ASLAKSEN: Chiefly among the middle-class.
PETER STOCKMANN: The small tax-payers are the majority here as everywhere else.
ASLAKSEN: That is true, Mr. Mayor.
PETER STOCKMANN: And I have no doubt you know the general opinion among them, don't you?
ASLAKSEN: Yes I think I may say I do Mr. Mayor.
PETER STOCKMANN: Yes, well, since there is such a praise worthy spirit of self-sacrifice among the less wealthy classes of our town

ASLAKSEN: What?
HOVSTAD: Self- sacrifice?
PETER STOCKMANN: It is pleasing evidence of public spirit and good will, extremely pleasing evidence. might almost say I hardly expected it. But you have a closer knowledge of public opinion than myself.

ASLAKSEN: But, Mr. Mayor

PETER STOCKMANN: And indeed it is so small sacrifice that the town is going to make.
HOVSTAD: The town?
ASLAKSEN: But I don't understand. Is it the Baths?
PETER STOCKMANN: At a rough estimate, the alterations that the Medical Officer asserts to be desirable will cost somewhere about forty thousand pounds.
ASLAKSEN: That is a lot of money, but.. ...
PETER STOCKMANN: Of course it will be necessary to raise a municipal loan.
HOVSTAD: (getting up); Surely you never mean that the town must pay ?
ASLAKSEN: Do you mean that it must come out of the municipal funds? ... out of the pockets of the small middle-class men?
PETER STOCKMANN: Well, my dear Mr. Aslaksen, where else is the money to come from?

- What had happened that day? (3mks)
- Describe Hovstad's character as seen in this extract. (2mks)
- Why is Hovstad angry with Aslaksen? (2mks)
- What is the purpose of the Mayor's visit? (3mks)
- Aslaksen says that he has nothing to do with editing the paper. Is this true? What does it reveal about his character? (4mks)
- Explain how this conversation and that which follows changes Aslaksen's thinking.

- g) Explain the meaning of:
 "Oh, I am only a lay man - and I have scarcely taken a glance at it." (2mks)
- h) Add a question tag to the following statement: But look there - that is the thing I was speaking of. (2mks)
- i) What happens immediately after this extract? (4mks)

3. Read the story below and then answer the questions after it.

Two king's sons once upon a time went into the world to seek their fortunes;' but they soon fell into wasteful foolish way of living, so that they could not return home again. Then their brother, who was a little insignificant dwarf, went out to seek for his brothers; but when he had found them they only laughed at him, to think that he, who was so young and simple, should travel through the world, when they, who were so much wiser, had been unable to get on. However, they all set out on their journey together, and at last came to an ant-hill. The two elder brothers would have pulled it down, in order to see how the poor ants in their fright would run about and carry off their fright would run about and carry off their eggs. But the little dwarf said, "Let the poor things enjoy themselves, I will not suffer you to trouble them."

So on they went, and came to a lake where many ducks were swimming about. The two brothers wanted to catch the two and roast them. But the dwarf said, "Let the poor things enjoy themselves, you shall not kill them." Next they came to a bees' -nest in a hollow tree, and there was so much honey that it ran down the trunk; and the two brothers wanted to light a fire under the tree and kill the bees, so as to get their honey. But the dwarf held them back, and said, "Let the pretty insects enjoy themselves, I cannot let you burn them."

At last the three brothers came to a castle: and as they passed by the stables, they saw fine horses standing there, but all were of marble, and no man was to be seen. Then they went through all the rooms, till they came to a door on which were three locks, but in the middle of the door was a wicket, so that they could look into the next room. There they saw a little grey old man sitting at a table; and they called him once or twice, but he did not hear; however, they called a third time, and then he rose and came out to them.

He said nothing but took hold of them and led them to a beautiful table covered with all sort of good things; and when they had eaten and drunk, he showed each of them a bed-chamber.

The next morning he came to the eldest and took him to marble table, where there were three tablets, containing an account of the means by which the castle might be disenchanting. The first tablet said; "In the wood, under the moss, lie the thousand pearls belonging to the king's daughter; they must be found; and if one is missing by the set of sun, he who seeks them will be turned to marble. The eldest brother set out, and sought the pearls the whole day; but the evening came, and he had not found the first hundred; so he was turned into stone as the tablet had foretold.

The next day the second brother undertook the task; but he succeeded no better than the first; for he could only find the second hundred of the pearls, and therefore he too was turned into stone.

At last came the little dwarf's turn; and he looked in the moss, but it was so hard to find the pearls, and the job was so tiresome; so he sat down upon a stone and cried. And as he sat there, the king of the ants (whose life he had saved) came to help him, with five thousand ants; and it was not long before they found all the pearls and laid them in a heap.

The second tablet said; "The key of the princess's bed-chamber must be fished out of the lake." And as the dwarf came to the brink of it he saw two ducks whose lives he had saved swimming about; and they dived down and soon brought the key from the bottom.

The third was the hardest. It was to choose the youngest and the best of the king's three daughters. Now they were all beautiful, and exactly alike; but he was told that the eldest had eaten a piece of sugar, the next some sweet syrup, and the youngest a spoonful of honey; so he was to guess which it was that had eaten the honey.

Then came the queen of bees, who had been saved by the little dwarf from the fire, and she tried the lips of a II the three; but at last she sat upon the lips of one that had eaten honey; and so the dwarf knew which was the youngest. Thus the spell was broken, and all who had been turned into stone awoke, and took their proper forms. And the dwarf married the youngest and the best of the princesses, and was king after her father's death; but his two brothers married the other two sisters.

- a) How do we know that this is an oral narrative? (4mks)
- b) What were the elder brothers interested in doing to the various animals? (3mks)
- c) What was required in order to succeed in the task? (1mk)
- d) How did the two elder brothers fare in the task? (1mk)
- e) Why was the third brother, the dwarf, successful in all tasks? (1mk)
- f) Describe the character of eldest brothers. (4mks)
- g) Why didn't the elder brothers remain trapped in stone? (1mk)
- h) With illustrations, identify two moral lessons that can be learned from this narrative. (2mks)

- i) Explain the meaning of the following words or expressions as they are used in this story. (3mks)
- fortunes
 - suffer you
 - spell
4. a) **Rewrite the following sentences according to the instructions given.** (3mks)
- She didn't mean to break the vase. (Rewrite using "on")
 - I have seldom heard such a talented singer (Begin; "Seldom")
 - If you don't know how to spell the word, why don't you check *in* the dictionary? (Rewrite using "up")
- b) A conjunction is missing in each of the following sentences. Add the missing word. (2mks)
- Candidates are not permitted to leave the roomthey are accompanied by a member of staff.
 - You can have the jobyou agree to work overtime.
- c) Complete the sentences below using suitable idiomatic expressions. (3mks)
- The medicines are keptso that the children can't get them.
 - "Yes, I got the work done in time. I finished it, but I wasn't late.
 - At the moment the two teams arefor the world cup.
- d) Underline and correct four errors in the following paragraph. (4mks)
- Its easy to make mistake's with the apostrophe.
In fact, ones authority as a writer can be threatened by its' appearance or absence.
- e) Complete the second sentence so that it has a similar meaning to the first sentence using the word given in brackets. (3mks)
- It's the most beautiful painting I've ever seen (seen)
I.....beautiful painting.
 - I'm not good at Maths as you (better)
You me.
 - This exercise IS easier than 'the last one. (hard)
This exercise.....the last one.

GUCHA SOUTH FORM 4 JOINT EVALUATION EXAM, 2013

101 / 3

ENGLISH

Paper 3

Answer three questions only

1. **Imaginative Composition (Compulsory)** (20 marks)
- Either**
- Write a composition explaining the saying 'unity is strength.'
 - Write a composition on some of the steps we would take to ensure that our environment is protected.
- Or**
2. **The compulsory Set Text** (20 marks)
- Ngugi Wa Thiong'o, The River Between
Using Ngugi Wa Thiong'o's The River Between for illustrations, discuss how the rise of rebellion is inherent in society.
3. **The optional Set Text**
- Either**
- The Short Story** (20 marks)
Longhorn publishers, When the Sun Goes Down and Other Stories from Africa and Beyond.
Drawing your illustrations from the story "The Guilt" by Rayda Jacobs, demonstrate how Lilian Thurgood's actions are influenced by a sense of guilt.,
 - Drama**
John Ruganda, Shreds of Tenderness (20 marks)
Odies allegations against Wak are not only false but also baseless and unjustifiable. Basing your answer on the play Shreds of Ten de mess by John Ruganda, discuss the validity of the above statement.
- Or**
- The Novel**
Witi Ihimaera The Whale Rider (20 marks)
"It requires a strong character to survive in a male dominated world."
Write an essay illustrating the truth of this statement with reference to Nani Flowers in Witi Ihimaera's The Whale Rider.

KAJIADO COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/1

ENGLISH

PAPER 1

July / August, 2013

TIME: 2 HOURS

FUNCTIONAL WRITING

(20 marks)

1.

- a) You are the academic prefect in your school. Write a memorandum (memo) to your schoolmates advising them on four things they need to do to effectively revise for their final examinations. **(10 marks)**
- b) Write a reminder to the student council. **(10 marks)**

2. CLOZE TEST

(10 marks)

Read the passage below and fill in each blank space with an appropriate word.

Attitude (i) _____ a common word. You hear it almost everyday. Teachers use it (2) _____ school. managers discuss it at work and parents talk about it at home. What does the word attitude really mean? It refers to a way of (3) _____ that causes a person to respond in a particular way to a given situation. It is the way a person views and (4) _____ the environment. In this regard, a person can have different (5) _____ or ways of thinking. For instance, people have different attitudes towards (6) _____ such as schools, churches, hospitals and the like or towards other people and (7) _____.

Attitude has great influence upon every person's life. Thus, a positive attitude is the most (8) _____ possession that a person can ever have. If you develop and maintain a positive attitude you will become successful as well as a happy person. On the other hand, if you are (9) _____ to do this, you will find many doors (10) _____ on you and your personal life would be unexciting.

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

By Elizabeth Jennings.

There is a shyness that we have
Only with those whom we most love.
Something it has to do also
With how we cannot bring to mind
A face whose every line we know.
O love is kind, O love is kind.

That there should still remain the first
Sweetness, also the later thirst-
This is why pain must play some part
In all true feelings that we find
And every shaking of the heart.
O love is kind. O love is kind.

And it is right that we should want
Discretion, secrecy, no hint
Of what we share. Love which cries out,
And wants the world to understand.
Is love that holds itself in doubt.
For love is quiet. and love is kind.

(From poems, ed Celeste Flower. Singapore: Longman, 1995)

- i.** How is rhythm achieved in this poem" **(4mks)**
- ii)** In what ways would this poem be made interesting to listen to? **(4mks)**
- b)** For each of the following words, write another word that is pronounced the same. **(4mks)**
- i)** praise prays
- ii)** raise rays
- iii)** sent cent

iv) their there

c) Give interjections for the following sentences. (3mks)

- i) What a nice dress!
- ii) How can you suggest that!
- iii) We have posted the best results!

c) Which part of the word do you stress in the following: (3marks)

- i) event
- ii) enmity
- d) divine

Why is it important to read a story, speech or poem aloud to yourself several times before reading it aloud to other people? (4mks)

f) Mrs Mutuku of Maasai Mara High School asked her class to decide which one of the books in their syllabus they should perform for the rest of the school. She has asked Joyce to lead the discussion. Read the Form 4c discussion below and answer the questions that follow.

Mrs Mutuku: Joyce, would you lead the discussion?

Joyce: Aha, Ok, The question is: What play should we pick for our class play?

Does anyone have suggestions? Sharon?

Sharon: I suggest we do An Enemy of the people.

Annred: How about "Shreds of Tenderness?"

Joyce: No, I dislike "Shreds of Tenderness" passionately

Kendra: I love "The River and the source"

Sharon: No way! That would make a stupid play!

Let's do "An Enemy of the people."

Joyce: Benta?

Benta: I have never watched "Shreds of Tenderness" but...

Pamela: It's a superb play.

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

Pamela: Sorry.

Benta: Anyway, I Have never seen a play on "An Enemy of the People" but I have watched the movie and I loved it.

Joyce: Pamela?

Pamela: I just wanted to say that I think "Shreds of Tenderness" is a really good play.

Joyce: Lynette?

Lynette: I saw the movie "An Enemy of the People" too, and I really liked it. I loved the part where Petra asks Hovstad to-

Joyce: Excuse me, Lynette, but we should talk about that after the discussion is over.

Does anyone have any other? suggestions? No? Ok. Sharon proposed "An Enemy of the People. Annred likes "Shred of tenderness "and

Kendra wants to do" The River and the Source. "Has anybody seen or read all three? No? Ok.

I suggest that we all go to the library and read them and then continue the discussion in a couple of days. Is that ok with everyone? Ok. The discussion is over.

Questions:

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

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

iii) What tone would Annred use in her only speech in this discussion? (1 mark)

KAJIADO COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/2

ENGLISH

PAPER 2

July / August, 2013

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

Sibling rivalry is hatred between brothers and sisters of the same parents. It is known to start during pregnancy when the mother is expecting her second born child before the first born has hit the teen age. In most cases, first born are planned for and their arrival is met with a lot of excitement, readiness and pampering. This child grows with a certainty of love and feels important.

However, when the mother conceives a second born, due to problems with pregnancy and sometimes tiredness, she might not offer as much attention as before to her first born who in turn reacts with jealousy and hatred towards the soon coming brother or sister.

When the new baby arrives, the first born begins to feel rejected. More so, when people flock the house just to come and see the new baby offering praises to the latest addition to the family. Some would say that sibling rivalry started over three thousand years ago with the Biblical reference to Cain and Abel. But even with so much time past since then, sibling rivalry is still a very common issue in most families.

It is made worse when parents play favourites, Parents get to like a well-to-do child, an achieving son or the one who can provide the most material things. Most adolescents who develop low self-esteem because they feel that they are not loved by their parents. Some have come to the clinic claiming that their parents prefer their sibling because they perform well in school and so on.

It's often made clearer when I talk to their parents. They speak in comparison. And most of them are conscious of the implications. When they utter statements like: "How come you do not make your bed like your little sister does? Or your brother is more organized than you are" and so on. These comments become silent killers to child's harmony.

Children look up to their parents for love and approval and when the parents disapprove of them, they feel neglected and unloved. That is why some of them suffer depression and harbour feelings of worthlessness. Our African set up, too, sets sibling rivalry. Since duties are assigned according to the birth order, it is easy to find that one child is overwhelmed by work. This can also fuel the rivalry. In essence, parents need to balance their love and control what comes out of their mouth when talking to their children so that they will not start up this enmity. The closer the difference in age the more the reaction towards one another. Jealousy and animosity is heightened when the children are closer to one another in age.

Sibling rivalry can only be reduced or stopped by parents themselves. For instance, when someone comments about your small baby being cute when the older one is around and can hear the conversation, even out the statement by adding a comment like " Just like this one." This will shield him or her from feeling left out.

As children grow older, they fight over toys. There is nothing wrong with this. These are learning to assert themselves. Your job as a parent is to help them learn to share by setting an example.

The level of sibling rivalry may vary depend on a child's temperament or personality. An easy child will have no problem compared to a difficult child. Help the child negotiate this stage by providing love. Since sick children automatically get more attention from their parents, explain to the other siblings why this child needs extra attention. You could also try to balance the time you spend with each.

Couples should always remember that they are their children's first role models. The way parents resolve their conflicts has a lot to do with sibling rivalry. If you shout, slam the doors and screaming all over when you are angry, then you can be sure that your kids will pick up the same habits. On the other hand, if you resolve problems in a respectful manner, they will pick the good example.

(Adapted from Daily Nation of 5th January 2013.)

Questions

- a) (i) What is sibling rivalry? (1mark)
(ii) According to the passage how does sibling rivalry develop in the family? (2marks)
- b) What positive aspects do the first born children have over their siblings? (2marks)
- c) Make notes on who should take the blame for sibling rivalry. (3marks)
- d) Why according to the passage do some children suffer depression and harbour feelings of worthlessness? (2marks)
- e) What is the relevance of the story of Cain and Abel in the passage? (2marks)
- f) When the new baby arrives the first born begins to feel rejected. (Rewrite the sentence beginning with "As")
- b) This will shield him or her from feeling left out. (Rewrite the sentence replacing the phrasal verb with one word)

g) What is the tone of the passage?

(3marks)

h) Explain the meaning of the following words and expressions as used in the passage

i) Silent Killers

ii) Fan

iii) Negotiate

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

Dr. STOCKMANN: Well, you can see for yourself that I have done all I can, but... They are all mad in this town!

MORTEN KIIL: You said yesterday that the worst of this pollution came from my tannery. If that is true, then my grandfather and my father before me, and myself, for many years past, have been poisoning the town like three unclean angels. Do you think I am going to take this lying down?

DR STOCKMANN: Unfortunately I am afraid you will have to

MORTEN KIIL: No, thank you. I am jealous of my name and reputation. They call me "the Badger," I am told. A badger is a kind of pig, I believe; but I am not going to give them the right to call me that. I mean to live and die a clean man.

DR. STOCKMANN; And how are you going to set about it? MORTEN KIIL You shall cleanse me, Thomas.

DR. STOCKMANN: I am!

MORTEN KIIL: Do you know what money I have bought these shares with? No, of course you don't -but I will tell you. It is the money that Katherine and Petra and the boys are to inherit from me. Because I have been able to save a little bit after all, you know.

DR.STOCKMANN:(jarring up): And you have gone and taken Katherine's money for this?

MORTEN KIILL: Yes, the whole of the money is invested in the Baths now. And now I just want to see whether you are quite stark, raving mad, Thomas! If you still make out that these animals and other nasty things of that sort come from my tannery, it will be exactly as if you were to flay broad strips of skin from Katherine's body, and Petra's and the boys; and no decent man would do that - unless he were insane.

DR. STOCKMANN: (walking up and down): Yes, but I am a mad man!

MORTEN KIIL: You cannot be so absurdly mad as all that, when it is a question of your wife and children.

DR. STOCKMANN: (standing still in front of him): Why couldn't you have talked to me about it, before you went and bought all that trash?

MORTEN KIIL: What is done cannot be undone.

DR. STOCKMANN: (walks about uneasily): If only I were not so certain about it...! But I am absolutely convinced that I am right.

MORTEN KIIL(weighing the pocket-book in his hand): if you stick to your stupid ideas, these things won't be worth much, you know. (puts the wallet in his pocket)

DR. STOCKMANN: Damn it! It might be possible for science to discover some prophylactic, I should think - or some antidote of some kind ...

MORTEN KIIL: To KIIL these animals, do you mean?

DR STOCKMANN: Yes, or to make them harmless, at least. MORTEN KIIL: Couldn't you try some rat's poison?

DR. STOCKMANN: Don't talk nonsense! They all say it is only imagination. you know. Well, let it go at that! Let them have their own way about it! These ignorant, little mongrels calling me an enemy of the people! and tearing the very clothes off my back too!

MORTEN KIIL: And breaking all your windows to pieces!

Questions

- a) What is this that Dr. Stockmann has done and why is he referring to the townspeople as mad? (3marks)
- b) Morten Kiil says "It is the money that Katherine and Petra and the boys are to inherit from me." What gives them the right to inherit from him? (2marks)
- c) Comment on Morten Kiil's assessment on Dr. Stockmann as being mad. (4marks)
- d) Why does Morten Kiil want Dr. Stockmann to withdraw his statement about the tannery? (3marks)
- c) What does this dialogue reveal about the character of Morten Kiil? (4marks)
- f) Identify and illustrate the use of imagery in the excerpt above. (4marks)
- g) "It will be exactly as if you were to flay broad strips of skin from Katherine's body, and Petra's and the boys." Explain what Morten KIIL means in the above statement. (2marks)
- h) After Dr. Stockmann is declared An Enemy of the people; what decisions does he make in regards to his life. (3marks)

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

THE END OF THE MASTER TRAPPER

A long time ago when the land was young and herds of animals roamed the forests and the grassland, there was a man called Ggayira. He was an expert trapper. His name was known all over the land for the power and precision of his traps. Whenever Ggayira set a trap, people expected an animal to be caught in it. Indeed, every time he went out to inspect his traps, the people would gather at the edge of the woods to await his return. Ggayira sold the meat of the game caught in his traps, and he became rich and prosperous.

However Ggayira was never happy. Even though people praised him and his traps, he always felt that he could do much better. Ggayira was a perfectionist. He was never satisfied with anything unless it was absolutely accurate and correct. His neighbours wondered what would happen to Ggayira and his endless longing for a trap to beat all traps.

"There's no beauty in life without a shortcoming,' they wanted to tell Ggayira, to remind him of the ancient proverb.

Unfortunately, they found it difficult to talk to Ggayira because he was a loner. He hardly ever talked to anyone unless it was absolutely necessary. He did not seem to enjoy the company of anyone, not even that of the closest members of this family. He always went into the depths of the forest alone ... He never bothered to teach anyone his great trapping skills, not even the woodcutters he would meet in the forest.

Whenever he went out to hunt alone, the elders would say, 'The lone traveller is announced by vultures' OJ' 'Those who travel in pairs alert each other, the way your hair alerts you to the presence of a leopard.'

Anyway, my friends, I don't want to keep you here forever. One day, Ggayira decided to set what he considered to be a perfect trap. He put all his SKILL into it. As he was putting the final touches to it, the trap suddenly went kiki and snapped shut with his arms, legs and trunk inside.

His head was left jutting awkwardly out of the trap's mouth. Ggayira cried, shouted and called out for help, but, as he was alone deep in the forest, it was a long time before anyone noticed that something had gone wrong with the master trapper.

When some children eventually came to his aid, they found themselves at a loss as to what to do. The trap was so elaborate and complicated that they could not tell how to undo it. Their clumsy attempts, under the agonized directions of Ggayira, seemed to make the trap even tighter, increasing the trapper's suffering. Whenever Ggayira set a trap, only he could undo it. Now, both his hands were caught tight in his own trap. In the end, the children were reduced to total helplessness. They rushed to the village to get help, leaving Ggayira trapped in his own contraption. When the villagers finally came, it was too late.

That's what I saw, my friends. I left the people of the land mourning the death of their master trapper and I came, pursued by sorrows, to tell you this tale. Today, the people have a saying; Too much fussing about details killed Ggayira.

- a) Explain why the above narrative qualifies to be a human tale. (1 mark)
- b) What was Ggayira known for? (1 mark)
- c) At the end of the narration, a member of the audience commented "Ggayira was indeed peculiar." Do you agree with this statement. (3 marks)
- d) In a paragraph of not more than 50 words, show how and why Ggayira died. (5 marks)
- e) "Ggayira sold the meat of the game caught in his traps and he became rich and prosperous." (Rewrite the sentence beginning; Ggayira became) (1 mark)
- f) Pick out the idiom in the story and explain what it means. (2 marks)
- g) Identify two instances from the story where the narrator suggests his or her awareness of the audience. (2 marks)
- h) Explain the meaning of the following proverbs as they are used in the story. i) There is no beauty without a shortcoming. (1 mark)
- ii) Too much fussing about details killed Ggayira. (1 mark)
- i) What morals does this community uphold? (3 marks)

4 a) Rewrite the following sentences using appropriate comparative or superlatives. (3 marks)

- i) The country has experienced a bad drought recently.
- ii) Mary is clever. Jane is clever too. Ruth is cleverer than Mary and Jane.
- iii) Service mail is not as quick as airmail.

b) Fill in the blanks with the correct form of the word in brackets. (3 marks)

- i) Our team their team yesterday. (**beat**)
- ii) They complained that he used them in most commodities (**charge**)
- iii) This pen is (**right**) mine.

- c) **Complete each of the following sentences using the correct complex preposition.** (3marks)
- i) They bought mangoe.....soranges and apples.
 - ii) They still bought me uninspected meatthe numerous warnings by the health officer.
 - iii) The board of directors disciplined the errant managerthe laid down regulations.
- d) **Rewrite the following sentences according to the instructions given after each.** (3marks)
- i) It was mean of you lie to them. Begin: To
 - ii) Mathematics was one of my best subjects in school. Begins: I was.....
 - iii) They have never answered the letter we sent them last June. Use "reply" .
- e) **Identify and correct the misspelt words from the following paragraph.** (3marks)
- Nashipae and Nasieku went to Namanga for the weekend. They had made prior arrangements fo accomodation. On arrival, it occurred to them that their room was not reserved. They vehemently expresses their dissatisfaction to the hotel manager who promised to settle them elsewhere.
- ii)
 - iii)
 - iv)

KAJIADO COUNTY FORM FOUR JOINT EXAMINATIONS, 2013

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

101/3

ENGLISH

PAPER 3

Answer three questions only

1. Imaginative composition (compulsory) Either, (20marks)
 - a) Write a story to illustrate the saying. "Discipline is the key to success."
Or
 - b) Write a composition explaining how young people can promote community policing. (20marks)
2. The Compulsory Set Text: The Novel (20marks)

Ngugi wa Thiongo's, The River Between
"Waiyaki is to blame for his downfall."
Using sufficient illustrations from Ngugi wa Thiongo's novel: The River Between, write an essay to substantiate the truth of the above statement.
3. The Optional Set Texts. (20marks)

Answer anyone of the following three questions.
Either

 - a) The Short Story
Longhorn (Ed) When The Sun Goes Down
"It was making good on the guilt, the guilt they are accused of having. As benefactors of the old regime, whites were shot through with guilt". Basing your illustrations from "The Guilt" by Rayda Jacobs, show how the Africans take advantage of the whites.
Or
 - b) Drama
John Ruganda's shreds of Tenderness
Using illustrations from John Ruganda's play, Shreds of Tenderness, write an essay entitled:
The Plight of the Refugees."
Or.
 - c) The Novel (20marks)
The Whale Rider by Witi Ihimaera
"A time comes in life when the girl child must be given the recognition that she deserves."
Using Kahu's experience in the Maori community, write an essay supporting this statement.