K.C.S.E YEAR 2010 PAPER 101/1

1 .You are the Chairperson of the Environmental Club which has just been newly introduced in your school. There is going to be an official launching of the club. Write a brief speech that you will deliver at the launch. Your speech should include the following: introduction, club officials, the objectives (aims) of the club, the activities to be carried out, conditions for membership, enrolment and any other relevant information. (20 marks)

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

I met Frank as soon as he was 1 ..... from the hospital. He felt 2 …… to be alive. His seat-belt had kept him from going 3 …… the windscreen, and he had only a 4 ..... cheek and some double-vision to indicate he 5 …… had a nearly fatal crash. In the weeks that followed, 6 ....., I began to notice strange after effects. Frank forgot to return phone calls. One afternoon, while writing out payroll cheques for his staff, he repeatedly asked me the date. I watched as his pen froze over the yellow cheque-book. He would 7 ..... flip the pages to check the spelling of a colleague's name. At the piano, he played the same note over and over again, seemingly 8 ..... to proceed to the next. It 9 …… be months before any of us were willing to accept the painful 10 ..... that his music career was over.

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

When, in disgrace with Fortune and men's eyes, I all alone beweep my outcast state, And trouble deaf heaven with my bootless cries, And look upon myself and curse my fate, Wishing me like to one more rich in hope, Featured like him, like him with friends possessed, Desiring this man's art and that man's scope, With what I most enjoy contented least, Yet in these thoughts myself almost despising; Haply I think on thee, and then my state, (Like to the lark at the break of day arising) From sullen earth sings hymns at heaven's gate,

For thy sweet love remembered such wealth brings That then I scorn to change my state with kings.

(William Shakespeare's Sonnet 29)

(I) Identify any **four** pairs of words that rhyme in this poem (2 marks)

(ii) Give **two** instances of alliteration **in** this poem. (2 marks)

(iii) How would you say the words in brackets in this poem? (2 marks)

(iv) How would you perform the last two lines of this poem? (2 marks)

4. (b) Read the passage below and then answer the question that follows.

It's a cold, misty December morning. You hear the sharp screeching of brakes followed by a loud bang, then screams. You rush to the scene of the crash,

where you find a car overturned with a young woman and two small boys inside. The woman and one of the boys climb from the wreckage unhurt; but the other boy is pinned between the dashboard and the roof of the car, groaning in pain. Kru, kru, km, you scratch your scalp as you try to remember your lessons in first aid. Identify any **four** instances of onomatopoeia in the passage. (4 marks)

(c) For each of the following five words, write another word that is pronounced the same.

(i) past .....

(ii) aren't .....

(iii) hole ....."....."

(iv)

what .....

(v) male ..... (5 marks)

(d) For each of the following letters, provide a word in which the letter is silent. (i)

(I)p.....

(ii) b .....

(iii) 1 .....

(iv) n.....

(v) t ..... (5 marks)

(e) Your school choir is rehearsing a choral verse for the school's music festival. They are making a presentation for the rest of the school so as to get some feedback.

Give four things that the listeners need to pay attention to and explain why. (8 marks)

K.C.S.E YEAR 2010 PAPER 102/2

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

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more **alive:** seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture - tourists, business travellers, diplomats and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an **obsession,** and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in **negotiating** situations. You are able to

exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and tolerate them. For instance the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behaviour as wrong -just different.

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

From: *Writing Academic English,* Alice Oshima and Ann Hogue, Pearson Education, Longman (2006)

(a) According to the passage, what is the meaning of culture shock? (2 marks)

(b) Identify any **three** factors that can cause culture shock. (3 marks)

(c) What evidence does the author give to show "you understand all the words, but you do not understand the meaning"? (2 marks)

(d) Give any **three** features that characterize a person in the worst state of culture shock. (3 marks)

(e) In note form, give the difficulties experienced in the second stage of culture shock. (4 marks)

(f) Why is making friends helpful in overcoming culture shock? (2 marks)

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

alive .....

obsession .....

negotiating .....

(h) Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

(Rewrite the sentence above without changing the meaning. Begin: You ....) (1 mark)

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

Again Nyambura glanced over her shoulder in the direction of her home. She wondered whether to stop or to go on. She heard Waiyaki's voice.

"T am going to see Kamau."

"And I Johana. My father has sent me to him to tell him to come to our home today."

"Then we can walk together," he suggested.

They moved on slowly. He was thinking of this girl. Muthoni had been the cause of their first meeting. Then Nyambura had been a fairly tall girl with well-formed features. Now he could see the woman in her under the bright moonlight.

"What are you going to do there?" she asked. Waiyaki thought: What am I going to do there? It was then that it occurred to him that he did not want to see Kamau. Not now. He too thought of the people and what they would say now if they saw them walking together. Above them the moon gazed and lit the whole land, Nyambura was not circumcised. But this was not a crime. Something passed between them as two human beings, untainted with religion, social conventions or any traditions.

“Just to see Kamau and the family."

Nyambura felt a little angry. She thought; their activities. They came to a place where their ways parted. They stopped there and stood as if held together by something outside themselves. Perhaps it was the magic of the moon that held them both rooted to the spot. Waiyaki wanted to dance the magic and ritual of the moon. His heart beat hard, beating out the darkness. And Nyambura stood there looking as if she were the embodiment of serene beauty, symbolised by the flooding moon and the peace around.

Suddenly Waiyaki felt as if the burning desires of his heart would be soothed if only he could touch her, just touch her hand or her hair. He controlled himself. A strange uneasiness began to creep through him.

"Are you still teaching?"

"Yes..."

"I have not seen your school."

"You should come some day. And why not tomorrow in the afternoon just after school closes? I could take you round."

(a) Why did Waiyaki want to see Kamau at that time of the evening? (2 marks)

(b) Muthoni had been the cause of their first meeting. Explain how Muthoni had been the cause of Nyambura and Waiyaki's first meeting. (4 marks)

(c) What indicates that both Nyambura and Waiyaki are uncomfortable in the circumstances they find themselves in this excerpt? (4 marks)

(d) Identify and explain any **two** character traits that Nyambura and Waiyaki share in this excerpt. (4 marks)

(e) "What are you going to do there?" she asked.
(Rewrite in reported speech) . (1 mark)

(f) Briefly describe aspects of the themes of the Novel that come through in this excerpt. (6 marks)

(g) Identify and illustrate any **two** aspects of style used in the excerpt. (4 marks)

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

SKYDREAMERS PRODUCTION

"*Song of the wagondriver*". B.S. Johson

My first love was a ten-ton truck
They gave me when I started,
And though she played the bitch
with me I grieved when we were
parted.
Since then I've had a dozen more,
The wound was quick to heal,
And now it's easier to say
I'm married to my wheel.
I've trunked it north, I've
trunked it south, On wagons
good and bad, But none was ever
really like The first I ever had.
The life is hard, the hours are long,
Sometimes I cease to feel,
But I go on, for it seems to me
I'm married to my wheel. .
Often I think of my home and
kids, Out on the road at
night, And think of taking a
local job Provided the
money's right.
Two nights a week I see my
wife And eat a decent meal,
But otherwise, for all my life,
5. I'm married to my wheel.

(From *The Earth is Ours:* Poems for Secondary Schools. Selected by lan Gordon)

(a) Briefly explain what the poem is about. (2 marks)

(b) What is contradictory about the persona's relationship with his first truck? (2 marks)

(c) The persona is facing a real dilemma. Which is it?
(2 marks)

d) Identify and illustrate any two literary devices that the poet uses.
(4 marks)

(e) What makes the persona's job demanding? Give your answer in **note form.**

(4 marks)

(f) Explain the meaning of the following lines: (i) Sometimes I cease to feel

(i) Sometime I cease to feel

(2 marks)

(ii) Provided the money's right
(2 marks)

(g) Explain the meaning of the words below as used in the poem.

(i)

grieved .....
..... (1 mark)

(ii)
trunked .....
..... (1 mark)

4 *(a) Rewrite the following sentences in Direct Speech.* (2 marks)

(i) The tourist exclaimed that Kenya was a beautiful country.
(ii) Halima told James to go where she was.

(b) Rewrite each sentence below to make it communicate more sensibly. (2 marks)

(i) They left the field full of sweat.
(ii) Powerful and comfortable, the buyer really liked the car.

(c) Fill in the blank spaces with an appropriate pronoun. (3 marks)

(i) The children and ..... ought to leave immediately if we want to arrive there before dark.

(ii) The organisers have invited Mwamburi and ..... but I don't intend to go.

(iii) Since she obtained the highest grade, the school should give the award to no one else but

(d) 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.

(e) Rewrite each of the following sentences as instructed.

(3 marks)

(i) It is amazing that the couple takes care of so many orphans.
(Begin: That……)
(ii) What we need in Kenya is patriotism.
(End: ……. in Kenya.)
(iii) My students don't drink. My students don't smoke. *(Join into one sentence using* 'neither ....)

(f) Fill in each blank space with the appropriate word.

(2 marks)

(i) I stopped the child from chewing a ..... of grass.

(ii) The doctor told her to take the ..... of medicine according to the prescription.

K.C.S.E YEAR 2010 PAPER 101/3

*Answer **three** questions only.*

1 Imaginative Composition (compulsory) (20 marks)

Either

Write a composition illustrating the fact that crime does not pay.

Or

Write a composition explaining how young people can overcome tribalism in Kenya.

2 The Compulsory Set Text (20 marks)

Henrik Ibsen, *An Enemy of the People.*

Write an essay supporting the proposition that: "Katherine Stockmann is the embodiment of reason in

Ibsen's play *An Enemy of the People.*"

3 The Optional Set Texts

*Answer any **one** of the following three questions.*

(20 **marks)**

Either

(a) **The Short Story**

Macmillan (Ed.), *Haifa Day and other stories*
Using Honwana's short story 'Hands of the Blacks' for illustration, write an essay on racial prejudice.

Or

(b) **Drama**

John Ruganda, *Shreds of Tenderness*

"Sibling rivalry should never be allowed to get out of hand."
Using the characters in John Ruganda's play *Shreds of Tenderness* write an essay in support of this statement.

Or

(c) The Novel

Veltna Pollard,

Homestretch "East or

West, home is best."

Drawing examples from the lives of Edith and David in *Homestretch,* write an essay illustrating the
truth of this statement.

ENGLISH PAPER 1

SKYDREAMERS PRODUCTION

2011
FUNCTIONAL SKILLS

1 Your Drama Club is organizing to stage a performance of Henrik Ibsen's play, *An Enemy of the People.* You are inviting neighbouring schools and the general public to the event.

(a) Write the notice announcing the event and inviting other schools and the public to attend. (8 marks)

(b) In not more than 200 words, write a **synopsis** of the play to accompany the notice.

(12 marks)

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

As you think about the different aspects that go __1__ our persona, it is important to __2__ your best traits and recognise the __3__ you may have been taking for granted all __4__ Doing this will provide a foundation of confidence that serves as a __5__ to connect you to other people.

__6__ your appearance is what makes people curious to get to know you, your presence is what makes them respond to you. Your presence is your energy, your spirit and your aura. It includes __7__ those qualities that help you bond with another human being. It starts with eye contact and moves into your listening skills as well as the extent to which you are engaged in a conversation. Some people are __8__ there, giving 100 percent; others give 20 percent at __9__ because their minds are elsewhere.

SKYDREAMERS PRODUCTION

Eye contact is an __10___powerful tool. So long as you are making eye contact while talking, the topic is not likely to matter much.

Adapted from Love Smart by Dr. Phil, McGraw (2006). Simon & Schuter, UK Ltd.

(a) Against each of the following sentences, indicate whether you would end with a **rising**
or falling intonation. (5 marks)

(i) You actually saw the pyramids?----------

(ii) My younger sister has identical twins.

(iii) Why did you

oversleep?----------

(iv) Could I come with you, please?----------

(v) What a tragic experience that was!----------.

(b) *Read the following poem and then answer the questions.*

Lazybones, let's go to the farm
Sorry, I've got a headache
Lazybones, let's go pounding grain
Sorry, my leg isn't right
Lazybones, let's go fetch firewood
Sorry, my hands are hurting
Lazybones, come and have some food
Hold on. let me wash my hands!

(From *Oral Poetry from Africa.* Compiled by Mapanje and White. Longman Group, U.K)

(i) How would you say Lazybones' responses in lines 2,4 and 6? Give reasons for your answer. (3 marks)

(ii) If you were performing this poem, how would you say the last line?

(2 marks)

(iii) Provide another word that has the **same pronunciation** as each of the following words:

some:……..

right:……

come: ……
……

.(3 marks)

(c) Apart from the voice, what else would you use to capture and maintain an audience's attention when delivering a speech? Explain, (6 marks)

(d) *Read The dialogue below and then answer the question that follows;*

JUMA: Do you know? I think the new law will transform our society. OWING: Juma, you can't argue like that. You sound like somebody from...

JUMA: I don't want to argue with you, anyway, How can I stoop so low. You are unlikely to comprehend my point,

OWING: You see. You are rude and unrefined.

JUMA: And you. of course, have such fine manners!

Whats wrong with what I said?

OWING: A document or mere legislation cannot transform a society. It's the people who must change their thinking and demonstrate a willingness to make things better.

JUMA: But the new law provides guidelines that will put us on the right path. It's like a compass. If we follow it, we won't get distracted...

OWING: You have made your point.

JUMA: I give up. Every word you say confirms that I shouldn't be talking to you.

Explain the features that make the conversation between Juma and Owino ineffective.

(6 marks)

(e) Underline the part (syllable) where the **stress** falls in each of the following words.

(5 marks)

(i) descent

(ii) contest *(verb)*

(ill) discuss

(iv) friendly

(v) present *(noun)*

2011
ENGLISH
Paper 2

(Comprehension, Literary Appreciation and Grammar) Oct/Nov 2011
$2^{1}/_{2}$ hours

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

When I visited my mother last May, much of her sitting room had been converted into what I half jokingly called a Barrack Obama shrine. Since Obama had declared his candidacy for president, my mother had diligently collected everything about the man that she could get her hands on. Magazines, newspaper articles, and T-shirts formed the bulk of her collection, all of it in pristine condition and not to be handled except with utmost care. Almost overnight, all things Obama had become a **staple of my mother's conversation.** His message of unity and transcendence, his unwillingness to be cowed by "a chorus of cynics," all of this inspired in my mother a late-life **surge** of confidence. It had even led to her changing the way she answered her phone. Instead of her usual "Hello," she took to lifting the receiver and announcing, "This is our moment."

By the night of Obama's remarkable triumph, she had **digested** far more than his trademark phrases. Still, she was more than thrilled when, during his victory speech at Chicago's Grant Park, he once again proclaimed, "This is our moment." Obama's victory seemed "just too good to be true, overwhelmingly good, "she told me. 'There are no words to describe how I feel. 'Elated' is not good enough.'*

Hers is a voice tempered and made scratchy by seventy-seven years of living, and decades of making herself heard in a house crowded with loud, boisterous youngsters. My mother is special to me, of course, but in many respects she's a typical black woman of her generation. A child of the Depression, she married young, and stayed home to raise six children. She remembers Jim Crow quite well and, like many of her peers, has more than a few chilling firsthand tales of travel in Mississippi (where her father was born), Missouri, and other places known for white residents' historically open and violent hostility towards African Americans. She is faithful, fearless, and frank, adept at blessing you with gentle encouragement while demonstrating her unerring skill at telling it exactly like it is. While her experience, her lifetime of dearly purchased knowledge, deeply informs my own life, there are parts of it to which I have no access. Her memories contain mysteries that I can only guess at. To hear her answer her phone with such an uncautiously optimistic phrase was a startling, wonderful surprise.

[Adapted from *What Obama Means: For Our Culture, Our Politics, Our Future.*
by Jabari Asim. New York: Harper Collins Publishers, 2009]

(a) What does the author of this passage suggest by referring to his mother's living room as a shrine?

(2 marks)

(b) Why does the author's mother like and support Barack Obama's candidacy? Give two reasons. (2 marks)

(c) Explain why the words: 'This is our moment" particularly thrilled the mother. (2 marks)

(d) Why does the author's mother find Obama's victory "just too good to be true"? (2 marks)

(e) Give one reason why the author uses his mother and not himself to explain the significance of the
Obama campaign and victory? (2 marks)

A child of the Depression, she married young. (Rewrite using: for) (1 mark)

(g) Describe the relationship between the author and his mother. Illustrate your answer. (4 marks)

(h) The author's mother remembers Jim Crow. Do you think this memory is positive or negative?
Illustrate your answer. (2 marks)

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

(i) staple of my mother's conversation;

(ii) surge;

(iii) digested.

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

HOVSTAD: Hush! (calls out.) Come in! (DR. STOCKMANN *comes in by the street door,*
HOVSTAD *goes to meet him)* Ah, it is you, Doctor! Well?

DR. STOCKMANN: You may go ahead and print it, Mr. Hovstad!

HOVSTAD: Has it come to that, then?

BILLING: Hurrah!

DR. STOCKMANN: Yes, you may go to press. Certainly it has come to that. Now they must take what they get. There is going to be a fight in the town, Mr. Billing!

BILLING: War to the knife, I hope! We will get out knives to their throats, Doctor!

DR. STOCKMANN: This article is only a beginning. I already have four or five more figured out in my head. Where is Aslaksen?

BILLING: *(calls into the printing-room):* Aslaksen, just come here for a minute!

HOVSTAD: Four of five more articles? On the same subject?

DR. STOCKMANN: No - far from it, my dear fellow. No, they are about quite another matter. But they all spring from the question of the water supply and the drainage. One thing leads to another, you know. It is exactly like beginning to pull down an old house.

BILLING: By God, it's true; you find that you are not done till you have pulled all the old rubbish down.

ASLAKSEN: *(coming in):* Pulled down? You are surely not thinking of pulling down the Baths, Doctor Stockmann?

HOVSSTAD: Far from it, don't be alarmed.

DR. STOCKMANN: We meant something quite different. Well what do you think of my article, Mr. Hovstad?

HOVSTAD: I think it is simply a masterpiece.

DR. STOCKMANN: You really think so? Well, I am very pleased.

HOVSTAD: It is so clear and intelligible. One need have no special knowledge to understand it. You will have every enlightened man on your side, once they have read it.

ASLASKEN: And every prudent man too, I hope!

BILLING: The prudent and the imprudent alike - almost the whole town.

ALASKEN: In that case we may venture to print it.

DR. STOCKMANN: I should think so!

HOVSTAD: We will put it in tomorrow morning.

DR. STOCKMANN: Of course - you must not lose a single day. Aslaksen, please do me a favour. Could you supervise the printing of it yourself.

ASLAKSEN: With pleasure, Dr. Stockmann.

DR. STOCKMANN: Take care of it as if it were a treasure! No misprints - every word is important. I will look in a little later; perhaps you will be

able to let me see a proof. *I* can't tell you how eager I am to see it in print, and see it fired off...

B [LLINGS: Yes, like a flash of lightning!

DR. STOCKMANN: ... and to have it submitted to the judgement of my intelligent fellow townsmen. You cannot imagine what I have gone through today. I have been threatened with all sorts of things; they have tried to rob me of my most elementary rights as a man...

(a) Briefly explain what Hovstad and Billing were talking about before Dr. Stockmann entered.

(2 marks)

(b) "You may go ahead and print". What had made Dr. Stockmann delay the printing of the article?

(2 marks)

(c) Briefly state what the content of the article is. (4 marks)

(d) " In that case we may venture to print it". What do these words tell us about Aslaksen's attitude towards the article? (3 marks)

(e) "There is going to be a right in town". Outline the losses incurred by Dr. Stockmann.
his family and friends as a result of the fight. (6 marks)

(l) "Now they must take what they get". To whom does 'they' refer? (1 mark)

(g) Why doesn't Aslaken want the baths to be pulled down? (2 marks)

(h) Hovstad and Aslaksen's decision on whether to publish the article changes twice after this
incident. What does this reveal about their character.
(2 marks)

(i) What is the irony in Dr. Stockmann asking Aslaksen to supervise the printing of the article
himself? (2 marks)

(j) " I have been threatened with all sorts of things." Rewrite using "me" instead of "I."
(1 mark)

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

Once upon a time, there lived a boy called Nzoko. He liked two things more than anything else: the forest and mitsic. Scarcely did a moment pass before he sang or quietly whistled a little tune to himself.

The boy's father kept goats, and when Nzoko returned from school, he always took them out to graze in the forest. Once there, he would begin singing, first repeating all the songs he knew and then trying out a few new ones. The murmuring of the river, the rustle of the wind in the trees, even the hum of the bumble **bees,** all made little tunes for him. One day, he cut a short piece of wood from a willow trees, whittled it down, pierced holes into it and made a flute. On his flute, the tunes sounded lovelier than ever before-One warm day. Nzoko heard something moving in the bushes around him. On looking up, and to his amazement, he saw a little fairy man. "Do you know what I have come for? the fairy asked. "No", I'm ... I'm ve..jy so..rry but don't," answered the boy.

"Well.” the fairy said, " the spirits of the forest have been long listening to your flute and they are con-vinced only the fairy piper can play as well as you do. So I have come to hear for myself and I will reward you well if you impress me too."

Nzoko did not need telling twice. He was quite at ease with the little man now, and he began to play music so sweet that it entranced the fairy, making him stay on until the moon rose over the distant hills. Before leaving, he asked Nzoko what reward he desired most. "The fairy fiddle, please. For 1 have heard it said that it is the finest in the whole wide world," the boy replied expectantly.

"'The fairy fiddle!" exclaimed the fairy, greatly astonished. "That is the most precious gift, and onlone who fulfils these three conditions will obtain it. Now listen carefully, Nzoko: your playing must be so enchanting that it will charm the birds into stopping their own music to listen; your music must make animals stop their fighting and finally, your tunes must heal the sick. Take this ring, and when you have worked hard enough, and only then, turn it and it will bring you the fairy fiddle," the fairy said and then vanished.

In the following days. Nzoko played every song over and over, trying to make each better and better. He tried to silence the music of a blackbird with his own but to no avail. However, he didn't give up and one sunny afternoon, there suddenly gathered a wide circle of birds: robins and wrens, finches and blackbirds, cuckoos and wagtails. And they listened. Could this be the first condition fulfilled?

Several days later, he heard a great din coming from a farm. On checking, he saw a fox running after cackling hens, wanting to turn them into a meal. Without realizing it, Nzoko started playing his flute loudly and as if by magic, the fox melted away. Thus, the second condition was fulfilled.

On yet another day. as he drove the goats home, he heard a child cry weakly in agony. He peeped through the window of the cottage and saw a little girl lying in bed, pale and worn. The mother must have gone to look for herbs. Nzoko's eyes welled with tears, and as if driven by some force beyond him, he started playing a merry tune on his flute, then a merrier one still. And, slowly, very slowly, colour began to creep back into the girls face and after a little while she asked for food. The third and last condition fulfilled?

Nzoko leapt for joy and turned the ring, and there, right there in front of him, was the most wonderful fiddle there ever was.

(Adapted from *Your Ora! Literature* by Henry Mbarwa (1989). Nairobi: Kijabe Printing Press)

(a) From the second paragraph, what inspired Nzoko to create new tunes? (2 marks)

(b) Why do you think the boy's reply to the fairy is broken with dots? (3 marks)

(c) How do we know that Nzoko was very eager to play the flute for the fairy man? (2 marks)

(d) Give two reasons why you think the fairy set conditions for Nzoko before he could get the fairy fiddle. (4 marks)

(e) Why do you think the narrator mentions **six** different kinds of birds? (2 marks)

(f) With an illustration for each, describe any **two** character traits of Nzoko. (4 marks)

(g) What can we learn about the values of this community? (3 marks)

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

(i) **Aisha** asked Tom to return her key the following day. ***Rewrite*** *in direct speech)*

(ill The teacher asked them where they had been the previous Friday. *{Rewrite in direct speech)*

(iii) It is a pleasant surprise to meet you again after all these years. *(Rewrite beginning:* What ...)

(bi Complete the sentences below with the correct form of the verb. (2 marks)

(i) Each of the boys..... given a present.

(ii) Either Joyce or her daughters ..... coming.

(c) Briefly explain the difference between the following pairs of sentences. (4 marks)

I (i) They collected all the money they needed.

(ii) They needed all the money they collected.

II. (i) Four of those students were admitted to the university, (ii) Those four students were admitted to the university

(d) For each of the following sentences, provide the appropriate noun formed from the word **'break'**
to fill the blank space. (3 marks)

example

The story of the ..... of prisoners from the maximum security prison was

carried by all the dailies.

Answer: **breakout**

(i) Scientists have been working hard to find a cure for HIV-AIDS

without a major

(ii) The ..... of their friendship was caused by unfaithfulness.

(iii) The business has operated for quite sometime but is yet to reach the .....point.

(e) For each of the following sentences, use the correct form of the word in brackets to fill in the blank
space. (3 marks)

(i) Once the sun has ..... I cannot sleep any more, (rise)

(ii) How long have you ..... here? (dwell)

(iii) It is advisable that we ..... forgive those who wrong us.

(condition)

PAPER 3
2011

*Answer **three** questions only.*

Imaginative Composition (Compulsory) (20 **marks)**

Either

(a) "Both boys and girls have equal rights to their parents' inheritance."
Write a composition, supporting or opposing this statement.

Or

(b) Imagine that a friend has invited you to an occasion. Initially you were reluctant to attend but a sibling persuaded you to go and you really enjoyed yourself. Describe what the occasion was and why you felt so fulfilled.

The compulsory Set Text (20 **marks)**

Ngugi wa Thiongo, *The River Between*

Write an essay on cultural conflict, citing examples from Ngugi Wa Thiongo's novel: *The River Between.*

The Optional Set Texts **(20 marks)**

Answer any one of the following three questions.

Either

(a) **The Short Story**

Macmillan (Ed.), *Haifa Day and Other Stories*

Write an essay supporting or refuting the statement, "School is the factory that makes men and women out of boys and girls, respectively." Illustrate your answer with references from the short story, 'Half a Day' by Naguib Mahfouz.

Or

(b) **Drama**

John Ruganda, *Shreds of Tenderness*

Using illustrations from John Ruganda's play, *Shreds of Tenderness,* write an essay entitled: "The Truth Shall Set You Free"

Or

(c) **The Novel**

Velma Pollard, *Homestretch*

"Difficulties in life strengthen one's character." Using Brenda's experiences in the United States, in England and in Jamaica, write an essay supporting this statement.