

**101/1  
ENGLISH  
PAPER 1  
(FUNCTIONAL SKILLS)  
OCT./NO.2006  
2HOURS**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL  
K.C.S.E  
ENGLISH PAPER 1  
TIME: 2HOURS**

**Question 1 (20mks)**

You are the chairperson of your school's Wildlife Conservation Association (WICA). Your group has just come back from a visit to a national park in a neighbouring country.

Write a report to the patron of WICA about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures you would take during trips.

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

**Question 2 (10mks)**

*Fill in each of the blank spaces in the passage below with the most appropriate word.*  
There was time when telecommunication 1.....Africa was nearly non-existent. With the 2.....of one or two more developed nations, most African countries 3 ..... infrastructure and telephony was out of reach for 4..... of the population. But mobile telephony has 5..... a lot of that and has demonstrated Africa's 6..... to leap-frog older technologies with new ones more 7..... to the environment.

Telecommunication in Africa is growing 8..... there is room for improvement and development. A number of new networks 9..... coming up all over the continent and the African telecommunication market is growing 10..... The driver of this growth? Mobile telephony.

*(Adapted from African Business, May 2004)*

**Question 3**

- a) *Read the oral narrative below and then answer the questions that follow.*  
Nyasaye (God) wanted to put a stop to the rampages of death-death which claims the lives of everyone  
Young and old  
Boys and girls  
Men and women  
Strangers and kinsmen;

Death which kills  
The innocent and the guilty  
Chiefs and their subjects  
The healthy and the sick  
The wise and the foolish.

So one day he sent a servant to earth with a message for all his people. “send me an offering of fresh, untainted fat,” he ordered. “It should be as clean and sparkling as the moon.” Hearing this, the people slaughtered a goat, removed its pure white fat, and placed it in a clay dish overspread with fine fresh leaves.

Now they summoned Ngo’ngruok, also known as Haniafu the Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where Nyasaye dwells in his glory. This was the path Ng’ongruok would follow when carrying their offering.

But Ng’onguruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: “tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!”

Ng’ongruok descended from heaven delivered Nyasaye’s message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ngo’ngruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.  
*(Adapted from: keep my words by B. Onyange-gutu and A.A Roscoe)*

i) What would you do in order to capture the audience’s attention before you begin to tell this story? (2mks)

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

ii) Explain two ways in which you would make the narration of lines 20 to 23 of the story effective (4mks)

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

iii) Mention two ways in which you would know that you audience in this story is fully participating in the performance. (4mks)

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

b) For each of the words below write another word that is pronounced in the same way.

Heir.....

Weather.....

Base.....

Mourning.....

c) Read the poem below and answer the question that follow.

Isatou died  
When she was only five  
And full of pride  
Just before she new  
5 How small a loss  
It brought to such a few  
Her mother wept  
Half grateful  
To be so early bereft.  
10 And did not see the smile  
As tender as the root  
Of the emerging plant  
Which sealed her eyes  
The neighbours wailed  
15 As they were paid to do  
And thought how big a spread  
Might be her wedding too  
The father looked at her  
Through marble eyes and said;  
20 “Who spilt the perfume  
Mixed with morning dew?”

Lenrie Peters

(From: *The Earth Is Ours*. Edited by Ian Gordon)

i) Identify any two pairs of rhyming words in this poem. (2mks)

ii) Which words would you stress in line 2 of this poem, and why? (2mks)

iii) How would you say the last two lines of this poem? (2mks)

d) You have lost your luggage on your way back to school. You decide to report the matter to the nearest police station. Below is part of the conversation between you and the police officer at the reporting desk. Fill in the other part. (Read through the conversation first before writing your responses).

You:.....  
.....  
.....

(2mks)

Police Office: (Interrupting) Easy. I am sorry about what happened but before you go into the lost items, please give me your full name and address.

You:.....  
.....  
.....

(2mks)

Police Officer: That is good. Now go ahead and tell me what happened, without leaving out any important details.

You:.....  
.....  
.....

(3mks)

Police Officer: From which schools are the students who alighted before you? You see, it is possible that your box was off loaded from the bus by mistake especially because another box that nearly resembles yours was left behind.

You:.....  
.....  
.....

(2mks)

Police Officer: Good. At least that is a starting point; we will get the box from the bus then go to that school to make enquiries.

You:.....  
.....  
.....

(1mk)

**101/2**  
**ENGLISH**  
**PAPER 2**  
**(Comprehension, Literary**  
**Appreciation and Grammar)**  
**Oct/Nov 2006**  
**2 ½ hours**

**THE KENYA NATIONAL EXAMINATION COUNCIL**  
**K.C.S.E**  
**ENGLISH PAPER 2**  
**TIME: 2HOURS.**

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

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture-life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more staggering-and all the more shameful-that more than one billion people in the developing world are living in poverty. Progress in raising average incomes however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years, in Japan it is almost 80 more than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuity toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty- Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too suffer disproportionately, and the future quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrolment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of the economic development in any country. It is estimated that in 1985, more than one billion people in the developing world

lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

- a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2mks)
- b) How does the author feel about the progress made so far by the developing world?(2mks)
- c) Why does the author mention Japan? (1mk)
- d) What is odd about the poverty situation in South Asia? (2mks)
- e) Explain the relationship between poverty and a high population (3mks)
- f) Rewrite the following sentence in the singular  
“They are also less educated, and have less access to remunerative activity” (1mk)
- g) Why is a girl doubly disadvantaged in a poor country? (3mks)
- h) In about 55 words, summaries, the main argument of the author (4mks)
- i) Explain the meaning of the following words as used in the passage (2mks)  
Staggering  
Compromised

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

In the days after the bomb went off the air was full of whispers. Paulina knew the sense of them although they were often enough phrased in difficult English purposely order to exclude her. But she could not be excluded. Had she not lost a child? They said that Kariuki had gone to Zambia, had registered in a hotel there. But the elder Mrs. Kariuki was an acquaintance of the house and she did not know of it, her co-wife also did not know. There had been no preparations for going: there had been no custom of keeping unnecessary secrets. It was small husbands with small concerns who did that.

Whisper, whisper, whisper. They said the police officers had been transferred from here to there. That officers had been consulting with the missing man here and there. That there was a lot of money. That parliament- whisper, whisper, whisper.

Paulina went about her duties, ironing, setting tables, supervising the servant in the cleaning of the house and the hard washing. Sometimes her belly throbbed with the child who had been so casually taken from her at another time like this and the others who had been denied her. And yet a child was a child with a light hold on life. When it came to a man, a wealthy man, golden tongued, greatly loved, though he was not of her own people she knew this much, that the passing of such a man would be remembered, celebrate. Still not a week passed without someone speaking of Tom.

And when the body was found, discreetly mutilated, you knew what the event was that for weeks you had been expecting, although the real event was still not known. The police officers went about their leave or their business outside the station without referring to it, the mortuary keeper who had a well-dressed corpse of appropriate size and weight and characteristics in his charge did not tumble to it. The airline clerks checking flights to Zambia did not tumble to it, the children playing in the streets did not tumble to it -children who were of the age to have been shot in Kano or patel flats, children who did not shy away from the sight of a gun or hold their noses against white smoke from a

bonfire, children who had been conceived after their fathers had come back from the camps, after the squatters had missed their chance to buy up the white farm settlement plots, after the land titles had been written, children who did not know the eerie stillness of the forest of the KEM prohibited signs. Children of the New Method, who knew John Wayne and the Aga Khan and Bruce Lee and Charlie Chaplin by sight, who knew how to figure on a base of five and counted out diligently in their nursery schools.

“Eeny, meeny, miny mo,  
Catch a little baby so,  
If he hollers let him go,  
Eeny, meeny, miny mo.”

Even those terribly sharp children did not tumble to it.

Nobody really knew how it tied up with the bomb. There was no need to know, Hyenas were there to settle with those who asked too many questions. But while the casualties of the bomb were nameless people absorbed into the daily casualty lists of fire, flood and domestic quarrels, J.M burst upon the scene as a martyr and a paroxysm of grief ran through the city. The skies were leaden that April and it grew colder and colder. Eyes grew hard in Nairobi and conversations were rounded off with polite, empty phrases, even before the stranger came close. Photographs of J.M alternated with the Pope and the Sacred Heart on the roadside framing stands. The book was reprinted and within a few months parliamentary speeches were printed too. A kikuyu gramophone record was banned Mr. Mwangale remarked bluntly in parliament, “This is time we cannot be told Njenga did it. “Paulina and Martin did not discuss it. The employers spoke of it in low tones. In May the rains came, chill and steady, a bit late, and in the shanties by the river people squirmed and shivered over the water-logged ground and fires smoked damply at the amount of airless polythene shelter.

- a) Which bomb is referred to in this extract? (1mk)
- b) Explain why the author repeats the word “whisper”? (3mks)
- c) “.....the child who had been so casually taken from her at another time like.”  
What incident in the novel does this relate to? (4mks)
- d) Write notes on the aspects of the politics contained in this extract. (4mks)
- e) Mr. Mwangale remarked bluntly in parliament,  
“...this time we cannot be told Njenga did it”.  
Rewrite as reported speech. (1mk)
- f) In about 80 words, summerise the cover-up (6mks)
- g) Identify and explain one use of sarcasm in this extract. (3mks)
- h) What shows that J.M became even more popular after he died? (3mks)

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

Touch by Hugh Lewin  
When I get out  
I'm going to ask someone  
To touch me  
Very gently please  
And slowly,  
Touch me

I want  
To learn again  
How life feels

I've not been touched  
For seven years  
For seven years  
I've been untouched  
Out of touch  
And I've learnt  
To know now  
The meaning of  
Untouchable.

Untouchable-not quite  
I can count the things  
That have touched me

One: fists  
At the beginning  
Fierce mad fists  
Beating beating  
Till I remember  
Screaming  
Don't touch me  
Please don't touch me

Two: paws  
The first four years of paws  
Every day  
Patting paws, searching  
Arms up, shoes off  
Legs apart-  
Probing paws, systematic  
Heavy, indifferent  
Probing away  
All privacy.

I don't want fists and paws  
I want  
To want to be touched  
Again  
And to touch.  
I want to feel alive  
Again  
I want to say



When I get out  
Here I am  
Please touch me.

(From *poets to the people*, edit by Barry Feinberg)

- a) Where do you think the personal is? Briefly explain your answer. (3mks)
- b) What do you think the persona means by “touch”? (3mks)
- c) Using two illustrations, describe the persona’s experience during the seven years (4mks)
- d) What is the significance of the word” paws”? (2mks)
- e) Which device does the poet use to reinforce the theme? (2mks)
- f) Explain the meaning of the following words as they are used in the poem (2mks)  
Prodding  
Indifferent (4mks)
- g) What does the poem reveal about human need? (4mks)

**4 a) Fill in the blank spaces in the following sentences with the most appropriate word(s) (3mks)**

- i) If we had gone to bed early last night, we.....rested enough.
  - ii) If I..... the recruiting officer, I would not take bribes.
  - iii) Every one of the students now.....a role to play in keeping the school compound clean
- b) Rewrite the following sentences to remove gender bias. (3mks)
- i) A professor should give his student opportunities to develop their skills
  - ii) My sister was appointed chairman of the Water Project Committee
  - iii) The firemen took a long time to arrive at the scene of the accident.
- c) Fill in the blanks with the correct alternative from the choices given (3mks)
- i) Who.....a fire outside my house? (Light/lighted/Lit)
  - ii) Since the introduction of community policing in our estates.....of theft have reduced. (incidence /incident/incidents)
  - iii) an elephant looks after.....calf (it’s/its)
- d) Rewrite the following sentences according to the instruction given after each. Do not change the meaning. (6mks)
- i) The choir entertained the visitors (beginning: the visitors.....)
  - ii) If we do not keep environment clean, the health officer will close our café (Rewrite using “unless”)
  - iii) That patient could not stand without support. She also could not sit straight. Rewrite as one sentence using: “neither ....nor”)
  - iv) The school team would not have won the game if it had not been for the captain’s quick action. (begin: Had.....)
  - v) Jomo Kenyatta the first president of Kenya was a great orator (Punctuate the sentence)
  - vi) We learn from the legend that Mc Katilili was a powerful leader (Begin: the legend...)

101/3

ENGLISH

Paper 3

(Imaginative composition and Essays based on set texts)

Oct. Nov 2006

2 ½ hours

1. **Imaginative composition (compulsory)** (20mks)  
*Either*
- a) Write a composition ending with the words: "It then dawned on me that perhaps this is why I had been born."  
Or
- b) Write a composition agreeing or disagreeing with the statement, "A good name is better than riches."
- 2) **Drama (compulsory)** (20mks)  
William Shakespeare, *The Merchant of Venice*  
"Racial and religious prejudice only cause misery. "Write a composition in support of this statement drawing your illustrations from the Merchant of Venice.
- 3) **Optional set texts**
- Either*
- a) **The short story**  
Macmillan (Ed.) *Half a Day and other Stories* (20mks)  
Using illustrations from Nawal El Saadawi's "Solitude" write a composition about dehumanizing prison conditions.  
Or
- b) **Drama**  
John Ruganda, *Sheds of Tenderness* (20mks)  
Write a composition on the problems of jealousy among siblings. Draw your illustrations from John Ruganda's *Shed of Tenderness*  
Or
- c) **The Novel**  
Velma Pollard, *Homestretch* (20mks)  
Write a composition on the cause and effects of migration from developing to developed countries Refer to Velma Pollard's *Homestretch* for your illustrations.

**101/1**  
**English**  
**Paper 1**  
**(Functional Skills)**  
**Oct/Nov 2007**  
**2 hours**

You are the chairperson of the creative Writing Club in your school. The club would like assistance in publishing the winning entry in a recent competition. Write a letter to a publisher asking them to consider the book for publication. Remember to write through the head teacher.

In your letter, include the following

- ❖ The title of the book and name of author
- ❖ A brief description of what the book is about
- ❖ Why it is important for the book to be published.

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

Good conversationalists are not born that way. They 1 ..... their skills through patience, preparation and practice 2..... a long period of time. Some people find it 3..... To talk than others, but do not confuse talk with conversation that is, good conversation. There are all kinds of conversations, 4 ..... from poor to excellent. Unfortunately, some of the worst conversations come from those who find it easiest to talk. 5.....the very ease with which some people talk make them 6..... to what they say and unaware that they may say 7..... much.

It lies within the power of each one of us develop quality in our conversational ability. However, one has to take some 8..... you may need to force yourself to take part in conversations, even though you have 9..... to contribute at first. If you cannot talk listen. If you cannot talk, listen. If you don't understand, ask questions. Secondly, enlarge your storehouse of knowledge every day. Never let a day go 10..... without learning something new: talk more with people; read; listen to the radio; watch television; be more observant of everything and everybody around you; travel as much as you can; start a hobby or two develop common interests with friends and classmates.

3. (a) *Read the story below and answer the questions that follow*

Once upon a time, there lived a young woman who ran away from home to secretly marry her warrior lover out in the wilderness. The warrior directed the young woman to a place in the forest where he would meet her. He said to her, "When you get to a fork along the path take the right path." Then the warrior went ahead to await her arrival in the forest.

The young woman took off, and when she got to the fork that the warrior had mentioned, she followed the left path, forgetting which path the warrior had instructed her to follow.

As the girl walked on, she came upon an ogre who said to her, “hey, young woman where are going? Do you have anything to say now that I’m going to eat you?” the girl answered in song

Not here my dear  
Let us go to the water hole  
Where you can eat me  
And have a drink  
Oh my dear warrior, where was it?

And so it happened that this was very bushy country. The ogre led the young woman on, and when they got to another spot, he said to her, “I am now going to eat you here.” The girl broke into song, urging him not to eat her.

They went further, and the young woman kept hoping that the warrior would hear her voice. As they walked on, the ogre asked the young girl: “shall I eat you hear” The girl sang again

Not here my dear  
Let us go to the water hole  
Where you can eat me  
And have a drink  
Oh dear warrior, where was it?

But the warrior had still not heard her. When they got to a cave by a river, the ogre collected branches and leaves on which to place the young woman’s flesh after he had slaughtered her. When he brought one type of leaf, the girl objected to having her flesh laid on ordinary leaves preferring the sweet-scented leaves of the *Matasia* plant. The ogre brought another kind of leaf but the girl also rejected it, until eventually the sweet-smelling leaves of *Matassia* plant were brought. When the ogre asked the girl whether those were the right type of leaves, she said: Yes, these are the ones.” The ogre then laid the leaves down on the ground and lit a big fire. All this while, the girl was continuously singing the same song.

Just when the ogre was about to jump on the young woman, the warrior suddenly emerged from the bush. The young woman said to the ogre, “It is now your skinny flesh that will be laid on those leaves.” The warrior killed the ogre and placed him on the bed of leaves and took the girl away. And that is the end of the story.

(Adopted from “a young woman and an ogre” in *Oral Literature of the Maasai*, by Naomi Kipury. Nairobi: EAEP 1983)

- (i) If you were performing this story, how would you say the words of the warrior?  
( 1 mk)

- (ii) What could the warrior lover have done to improve on his giving of directions ( 1 mk)
- (iii) How would you deliver the first speech of the ogre?( 2 mks)
- (iv) The song is sung for both the ogre and the warrior lover. How would you perform it to show this? ( 2 mks)
- (v) As the story teller, how would you say the sentence: “ just when the ogre was about to jump on the young woman, the warrior suddenly emerged from the bush.” ( 2 mks)
- (vi) How do you think the audience would react when the warrior lover arrives? ( 1 mk)

(b) Identify and number any five pairs of words that are pronounced the same

Plane	Mad	Plain	Mourn	
Burrow	cat	Berry	Mud	
Bury	You	Bred	cut	
Pull	Father	Pool	Ewe	
Bread	Moan	Fool	Farther	
Further	See	Full	Sea	( 5 mks)

(c) In the words given below, underline the part that should be stressed

- (i) suc.cess
- (ii) chal.lenge
- (iii) ad.vice
- (iv) ap.proach

(d) Suppose you were asked to make a speech at a friend’s graduation party. What would you do to capture the audience attention? (4 mks)

(e) The following is a conversation between a father and his daughter. Identify eight shortcomings in the father’s listening skills ( 8 mks)

DAUGHTER: *(shortly having arrived home from school)* Good afternoon, Daddy

FATHER: *(Sitting complacently in the sofa, reading a newspaper. Looking up.....)* Good afternoon *(Resumes reading)*

DAUGHTER: *(Holding out her school report form)* Daddy, I’m excited. My teacher said I was the best improved. I was.....

FATHER: Oh, you were? Me, I used to be number one. I was absolutely unbeatable.

DAUGHTER: Chemistry has been a particular headache *( now looking at the report form which she thought her father would want to see), but this time.....*

FATHER: *(Stretching his arms, looking preoccupied)* Chemistry for me was particular easy.

I never scored anything less than 90%

DAUGHTER: Dad, I was going to tell you that this time.....

FATHER: (*Absent minded*) by the way, where is your mum?

DAUGHTER: Mum is in the garden picking vegetables. But dad, you're not listening to my story. I was telling you about Chemistry

FATHER: You mean you have a story about chemistry? Chemistry is not about stories. It is hard science.

DAUGHTER: It's about my improvement.....

FATHER: (laughing) me, it wasn't matter of improvement. I was always at the top of the class

DAUGHTER: Daddy, I give up. You're not listening

FATHER: (*looking surprised*) Listening? I heard you: you were talking about improvement in chemistry, weren't you?

DAUGHTER: anyway, Dad. Thank you for paying attention. Enjoy your newspaper.

FATHER: Oh yes, I'm reading an interesting story about politics

**101/2**  
**English**  
**Paper 2**  
**(Comprehension, Literary)**  
**Appreciation and Grammar**  
**Oct/Nov 2007**  
**2 ½ hours**

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

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight and ward off major illness?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low - quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and more importantly, through your tea break, many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidant foods should be consumed in generous portions

Actually, forget pills – antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruit and vegetables a day. It's less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice.

And do you desire to relive yourself of some baggage? Calcium is the latest weight – loss star to appear on the scene. Scientists stumbled on its magic by accident. From a study that measured the blood pressure of obese people. It was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow- up study found that people on a high calcium diet lost weight and fat than did people on a low – calcium diet - and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop “getting fatter” instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can eat more in order to lose weight. Obviously, the question you should ask immediately is, “Eat more of what?” We are talking about foods rich in fibre. They have what is referred to as low- energy density;

that translates to few calories relative to weight. This means that you can down a mountain without fear of calories overload.

Fibre also aids weight loss because it's filling. Most high - fibre foods take a lot of chewing, triggering your body's fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep their pace. Let them keep the good news flowing- such as the fact that we don't have to starve ourselves to lose weight and keep diseases at bay.

(Adapted from *Reader's Digest*, January 2004)

- (a) From the information given in the first paragraph, how can you improve your life?  
( 1 mk)
- (b) In not more than 35 words, summarize the effects of eating carbohydrates  
( 4 mks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer  
( 2 mks)
- (d) In what two forms can antioxidants be consumed  
( 2 mks)
- (e) In fact, nutritionists recommend that we eat five portions of fruit and vegetable a day.”
- (f) What is the attitude of the author towards calcium as a weight – cutting measure?  
( 3 mks)
- (g) According to the passage, how can you use up excess fat?  
( 2 mks)
- (h) Identify an instance of irony in the passage  
( 2 mks)
- (i) Explain the meaning of the following expressions as used in the passage  
(3 mks)

Daunting

Baggage

Down a mountain

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

ANTONIO: I am as like to call thee so again,  
To spit on thee again, to spurn thee too.  
If thou wilt lend this money, lend it not  
As to thy friends- for when did friendship take  
A breed of barren metal of his friend?  
But lend it rather to thine enemy  
Who, if he break, thou may'st with better face  
Exact the penalty.

SHYLOCK: Why look you how you storm!  
I would be friends with you and have you love,  
Forget the shames that you have stained me with,  
Supply your present wants, and take no doit  
Of usance for my moneys, and you'll not hear me.



BASSANIO: This were kindness

SHYLOCK: This kindness will I show  
Go with me to a notary; seal me there  
Your single bond, and. In a merry sport,  
If you repay me not on such a day  
In such a place, such sum of sums as are  
Expressed in the condition, let the forfeit  
Be nominated for an equal pound  
Of your fair flesh, to be cut off and taken  
In what part of your body pleaseth me.

ANTONIO: Content, in faith. I'll seal so such a bond  
And say there is much kindness in the Jew

BASSANIO: You shall not seal to such a bond for me!  
I'll rather dwell in my necessity

ANTONIO: Why fear not, man, I will not forfeit it.  
Within these two months- that's a month before  
This bond expires – I do expect return  
Of thrice three times the value of this bond

SHYLOCK O father Abram, what these Christians are,  
Whose own hard dealings teaches them suspect  
The thoughts of others! (TO BASSANIO) pray you tell  
Me this  
If he should break his day, what should I gain  
By the extraction of the forfeiture?  
A pound of man's flesh taken from a man  
Is not so estimable, profitable neither  
As flesh of muttens, beefs or goats. I say  
To buy his favour I extend this friendship  
If he will take it, so, if not adieu  
And for my love, I pray you wrong me not

ANTONIO: Yes, shylock I will seal unto this bond

SHYLOCK: Then meet me forthwith at the notary's  
Give him direction for this merry bond  
And I will go and pursue the ducats straight  
See to my house, left in the fearful guard  
Of an unthrifty knave and presently  
I'll be with you (Exit)

ANTONIO     Hie thee, gentle Jew  
                  The Hebrew will turn Christians, he grows kind

BASSANIO    I like not fair terms and a villain's mind

ANTONIO     Come on, in this there can be no dismay;  
                  My ships come home a month before the day.  
  (Exeunt)

- (a)     What is Antonio referring to when he says:  
          I am as like to call thee so again?                     ( 2 mks)
- (b)     Why does Antonio hate Shylock?                         ( 4 mks)
- (c)     Rewrite Shylock's first speech in this excerpt in your own words without  
          changing its meaning                                     ( 4 mks)
- (d)     Shylocks says he will cut off a pound of flesh from the part of the body that "  
          pleaseth" him. Later he is more specific. Which part does he target and why?  
  ( 2 mks)
- (e)     What do we learn about the friendship between Bassanio and Antonio in this  
          excerpt?   ( 4 mks)  
          Explain you answer
- (f)     Describe the character of shylock as seen in this excerpt. ( 4 mks)
- (g)     Rewrite the following in indirect speech  
          ANTONIO:           yes, shylock, I will seal unto this bond (2 mks)
- (h)     Explain the irony in the last speech by Antonio in this excerpt  
  ( 3 mks)

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

I know what the caged bird feels, alas!  
When the sun is bright on the upland slopes;  
When the wind stirs soft through the springing grass  
And the river flows like a stream of glass  
When the first bird sings and the first bud opes  
And the faint perfume from its petals steals  
I know what the caged bird feels!

I know why the caged bird beats his wing  
Till its blood is red on the cruel bars  
For he must fly back to his perch and cling  
When he rather would be on the branch a swing  
And a pain still throbs in the old, old scars  
And they pulse again with a keener sting  
I know why he beats his wings

I know why the caged bird sings, ah me  
When his wing is bruised and his bosom sore

When he beats his bars and would be free  
It is not a song of joy or glee  
But a prayer that he sends from his hearts deep core  
But a plea, that upward to heaven he flings  
I know why the caged bird sings!

(Adapted from the poem by Paul Laurence Dunbar in *American Negro Poetry*,  
edited by Arna Bontemps. New York: Hill and Waug, 1974

- (a) Explain briefly what the poem is about ( 3 mks)
- (b) What does the poet focus on in each of the three stanzas? Give your answer in one form ( 6 mks)
- (c) How would you describe the persona's feelings towards the caged bird? ( 4 mks)
- (d) What can we infer about the persona's own experiences? ( 3 mks)
- (e) Identify a simile in the first stanza and explain why it is used( 2 mks)
- (f) Explain the meaning of the following lines
  - (i) And the faint perfume from its petals steals ( 1 mk)
  - (ii) And they pulse again with a keener sting ( 1 mk)

4. (a) use the correct form of the word given in brackets to fill in the gap in each sentence ( 3 mks)

- (i) The ..... Of the right of expression is a violation of human rights (deny)
- (ii) Saving the child from the burning house was a ..... Act (hero)
- (iii) They were asked to ..... the alarm (active)

(b) Rewrite the following sentence as instructed

- (i) We can control the spread of HIV/ AIDS by educating the public (Begin: the spread of .....)
- (ii) The man was arrested. His cattle destroyed the maize in the school farm (Rewrite as one sentences)
- (iii) Mount Kilimanjaro is the highest mountain in Africa. (Rewrite using "higher" in stead of highest")

(c) Use the correct form of the verb given in brackets

- (i) Measles..... not common among adults. (be)
- (ii) Every morning, either the puppy or the kitten..... For me at the door. (wait)
- (iii) The ministry of health has ..... An extensive inoculation programme for children under five years. (Begin)

(d) Complete each of the following sentences in the most suitable way

- (i) If you really loved Kenya, you ..... Buy Kenyan products more
- (ii) I would have cleaned the toilet if the detergent ..... available

- (iii) Hardly had she left the house ..... the guests arrived
- (e) Choose the most appropriate conjunction from those given below to fill in the gap.  
**(When, what, while, which, who)**
- (i) She wouldn't tell me ..... I wanted
- (ii) He walks to work everyday, ..... Keeps him healthy
- (iii) ..... they waited as the secretary's office, the suspect left by a back door.

**101/2**  
**English**  
**Paper 3**  
**Imaginative composition and composition based**  
**On sets texts)**  
**Oct/Nov 2007**  
**2 ½ hours**

1. Imaginative Composition (compulsory) ( 20 mks)

*Either*

(a) Write a composition beginning with the following sentence:  
When I left home that bright Sunday afternoon, I did not realize that the events of the next few days would completely change my life.

Or

(b) Write a story to illustrate the saying  
“Experience is the best teacher.”

2. The compulsory set text ( 20 mks)

Marjorie Oludhe Macgoye, *Coming to Birth*

Using the story of Martin and Paulina, write an essay on how intolerance and suspicion can ruin relationships. ( 20 mks)

3. The optional set texts  
Answer any one of the following three questions

*Either*

(a) The short story

Macmillan (ed) *Half a day and other stories*

Drawing your illustrations from the life of Mme Lady in Wangui wa Goro’s “Heaven and Earth” write an essay on the saying “ all that glitters is not gold.”

Or

(b) Drama

John Ruganda, *Shreds of tenderness*

Illustrations your answer with examples from Shreds of Tenderness, write an essay entitled:

**“The effects of coups d’etat”**

Or

(c) The Novel

Velma Pollard, *Homestretch*

Write an essay illustrating the following saying. “In love, all is well that ends well: refer to Homestretch for your examples.

**101/1**  
**K.C.S.E**  
**English**  
**Paper 1**  
**(Functional Skills)**  
**Oct./Nov. 2008**  
**Time: 2hrs**

You are secretary of the drama club in your school. The chairperson has asked you send out a notice of the second meeting to plan the staging of Shakespeare's play, *The Merchant of Venice*. During the meeting, you will need to appoint the director of the play, set up a date for selecting the cast, discuss the budget for the play, and the dates of rehearsals and the final performance.

(20mks)

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

*Fill each blank space in the following passage with the most appropriate word* (10mks)

By far the 1\_\_\_\_\_ obstacle to success, in my view, is poor understanding of people. Most careers 2\_\_\_\_\_ working with other people. You can have great academic intelligence 3\_\_\_\_\_ still lack social intelligence the ability to be 4\_\_\_\_\_ good listener, to be sensitive 5\_\_\_\_\_ others, to give and take criticism well.

If people do not like you, they may help you fail. On the other hand, you can get 6\_\_\_\_\_ with serious mistakes if you are socially intelligent. How are you when it comes to working with people? Are you genuine and authentic, or do you 7\_\_\_\_\_ put up a front? Do you listen to 8\_\_\_\_\_ or do you most of the talking? Do you expect everyone else to conform to your wishes, your schedule, and your agenda, or do you look for ways to meet people on their 9\_\_\_\_\_? If you haven't learnt to get along with people, you will always be fighting a battle to succeed. 10\_\_\_\_\_ making people-skill a strength will always be fighting a battle to succeed. 10\_\_\_\_\_ making people –skills a strength will take you farther than any other skill you develop.

- a) Provide a word which sound the same as each of the following (5mks)
  - i) Male.....
  - ii) Queue.....
  - iii) Hire.....
  - iv) Blue.....
  - v) Ate.....

b) Read the poem below and then answer the questions that follow.

“The Debt” by Paul Laurence Dunbar

This is the debt I play  
Just for one riotous day,  
Years of regret and grief,  
Sorrow without relief.

Put it I will to the end-  
Until the grave, my friend,  
Gives me a true release-  
Gives me the clasp of peace.

Slight was the thing I bought,  
Small was the debt I thought,  
Poor was the loan at best  
God! But the interest!

*(From American Negro Poetry, Edited by arna Bontemps)*

- (i) List at the pairs of rhyming words (3mks)
- (ii) Describe the tone of voice that would be appropriate in the reading of this poem. (3mks)
- (iii) How does the punctuation in the second stanza influence your reading of the poem? (3mks)
- (iv) How would you say the last line of the poem? (2mks)

c) Consider the situation below and then answer the question that follows.

You are part of an audience that is listening to a speech. You look around and notice that some people are looking at their watches, a few are yawning, and one or two are shifting in their seats.

- i) What would be the likely cause of such behaviour? (3mks)
- ii) What would you do to ensure you continue listening effectively? (3mks)

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

BUYER: How are you this morning?

SELLER: I'm okay

BUYER: I'm looking for good chickens, but yours don't look too good.

I'm going to have visitors, and this being the Christmas season, I really must give them a feast.

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

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

SELLER: It depends I charge more for cocks; they have more meat, you know (pointing at a red cock). This one, for instance, goes for sh 400.00. as for the hens, I charge sh. 250.00

BUYER: You're not serious! Much of the weight is a bundle of bones. I'm giving you sh. 150. 00 for each hen and sh. 300.00 for each cock. I'm buying three of each-three hens for Sh. 450.00 and three cocks for sh. 900.00. this will give us a total of sh. 1,350.00.

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

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

SELLER: Let me make it Sh. 225.00 for a hen and sh. 375.00 for a cock

BUYER: It looks like you're not interested in selling your chickens

SELLER: No, I'm. why would I be here? My children's fees come from this business.

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

SELLER: No, there would be no profit for me. You can do better than that  
You can surely promote my small business. Give me Sh. 350.00 per cock and sh. 225.00 per hen. This would be sh. 675.00 for the three hens and sh. 1,050.00 for the cocks.

BUYER: (During his mental arithmetic) That's a total of sh. 1,725.00. Okay, at least I'll be able to feed may visitors. (Handing over the money) Here you are.

SELLER: Thank you. (As the seller ties them together) You're good customer. Please come again. My name is Musimbi.

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

SEELER: See you.

- i) What is the purpose of the greetings in this situation? (1mk)
- ii) Identify and explain the negotiation skills of the buyer. (3mks)
- iii) What does this business transaction reveal about the nature of negotiations? (4mks)



**101/2**

**ENGLISH**

**PAPER 2**

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

**OCT./NOV. 2008**

**TIME: 2 ½ HOURS.**

For Africans living abroad, nothing is more irritating than the constant diet of negative news on Africa. The only silver lining is that Africa is way down the list of news importance for the Western media. Most of the time Africa is ignored but when it does make it into the newspapers, radio or TV, then it is always portrayed as sinking in corruption, wars, famine and disease. If you set out to find a positive story on Africa, you may have to wait until your grand children have grown old.

What is more unfortunate is that whereas the rest of the world is divided into nations, Africa is lumped into one big sorry mass. A civil war in a tiny country in Africa elicits screaming headlines such as “Africa returns to barbarity”. Civil wars in Europe are not European civil wars but civil wars in Bosnia, Serbia and so on. No one bothers to mention that out of Africa’s 54 countries, only two may be engaged in civil wars. That means 52 countries are peaceful. But the impression you get from the Western media is that all of Africa is at war with itself.

The same goes for diseases, especially aids. Hardly does a week go by without the ‘experts’ from the West predicting how Africa’s entire population will be wiped out in fifty years’ time. If all the predictions made about the impact of Aids had been correct, most African countries would have been entirely depopulated by now.

According to the Western media, Africa is corrupt . All of Africa, all the time. It is interesting to note that in America, for example, only the executives of a given company are said to be corrupt while all African leader are seen as being irredeemably corrupt.

The point being put across is that Africa is guilty unless proven innocent. Western journalists assigned to cover Africa are in most cases the most junior and the least experienced in the organization. They are given this version of a ‘Hopeless Continent’ for so long that when they land in any African country, they immediately set out to confirm their prejudices. And you can always find what you are looking for.

The situation is similar to the search for weapons of mass destruction in Iraq. In Africa, Western journalists set out to find corruption, decay and mismanagement. And if they cannot find it, they will invent it on the basis that “ it must be there somewhere”

The causes of this generalized negative view of Africa are complex. When you confront Western journalists, they deny that their view of Africa is prejudiced. They are probably telling the truth because they report what they see- but they see what they want to see. And what they want to see, subconsciously is a version of backward, primitive and uncivilized Africa.

So, while we feel irritated and even angered by the Western media's portrayal of Africa, we must remember that many journalists cannot help but see Africa the way they programmed to do. The only way this can change is if the programming is changed. But how do you go about doing so?

The first step is to create space for dialogue between the Western media and Africans. It is during such discussions that Africans will be able to tell their side of the story. If this happens, then the Western media will see Africa as we do –a glorious continent full of promise but going through a rough time at present.

*(Adapted from African Business, May 2004)*

- a) What is the likelihood of finding a positive story on Africa? (2mks)
- b) Why are Bosnia and Serbia mentioned? (3mks)
- c) Why is the word "experts" on the third paragraph put within quotation marks? (3mks)
- d) Rewrite the following sentence to begin: Had....  
"If all the predictions made about the impact of Aids had been correct, most African countries would have been entirely depopulated by now." (1mk)
- e) According to the passage is Africa more corrupt than America? Explain your answer. (3mks)
- f) Give two reasons why African stories are mainly assigned to the most junior and inexperienced journalists (4mks)
- g) How can we
- h) Explain the meaning of the following expressions as used in the passage: (3mks)
  - Silver lining
  - Sorry
  - Irredeemably

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

She lay there, more dazed than dozing, she did not know for how long.. No water, No charcoal. There was a little hand mirror in the cupboard and she looked at the dark bruises on her checks, but they were less swollen than her back and shoulders. She had opened the window a crack to see in the mirror, then closed it again but now there was a tapping on the shutter.

'Who is it?' she called, fearful that he might be testing her by sending visitors

'It is Ahoya Don't be afraid,' came the welcome voice in Luo.

'Are you all right, Paulina?'

'Are you all right, Paulina?'

'I am all right but not very,' said Paulina shamefacedly, pushing at the shutter,' and I cannot open the door'.

‘Yes, I thought so,’ replied the matter-of-fact voice. ‘He has locked you in. Did he beat you also?’

‘Yes, he beat me also.’

‘And that is the first time?’

‘The first time. He used to love me.’

A hoyla laughed gently. ‘Well, he does love you. I could see it in his face as he caught sight of you. But I thought also he would beat you, for it is a shame to him to have you lost, though you did not mean it so. Have you anything to eat?’

‘No. I do not need anything, thank you.’

‘Or any medicine?’

‘No, I shall be all right.’

‘Be sensible, child. Every wife who comes to Nairobi from the country has problems. Do not think it is the end of the world. Every young man has problems too. Probably all his friends and workmates have been telling him he is too young to marry and now he begins to wonder how he will manage. Don’t you know that if you had been married in the old way your husband would have given you a token beating while the guests were still there? They say that is so that if you are widowed and inherited you will not be able to say that your new husband was the first person ever to beat you. So don’t start to wish back wards. You praise God that He has given you a husband to love you, just as I have been able to do without one.’

‘You too?’ asked Paulina, wondering. ‘You too, like Drusilla, you are not married and yet you seem to understand so much?’

‘You have met Drusilla, have you? Well, she is a very great friend of mine. And Miriam, who lives quite near here is another. And we all know that God can look after us in all that is needful. But you, who have a husband, also need food and medicines, and I will bring it myself so that no one can accuse you of having men visitors, but you can give the tray to Amina in the front room and I will get it collected.’

She rushed away and Paulina at once felt comforted. After half an hour Ahoya came back in the car.

She handed through the window a tube of ointment and a tray with thick slices of bread and jam and cold orange drink on it.

‘Now if he smells ointment, tell him I bought it and he can come and ask me questions he likes. Paulina heard the car start. She ate carefully, forcing herself to finish, and when Amina tapped at the window to take the tray away they exchanged such small courtesies as can be managed without a common language. Paulina slept until the stiffness softened into a small ache all over her body, and Amina gathered her cronies to tell them:

That Martin, soft he may have looked and spoken but my goodness, did he go for her! And the mother's milk hardly dried on her lips; poor thing. We'll see that she learns to give him something to think about, won't we just'

- a) Explain what happens just before this extract. (2mks)
- b) Describe the first meeting between Paulina and Ahoya. (4mks)
- c) Explain the meaning of the following words as used in the extract. (2mks)
  - i) Dazed
  - ii) Courtesies
- d) What does Paulina think of Martin after the events so far recorded in the novel? (2mks)
- e) Rewrite the following in reported speech: (1mk)  
"No. I do not need anything, thank you."
- f) Describe two character traits of Paulina revealed in this extract. (5mks)
- g) Make notes on Ahoya's view of wife beating. (4mks)
- h) Who is Drusilla? (3mks)
- i) Comment on the expression 'and the mother's milk hardly on her lips'. (2mks)

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

### **The splash**

Under warm sunshine,  
A pond of water rests, calm and serene.  
The blue sky inhabits the middle of the pond,  
And its sides reflect the greenery,  
Spotted with the yellow and the red,  
The red and the violet  
The water, the sky, the vegetation,  
Hand in hand convey harmony and peace.  
Then comes the splash!  
And a tremendous stirring surges:  
Reflections distort,  
Giving way to a rushing flow of triples  
Ripples innumerable,  
All fleeing from the wound.  
Time elapses,  
Ripples innumerable  
All fleeing from the wound  
Time elapses,  
Ripples fade,  
Reflections regain their shape,  
And once again emerges the pond  
Smooth and tranquil.  
But the stone!  
The stone will always cling to the bottom

Yusuf O. Kassem

- a) What do you think this poem is about? (3mks)
- b) What is implied by the use of color imagery (lines 4, 5, 6)? (4mks)
- c) Identify and explain two stylistic devices used in this poem other than color imagery. (4mks)
- d) Describe the tone of this poem (3mks)
- e) Explain the meaning of the last two lines. (3mks)
- f) Explain the message of the following words as they are used in the poem: (3mks)
  - Surges
  - Fade
  - Tranquil

101/3

English Paper 3

(Creative composition and Essays based on set texts)

Oct./Nov. 2008

Time: 2 ½ Hours

Answer three questions only

1. **Creative Composition (compulsory)** (20mks)

Either

a) Write a composition illustrating the saying: “Honesty is the best policy”

Or

b) Write a story beginning:

I had never found myself in such a situation before..

2. **Drama (Compulsory)** (20mks)

Using William Shakespeare’s *The Merchant of Venice* for your illustrations, write an essay on the need for forgiveness in human relationships. (20mks)

3. **Optional Set Texts**

Either

a) The Short story

Macmillan (ED), *Half a Day and other Stories*

Using illustrations from the story ‘The Town’ by Eneriko Seruma, write an essay on the characteristics of Townspeople as seen through the eyes of The Villager.

In a paragraph, say whether or not you agree with The villager.

Or

b) **Drama**

John Ruganda, *Shreds of Tenderness*

There are several instances of “Play within a play” in John Ruganda’s shreds of Tenderness.

Write an essay describing any three such instances and indicate how they contribute to the play.

Or

c) **The Novel**

Velma Pollard, *Homestretch*

With illustrations from Velma Pollard’s *Homestretch*, write an essay on the relationship between children and their step-parents.

**ENGLISH**

**PAPER 1**

**(FUNCTIONAL SKILLS)**

**2009**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**KENYA CERTIFICATE OF SECONDARY EDUCATION**

**ENGLISH**

**PAPER 1**

**2 HOURS**

1. You are waiting to join college after you K.C.S.E examination. While reading newspaper, you see an advertisement for a volunteer worker at a children's home. Write a letter of inquiry to the manager. Express your interest and inquire if they will pay any allowances and whether they can provide accommodation. Remember to quote the reference number of the advertisement.

(20 mks)

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

(10 mks)

If our skins were to be complainants in a court of law, they would 1..... us of committing all manner of dermatological crimes 2..... Them. And they would have legitimate grounds to do so.

They would, for instance, argue that some of us assault them with bleaching creams, all in an 3 ..... to make our complexions look much 4 ..... they would produce exhibits of ugly 5..... left behind by the hazardous substances.

In addition, some would recount how we usually 6.....them to layers of irritating anti-aging creams without consulting them. They would insist that we allow them to age 7..... and gracefully. Moreover, there would be 8 .....that would object to continually being plastered with choking substances meant to eliminate non-existent pimples.

In closing, our skins would submit that they have suffered gross skin abuse in our hands 9.....hope that the judge would find us 10.....as charged.

a) Read the following oral chant and then answer the questions that follow

Rain Making Litany



(Reciter)

(Responders)

We overcome this wind

we overcome

We desire the rain to fall, that it may be poured in showers

Quickly

Ah! True rain, I adjure thee, if thou rainest, it is well

It is well

A drizzling confusion

Confusion

If it rains and our food ripens, it is well

it is well

If the children rejoice, it is well

it is well

If the young men sing, it is well

it is well

If the young men sing, it is well. If our women rejoice, it is well

If the young men sing, it is well

it is well

A drizzling confusion

confusion

If our grain ripens, it is well

it is well

If our women rejoice,

it is well

If our women rejoice,

it is well

If our children rejoice,

it is well

If the young men sing

it is well

If the aged rejoice

it is well

An overflowing in the granary

overflowing

May our grain fill the granaries

may it fill

A torrent in flow

A torrent

If the wind veers to the south, it is well

It is well

If the rain veers to the south, it is well

It is well

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i) Identify three aspects of oral performance that make this chant easy to remember.

(3 mks)

ii) In what ways would this chant be made interesting to listen to. (3 mks)chant

be made interesting to listen to. (3 mks)

iii) what preparations do you think a narrator would make to ensure that the audience

listens to and participates in the performance of the chant. (4 mks)

b) You are going to take part in a debate. Explain how you would deal with

the fear and anxiety associated with public speaking of this kind. (6

mks)

c) Classify the words below according to the sound of the underline 'ch'

letter. An example of each of the sounds represented has been given.

(3 mks)

Bench                      Chore                      chanderlier

Charisma                      parachure                      trachoma

Chauvinism                      choral                      church

Champagne                      charm                      chrysalis

/tʃ/                      /j/                      /k/

Church                      champagne                      trachoma

d) The underlining indicates the stressed word in the sentences below.

Briefly explain what each sentence means.

(3 mks)

i) I wrote the love poem for you

ii) I wrote the love poem for you

iii) I wrote the love poem for you.

e) Shouting and screaming from your class monitor, you have been called by the teacher on duty to her office to give an explanation.

Complete the conversation below by filling in the blank spaces.

Teacher: You are the class monitor of Form Two East, aren't you?

You: .....(1 mk)

Teacher: Why was your class shouting and screaming?

You: I am not sure, madam. The noise started at the back of the classroom.

Teacher:

.....  
.....(1 mk)

You: You see madam, I sit at the front of the classroom and by the time I turned to look, the boys at the back were already on top of the desks and some were trying to jump out of the window.

Teacher: .....  
.....(1 mk)

You: I ran out, madam!

Teacher: .....(1 mk)

You: I ran out, madam!

Teacher: .....(1 mk)

You: I am sorry madam, but it seemed like there was great danger in the middle of the class. I had to run for my life.

Teacher: when the noise subsides, what did you find out?

You: .....(1 mk)

Teacher: Snake?

You: .....(1 mk)

Teacher: whose toy snake was it?

You: .....(1 mk)

Teacher: whose toy snake was it?

You: ..... (1 mk)

Teacher: You can go now, but I will need to know whose toy snake it was.

You: .....(1mk)

**101/2**

**ENGLISH**

**PAPER 2**

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

**OCT./NOV./2009**

**2 ½**

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

In the eighteenth century, the field of science was virtually closed to women. In France, the countess wrote a highly regarded book about Newtonian physics, but its very excellence spoke against her. The manuscript was so good that it was widely assumed that it had been written by the countess's tutor rather than by the countess herself. Sadly enough, the tutor Samuel Konig, did nothing to discourage the rumour about the book's authorship. Instead, he took full credit for the countess's efforts. In England, the leading nation in science, the situation was worse. Women were strictly prohibited from admission to scientific societies. Indeed, the English denied women access to all forms of scientific study.

Italy, however, was something of an exception to the general European rule, and a number of provincial scientific societies did admit women. It is perhaps not surprising, then that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi (1711-1778). Bassi actually became a respected scientific figure at a time when women were generally thought to be too intellectually limited for the rigors of scientific study. By all accounts, she thoroughly disproved the sexist notion that women and sciences were opposed to one another.

Bassi was one of the lucky women of her era. Her father was an enlightened lawyer in Bologna, Italy, who believed that women should be educated. Thus, young Laura was schooled by the family times, particularly Newtonian physics. Because her father encouraged her to display her erudition at social gatherings, Bassi's reputation as a learned woman grew. Tested by a group of professors and scholars anxious to prove that a woman could not possibly be so clever, Bassi astonished the skeptics with her intelligence, learning, and eloquence. Local scholars were so impressed that in 1732 they invited her to join the Bologna Institute of Sciences and to study for a degree at the University of Bologna. On May 12, 1732, Bassi became only the second woman ever to gain an academic degree. A few months later, she became the world's first female professor.

But despite her breakthrough, those in charge of the University of Bologna had very rigid ideas about what Bassi could or could not do as a professor. For example, she had no say over her schedule. To the University's leaders, she was an intriguing oddity. They might trot her out for display to curious visiting scholars, but they would not let her lecture on a regular basis. Nor, for that matter, could she pursue her own studies or research. Still, Bassi was not an easy woman to control, and to a degree she managed to go her own way.

In 1749, to escape university restrictions, Bassi began offering private lessons in experimental physics. She also began championing Newtonian physics at a time when it was relatively unknown in Italy, and she promoted Newton's findings about gravity even in the face of widespread intellectual resistance. In addition, Bassi corresponded with the leading physicists of the day. Thus, she kept her country abreast of new scientific theories.

In 1776, when Bassi was sixty-five, the university acknowledged her contributions to scientific thought by bestowing upon her an unheard-of honour for a woman: She was appointed chair of experimental physics, and her husband, the father of her eight children, was appointed her assistant.

Contrary to expectation, Bassi's achievements did not pave the way for other women. This is because many of her male colleagues had been disturbed by her extraordinary progress and were reluctant to let any other female follow in her

footsteps. After Bassi's death in 1778, it took more than a century, and the arrival of Marie Curie, for another woman to find herself at home in the male-dominated world of science.

Adapted from reading for Results by Laraine Fleming (2008) New York:

Houghton Mifflin.

- a) Why was it widely assumed that the countess's tutor had written the book on Newtonian physics? (2 mks)
- b) In what way was France better than England in the treatment of women interested in the sciences? (3 mks)
- c) Rewrite the following sentence using the word "surprisingly". (1 mk)

It's perhaps not surprisingly, then, that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi.

(3 mks)

- d) According to the passage, what was a professor expected to do?

(3 mks)



- e) For what selfish purpose did the University of Bologna use Bassi?  
(2 mks)
- f) What evidence is given to show that Bassi was difficult to control?  
(3 mks)
- g) Why do you think the author mentions the fact that Bassi had eight children?  
(3 mks)
- h) Explain the meaning of the following expressions as used in the passage  
(3 mks)

Erudition.....

To a degree.....

Find herself at home.....

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

DR. STOCKMANN: No, no; I am impatient, as you can understand. I shall not know a moment's peace of mind until I see it in print.

HOVSTAD: Hm!- It will take a good while yet. Won't it, aslaksen?

ASLAKSEN: Yes, I am afraid it will.

DR. STOCKMANN: all right, my dear fellows; I will come back. I do not mind coming back twice if necessary. A matter of such great importance- the welfare of the town at stake-it is no time to shirk trouble.(About to go, but stops and comes back) Look here- there is one more thing I want to talk to you about.

HOVSTAD: Excuse me, but could it not wait till some other time?

DR. STOCKMANN: I can tell you in half a dozen words. It is only this. When people read my article tomorrow and realize that I have been quietly working the whole winter for the welfare of the town...

HOVSTAD: Yes, but doctor...

DR. STOCKMANN: I know what you are going to say. You don't see how on earth it was any more than my duty – my simple duty as a citizen. Of course it wasn't; I know that as well as you do. But my fellow citizens, you

know....! Good Lord, think of all the good souls  
who think so highly of me....!

ASLAKSEN: Yes, our town folk have had a very high opinion of  
you up to now Doctor.

DR. STOCKMANN: Yes, and that is just why I am afraid they .... Well,  
this is the point; when this reaches them, especially  
the poorer classes; they take it like a summons to  
take the town's affairs into their own hands for the  
future.....

HOVSTAD Hm! Doctor, I won't conceal from you the fact....  
(Getting up)

DR. STOCKMANN: Ah I – I knew there was something in the wind! But  
I won't hear a word of it.  
If anything of that sort is being organized

HOVSTAD: Of what sort?

DR. STOCKMANN: well, whatever it is – whether it is a demonstration  
in my honour, or a banquet or a subscription list  
for some presentation to me- whatever it is, you  
must promise me solemnly and faithfully to put a  
stop to it. You too, Mr. Aslakesen: do you  
understand

HOVSTAD: excuse me, Doctor, but sooner or later you've got to  
hear the plain truth.

- a) Where is this dialogue taking place? (2 mks)
- b) What is it that Dr. Stockmann wants to see in Print? And what are its contents? (3 mks)
- c) How are Hovstad's and Aslaksen's jobs related to Dr. Stockmann's concerns? (2 mks)
- d) What new information do Hovstad and Aslaksen have that has changed their attitude towards Dr. Stockmann? (4 mks)
- e) What does this dialogue reveal about the character of Dr. Stockmann? (5 mks)
- f) Dr. Stockmann's last speech in this excerpt proves ironic in the light of what happens later in the play. Explain the irony. (4 mks)
- g) What "plain truth" is Hovstad referring to? (2 mks)
- h) Hovstad's last speech in this excerpt is interrupted. State who interrupts him and why? (3 mks)

***Read the story below and then answer the questions that follow;***

Hare, the cleverest and funniest of animals, was once on good terms with Elephant and Hippo. He knew very well that he was weaker than his mighty friends, yet oddly enough he was always seeking ways of showing that he was, in fact, much stronger than they.

While drinking at the lakeshore one day, he met Hippo, "How are you, brother, you big –for –nothing brute?" He began. "I've been waiting a long time to prove

how much stronger than you I am. It's time you recognized your betters and gave me the respect I deserve."

"What!" Hippo retorted, unable to believe his ears, "do you really dare to address me like that, you worthless little creature? Have you forgotten I'm the biggest and strongest of all the water creatures?"

Hare's reply was deliciously cool. "You may well be," he said, "but I'm the strongest of all animals wherever they live; and from now on be sure you remember it. If you want to see how weak you are let's meet here in three days' time and try a little tug-of-war. I promise you I'll haul you clean out of the lake into the forest". Such imprudence infuriated Hippo.

"stop this idle prattle!" he retorted. "Go home and eat for a few years. You 'll need to before you start dreaming of pulling me from the lake."

And so they parted. Now as it happened, Hare, as yet, had no idea how he could outwit Hippo. He spent the remainder of the day deep in thought. by late afternoon the rather obvious idea of tying one end of a rope to a tree-trunk was **taking root** in his mind when suddenly his friend Elephant appeared.

His mind raced like the wind. "Hello, you long-eared oaf!" he shouted. "Why on earth do you keep swinging your snout like that?"

Elephant was not amused. He replied in rather hurt tones. "What's wrong with you today, Hare?" he asked. "Have you taken leave of you senses? You sound

like someone who's never slept a night in his grandfather's house. Have you forgotten how to respect your elders?"

Hare pretended that he had. "stump-footed fool!" he roared. Don't talk such nonsense. It's you who should recognize your betters and one day I'll teach you how."

Elephant was growing weary. "Look, I am busy today," he said, "run along and find a child to play with – someone like yourself."

Hare now pushed out his tiny chest, quite swollen with self-confidence. "all right," he shouted, "I'll offer you challenge. Come here in three days and I'll prove I'm stronger than you by dragging that great carcass of yours out of the forest and into the lake." And without more ado, he turned on his heels and bounced off into the forest.

Three days later, Hare took the longest rope he could find and ran to the shore to find Hippo. He gave his friend one end, saying, "Here, catch this and hold tight. Do nothing until you hear a horn blowing then pull as hard as you can." Taking the rope, Hippo sank back complacently into the water, his big eyes twinkling merrily on the surface of the lake. The rope's other end Hare carried to Elephant who reliable and punctual as ever, was waiting in the forest. Raising his voice to

his huge friend, Hare shouted, “Hold this and stay put. Don’t pull until you hear a horn blowing. Now I’m Off to drag you into the lake.”

And away he sped, hiding himself in a clump of bushes where he enjoyed a clear view of both animals. In the forest, elephant waited patiently; in the lake Hippo smiled to himself, convinced in his heart that it was all just a bad joke. Hare now blew his horn, and with a crashing of trees and a wild cascading of water, the colossal beasts began their tug-of-war. Hour upon hour the struggle went on, forest and shore echoing to the noise of their furious grunting and trumpeting. At last, seeing his friends reduced to complete exhaustion, Hare again blew the horn and told them to stop.

Then quickly rolling in the dust, he ran down to the shore and addressed himself to Hippo. “Brother”, he began, “I hope you now realize your mistake. You see, I ‘m not only clever but remarkably strong as well. From now on perhaps you’ll respect me.” They shook hands and parted, Hare leaving his friend to go to Elephant. “Well, you wouldn’t believe me,” he said, speaking boldly to Elephant, “Now you’ve learnt your lesson. You may be as big as a mountain, but basically you’re a weakling.” Puzzled and dumbfounded, Elephant shook his head, and after reluctantly shaking hands, lumbered away into the forest.

(From keep My Words by Onyango- Ogutu and A. A. Roscoe) EAEP Ltd.

a) From the first paragraph how can we tell that Hare was not contented with his?

State

(2 mks)

b) Why is it ironical that Hare is asking to be respected?

(2 mks)

c) From the information in paragraph 5, explain what Hippo's attitude towards Hare is.

(3 mks)

d) From the information in paragraph 5, explain what Hippo's attitude towards Hare is.

(3 mks)



“Now as it happened, hare as yet, had no idea how he could outwit Hippo” (1  
mk)

e) in about forty words, summarize Elephant’s feelings about Hare.(6 mks)

f) Both Hippo and Elephant do what Hare says. What does this prove? (3  
mks)

g) Explain the meaning of the following expressions as they are used in the  
story:

i) Imprudence (1 mk)

ii) Taking root (1 mk)

ii) Lumbered (1 mk)

4. a) Identify, underline and correct the four words that have been mis-spelt in the paragraph below. (4 mks)

We didn't give him the privilege of representing us on the District Environmental committee because he has a tendency of disagreeing with everyone. He embarrasses himself by pretending to be so knowledgeable.

b) Rewrite the following sentences as instructed. (3 mks)

i) She realized that she had made such a serious blunder.

(Rewrite using "What")

ii) Just in case you change your mind, call this number  
(begin: should ..)

iii) I don't know either of them. (End..to me)

c) Fill in the blank spaces with correct preposition. (4 mks)

i) Nyawira, get.....the wet wall immediately!

ii) My sisters and I will share this piece of land ..... ourselves

iii) We wondered if there was need .....such equipment

iv) Mwela dipped the bucket .....the well.

d) Use the correct form of the nouns given in brackets. (4 mks)

i) These ..... (Student) phones were confiscated.

- ii) There are many..... (Hero) who fought for our independence
  
- iii) How many ..... (editor-in chief) were invited?
  
- iv) This must be your..... (Father-in-law) car

**101/3**

**ENGLISH**

**PAPER 3**

**(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)**

**OCT. /NOV. 2009**

**2 ½ HOURS**

**Answer three questions only**

Imaginative Composition (compulsory)

(20 mks)

Either

- a) Write a composition to illustrate the saying.

“Truth will always set you free”.

Or

Write a story beginning:

The birds ha already started their morning songs, and here I was wondering whether..

The Compulsory Set Text

(20 mks)

Ngugi Wa thiong'o, The River Between

Drawing you illustrations from Ngugi WA Thiong'o the River Between, Write an essay on the challenges of reconciliation.

**The Optional set Texts**

**(20 mks)**

Answer any one of the following three questions.

Either

a) **The short Story**

Macmillan (Ed.) , half a Day and other stories

With illustrations from contheth's short story " Letter to may sisters", show how traditions have been used to oppress women.

Or

b) **Drama**

John Ruganda, Shreds of Tenderness

“During a civil war, those who flee their country suffer as much as those who remain behind.”

Drawing illustrations from Ruganda’s Shreds of Tenderness, write an essay in support of this statement.

**Or**

c) **The Novel**

Velma Pollard’s Homestretch.

Write an essay on ways of encouraging “domestic tourism”. Drawing your examples from Velma pollard’s Homestretch.