ENGLISH PP2, SERIES 1, K.C.S.E

EXAMINERS' PREDICTION 10 QUESTION PAPERS

ENGLISH PP2, SERIES 1,
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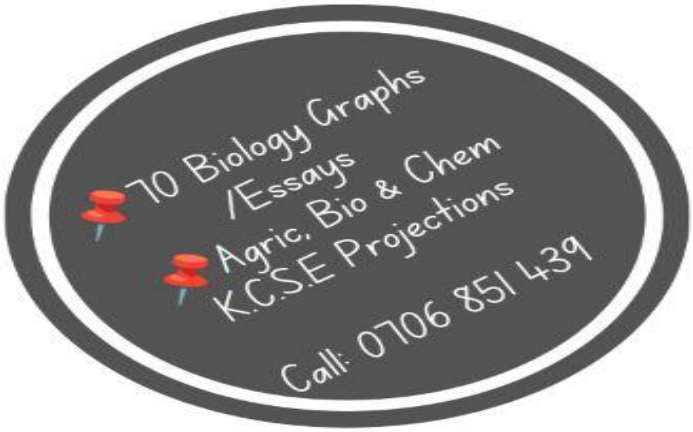
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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 1

ENGLISH

101/2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

TIME: 2 ½ Hours

1. COMPREHENSION ON UNSEEN TEXT: (20 MARKS)

Read the passage below and answer the questions that follow.

There is statement that William Ellery Channing, a renowned theologian, made that sums up everything that books mean to those who love them. 'It is chiefly through books that we enjoy intercourse with superior minds.' He went on to say that great people talk to us and give us their most precious thoughts through books.

What William Ellery meant was that books are the greatest source of knowledge. If wehave to prosper, then we have to develop the urge, the thirst and the desire to read. People have really not understood the fact that the only way of shedding off ignorance, and making an informed and meaningful contribution to society is through acquisition of knowledge through reading.

It is sad to note that young people do not look up to widely read and knowledgeable people as their role models. They do not appreciate someone who has made accomplishments in the intellectual arena in the same spirit that they fall behind a sports personality or entertainment

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celebrity. Many young people imitate sports people and entertainers lavishly and look up to them as their only heroes and heroines.

The media is partially to blame for this **trend**. It has not always acted responsibly in the way it has featured personalities. In most cases, the media only features, as celebrities, people who excel in sports and entertainment. This ignores the fact that celebrities are found in all fields of life. Some of the personalities the media features, such as musicians and artists of dubious moral standing, alienate the youth from the grim realities of their society. Blinded by the glamour of the lives that the celebrities live, the youth lose interest in intellectual development.

Very few students in secondary school or even in universities are aware that reading can open up limitless possibilities to them. Some of those who have completed school or college education wrongly assume that the reading of books ends with the last examination one takes. Sooner or later such people become illiterate in thought. They stop being originators of ideas and turn into mere consumers of ideas because they are not close to the fountain of intellectual nourishment. What is the difference between them and those who have been unable to have access to education?

There must be sharing of ideas for development to take place. When people share ideas, they develop mentally as well as in other facets of life. There are very few reading clubs, meetings where members get together to exchange meaningful ideas acquired through reading. In their free time, people gather in social set-ups where nothing serious transpires. In bars, for example, there is no intellectual discourse that goes on.

Obnoxious and unimaginative exchange of obscene words can hardly measure up to anything constructive. The lack of interest in debates of national importance can be attributed to the bankruptcy of ideas as a result of the lack of a reading culture.

The truth of the matter is that books are capable of doing many things for us. Very few young people know that they can turn their grades from E's, D's and C's to B's and A's by simply reading books. If only they improve their ability to read, they will be able to open any door they choose to go through. Reading also instills in young people the skill of self-confidence that they need in the competitive world they are living in.

Reading activates and exercises the mind. It forces the mind to discriminate between good and evil, and pushes us to use our imagination, thus making us more creative. In a sense, reading actually does activate our minds in the same way we activate muscles when we lift weights. The more active our minds are, the more agile they become, which results in a higher level of creativity. Someone wisely pointed out that the mind, once stretched by a new idea, never returns to its original **dimensions**.

Development psychologists estimate that less than five per cent of us are still creative by the age of 18. By this age, many young people will have 'wasted' themselves watching television shows and films where images and sounds are already packaged and ready for them at the click of a button. They use little imagination because everything is done for them. They do not critically think about how to dress, think or behave. Consequently, they do not develop the habit of thinking for themselves.

QUESTIONS

1. What is identified as the only way of shedding off ignorance? **(1mk)**

2. In point form, list down the benefits of developing a reading culture. **(4mks)**

3. What is the media accused of in this passage? **(2mks)**

4. Why do people who have completed school or secondary education stop reading? **(1mk)**

5. What is necessary for development to take place? (**1mk)**

6. Explain the meaning of the following words as used in the passage. **(3mks)**

(a) dimensions
(b) trend
(c) obnoxious

7. Rewrite the following sentences according to the instructions given after each.

(a) It is chiefly through books that we enjoy intercourse with superior minds.

(Write in the interrogative form)

(b) Blinded by the glamour of the lives that the celebrities live, the youth lose interest in intellectual development. (Use:so…that) **(2mks)**

8.How is reading similar to exercise? **(2mks)**

9.Why are there only less than five per cent of people still creative by the age of 18? **(2mks)**

10. What is the attitude of the writer towards media? **(2mks)**

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2. A DOLL'S HOUSE

Read the excerpt below and then answer the questions that follow

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

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

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

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

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

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

Mrs. Linde: No?

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

Mrs. Linde: Come, come –

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

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

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

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

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

Mrs. Linde: Indeed, I don't look down on anyone. But it is true that I am both proud and glad to think that I was privileged to make the end of my mother's life almost free from care. **Nora:** And you are proud to think of what you have done for your brothers?

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

Nora: I think so, too. But now, listen to this: I too have something to be proud and glad of. **Mrs. Linde**: I have no doubt you have. But what do you refer to?

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

Mrs. Linde: But what is it?

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

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

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Questions

a) What does Mrs. Linde refer to when she says "that was what I was thinking of"? **(2mks)**

b) How do you compare Mrs. Linde's reference to Nora as a child and Torvalds Helmer's of her from the text? **(2mks)**

c) Describe characters of: **(4mks)**

i) Mrs. Linde**: ii)** Nora:

d) What is Mrs. Linde's attitude towards Nora? **(2mks)**

e) From your knowledge of the text, why does Nora refuse to tell her secret to her husband? **(3mks)**

f) Rewrite the following in reported speech **(2mks)**

Nora: You look down upon me altogether, Christine – but you ought not to .

g) What is ironical about Nora's assertion that 'no one in the world must know, Christine, except you.' And what does this reveal about Nora's character? **(3mks)**

h) Explain any aspect of style inherent in the above excerpt. **(2mks)**

i) Identify and illustrate any theme evident in this excerpt **(2mks)**

j) Change the sentence below into a interrogative one. **(1mk)**

I think I have the right to be.

k) Explain the meaning of the following expressions as used in the passage. **(2mks)**

i) Broach – ii) Look down on

3. POETRY: (20 MARKS)

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

In the city

All moving the lord knows where,

Dressed in suits and tatters,
Bowties, tights, ochred sheets and earrings,
All thinking of things to come,
Africa is in a state of opportunity,
All look for easy chances.

Of self- upliftment or underserved promotion
That often mirage further and further
Making frustrate
Minds that should be content.

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It is a time of opportunity –

When one line makes a poet
And a little acquaintance or chance
Rockets one the highest office.

But the peasant, the pillar of the nation,
Has only to cope with prices that shift
Like the waves that rock the ship
Carrying yellow maize to the city.

The employed call out strikes
That only deplete the little funds
That may relieve the peasant.

The elder brother keeps the younger in hunger
At home, if there's any,
The child plays with an empty bottle,
Cries for more milk
When the cost is daily on the rise.

While the incomes remain static
And the higher brackets are daily filled
By youths that will not retire
Within this century.

The child laughs gaily,
Displaying its only four teeth
That shows it grows to eat,
Unaware of all that shapes her decade

Adapted from a poem by Joseph G. Mutiga

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(a) Who is the persona in the poem? **(2mks)**

(b) Briefly describe what the poem is about? **(3mks)**

(c) Explain the significance of the first line in the poem. **(2mks)**

(d) Identify the aspect of style used in stanza six and show its effectiveness. **(3mks)**

(e) Describe the kind of society presented in this poem. **(2mks)**

(f) What is the tone of the poem? Support your answer. **(3mks)**

(g) Identify and discuss the use of sarcasm in the second last stanza. **(3mks)**

(h) Explain the meaning of the following lines in the poem. **(2mks)**

(i) Africa is in a state of opportunity.

(ii) The pillar of the nation.

4. GRAMMAR: (15 MARKS)

(a) Rewrite the following sentences according to the instructions given. Do not change the meaning. **(3mks)**

(i) Why did the thieves break into the apartment? (Rewrite in the passive).

(ii) The road has been graded. (Finish … road)

(iii) Njenga told me that his sister is successful. (Use **of** in place of **that**).

(b)Complete the sentences below using the correct form of the word in brackets. **(3mks)**

(i) Mary's face …….. twitched whenever she was overwhelmed. (continue)

(ii) Such an …….. had never been seen. (occur)

(iii) When we saw the subject fidgeting, we knew …… that he was guilty. (doubt)

(c) In each case, give a phrasal verb that means the same as the underlined word. (3 marks)

(i) Did you <u>meet</u> your boss in town?

(ii) The suspect <u>confessed</u> after a long interrogation.

(iii) Only very irresponsible parents can <u>abandon</u> their children.

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(d)Fill in the blank with the correct preposition. **(3mks)**

(i) The hotel is now open …….. its customers from six to six.

(ii) They congratulated him …… his good performance.

(iii) The guest arrived and sat ……. the host.

(e) Choose the best alternative to complete the following sentences. **(2mks)**

(i) It was ……. who saw the accident first. (me, I)

(ii) How can you be so sure it was ……..? (they, them)

(f) Correct the error(s) in the following sentence. **(1mk)**

(i) Please don't dirtify the class.

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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 2

ENGLISH

101/2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

TIME: 2 ½ Hours

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

At length the air began to grow grey with light, then swift golden arrows came slashing across the snow, and at last the glorious sun peeped up above the lava wall and looked upon – frozen forms and upon Vent Rogel, sitting there among us stone dead. No wonder his back had felt cold, poor fellow. He had died when I heard him sigh, and was now almost frozen stiff. Shocked beyond measure we dragged ourselves from the corpse (strange, the horror we all have of the companionship of a dead body), and left it still sitting there with its arms clasped round its knees. By this time the sunlight was pouring its cold rays (for here they were cold) straight in at the mouth of the cave. Suddenly I heard an exclamation of fear from someone, and turned my head down the cave.

And this is what I saw. Sitting at the end of it, for it was more than twenty feet long, was another form, of which the head rested on the chest and the long arms hung down. I stared at it, and saw that it too was a dead man, and what was more, a white man.

The others saw it too, and the sight proved too much for our shattered nerves, one and all we scrambled out of the cave as fast as our half-frozen limbs would allow. Outside the cave, we halted, feeling rather foolish "I am going back'" said Sir Henry. "Why?" asked Good.

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"Because it has struck me that – what we saw – may be my brother. This was a new idea, and we re-entered the cave to put it to the proof. After the bright light outside, our eyes, weak as they were with staring at the snow, could not for a while pierce the glooms of the cave. Presently however we grew accustomed to the semi-darkness, and advanced on the dead form, Sir Henry knelt down and peered into its face

"Thank God", he said, with a sigh of relief, "it is not my brother". Then I went and looked. The corpse was that of a tall man with aquiline features, grizzled hair, and a long black moustache, the skin was perfectly yellow, and stretched tightly over the bones. Round the neck hung a yellow ivory crucifix. The corpse was frozen perfectly stiff.

Who on earth can it be? Said I. "Can't guess?"

asked Good. I shook my head. 'Why, the old

Don Jose da Silvestra, of course who else?"

"Impossible, ' I gasped, "He died three hundred years ago,"

"And what is there to prevent his lasting for three hundred years in this atmosphere. I should like to know?" asked Good. "If only the air is cold enough, flesh and blood will keep fresh forever, and Heaven knows it is cold enough here. The sun never gets in here, no animal comes here to tear or destroy and no doubt his slave of whom he speaks on the map took off his clothes and left him. He could not have buried him alone. "Look here he went on, stooping down and picking up a queer-shaped bone scraped at the end into a sharp point, "here is the "clef-bone" that he used to draw the map". We gazed astonished, for a moment forgetting our own miseries, at this extraordinary and, as it seemed to us, semi miraculous sight.

'Ay' said Sir Henry, and here is where he got his ink from, and he pointed to a small wound on the dead man's left arm.

'Did ever man see such a thing before?'

There was no longer any doubt about the matter, there he sat, the dead man, whose directions, written some ten generations ago, had led us to this spot. There in my own hand was the rude pen with which he had written them, and there round his neck was the crucifix his dying lips had kissed.

Questions

(a) From your reading of the passage how can you tell where the man spent the night **(2mks)**

(b) How can you tell that the writer had been together with Vent Rogel? **(2mks)**

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(c) What caused the state of excitement or fear? **(1mk)**

(d) What hindered them from rushing out fast? **(2mks)**

(e) How according to the passage did the people know about the stare of the dead man **(2mks)**

(f) Identify and explain the significance of the figure of speech employed in paragraph one **(3mks)**

(g) Did the man ever see such a thing before? (Re-write the sentence beginning).

He …….. **(1mk)**

(h) Give one synonym for the word 'directions' as it is used in the passage. **(1mk)**

(i) What evidence in the passage suggests why the body of Dan Jose da Silvestra remained intact for ten generations? **(2mks)**

(j) Explain the meaning of the following words and phrases as used in the passage **(4mks)**

i. shattered nerves

ii. clasped

iii. accustomed

iv. grizzled

2. A DOLL'S HOUSE

Read the following excerpts and answer the questions that follow

Nora: (*jumping up and going to him*) oh, dear, nice Doctor Rank, I never meant that at all. But surely you can understand that being with Torvald is a little like being with Papa – (*enter MAID from the hall*)

Maid: if you please, ma'am. (*Whispers and hands her a card*)

Nora: (*glancing at the card*) oh! (*Puts it into her pocket*) **Rank**: is there anything wrong?

Nora: No, no, not in the least. It is only something – it is my new dress – **Rank:** what? Your dress is lying there.

Nora: Oh, yes, that one: but this is another. I ordered it. Torvald mustn't know about it –

Rank: Oho! Then was the great secret.

Nora: Of course. Just go in to him: he is sitting in the inner room. Keep him as long as –

Rank: Make our mind easy; I won't let him escape (*goes into HELMER'S room*) **Nora**: (*to the MAID*) And he is standing waiting in the kitchen?

Maid: Yes; he came up the back stairs.

Nora: But didn't you tell him no one was in? **Maid**: Yes, but it was no good.

Nora: He won't go away?

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Maid: No; he says he won't until he has seen you, ma'am.

Nora: Well, let him come in – but quietly. Helen you mustn't say anything about it to anyone. It is a surprise for my husband.

Maid: Yes, ma'am, I quite understand. (*exit*)

Nora: This dreadful thing is going to happen! It will happen in spite of me! No, no, no, it can't happen – it shan't happen!

QUESTION 2 (25 marks)

a) Place this excerpt in its immediate context **(3mks)**

b) Indentify and illustrate the character trait of the following characters **(4mks)**

i)Rank **ii)**Nora

c) Who is in the kitchen and why has he come? **(3mks)**

d) Identify and illustrate the dominant theme in the excerpt. **(2mks)**

h) "This dreadful thing is going to happen. "**Rewrite in reported speech**. **(1mk)**

i) Explain the dreadful thing that Nora fears might happen? **(2mks)**

j) Explain the meaning of the following expressions as used in the excerpt.

i) Make your mind easy –

ii) I won't let him escape –

iii) It was no good iv) Dreadful - **(3mks)**

e) "…… being with Torvald is a little like being with papa" what does Nora mean by this statement? **(2mks)**

f) Explain an incidence of dramatic irony from the excerpt. **(2mks)**

g) Why is Nora quick to usher Dr. Rank out of the room? **(2mks)**

2. POETRY

Read the poem below and answer the questions that follow.

THE BREWING NIGHT

It was that memorable night when I heard it

Yes, I heard it all
That night sleep deserted me,
Mocked at me and tantalized me,
So I lay awake, sharp in all my senses.

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It was long past midnight:
Time dragged on, the clock chime;
The dog wouldn't bark, nor the baby cry;
It was a moonless and windless night;
The whole universe seemed to stagnate
In dark, dreary, dead slumber.
What was amiss? I knew not.

The dead quietness and solitude
Seemed to be eternal, but
Waves of babbling and muttering
Began to trickle through the streets;
A distant roaring of heavy trucks filled the air,
Hurried footsteps eroded through the street.
What was a miss? I knew not.

I pulled my curtain
And there I saw it all
Heavy boots thick uniforms and solid helmets
Dimly discernible under the pale street lamp
The atmosphere stood stiff and solid with
Brawny- faced and clenched –teeth determination

The night had pulsed with passion high and wild;
The streets were stained with new portraits framed;
The wheel changed hands and new plans were filed.
The morning saw the country strangely dresses
And everyone attended the rally.
To hear the eloquence from a strange face,
And everyone quietly nodded and said, 'yes'

(By Yusuf O. Kassam, in Poems from East Africa.)

Questions

(a) Explain what the poem is about. **(3mks)**

(b) In what ways was the night described in the poem peculiar? **(2mks)**

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(c) What was a miss? I knew not. (rewrite as one sentence beginning I did……) **(2mks)**

(d) Paraphrase in one sentence what the persona saw when he or she pulled the curtain to see. **(1mk)**

(e) What is the significance of stanza two? **(3mks)**

(f) Identify and explain any one personification in the poem. **(2mks)**

(g) Explain in your own words what happens in the last stanza. **(5mks)**

(h) Explain the meaning of the title. **(2mks)**

4. GRAMMAR

(a) **Fill in the blank spaces with most appropriate words** **(3mks)**

i. My uncle, _____ I am sure you remember, flew to Britain yesterday.
ii. The Principal, _____ is out at the moment, will see you when he comes back.
iii. _____ of the students is brighter?

(b) **Rewrite the following sentences according to the instructions after each.** **(2mks)**

i. He was the wisest man (Rewrite using "wiser")

ii. There is no excuse for rudeness. (Rewrite to end with 'exclusable')

(c) **Fill in the blank spaces below with the correct form of the verb in brackets** **(3mks)**

i. The team was _____ for coming late (qualify)
ii. They were _____ attacked by the gangsters (vicious)
iii. The _____ of the matter brought the president to their county.(grave)

(d) **Use the correct collective nouns in the following sentences** **(3mks)**

i. The evening party was beautiful by the _____ of colours.
ii. The guest of honour was given a _____ of flowers.
iii. She put a _____ of salt in her food.

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(e) **Complete the sentences below by changing the verb in brackets, in each case, into the form indicated in the instructions after each.**

i._____ (lie) to your parents is a bad practice. (infinitive)

ii.John considers _____ (work) very seriously. (gerund)

iii.Farida expected _____ find everyone settled. (infinitive)

iv._____(prefer) tilapia to mudfish is understandable in your circumstances (gerund)

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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 3

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

1. COMPREHENSION PASSAGE

Read the following passage and then answer the questions that follow. (20mks)

There are those individuals who when stressed out either grind their teeth or pick at their nails. I pick at my face, scouring it for a pimple or in their absence, anything else to exfoliate.

And so you see, it is during one such tour that I unearthed the horrific - a discovery I best articulated in a panicked email to a friend: "Help me". I said: "It's official... I'm growing a beard!' A topic of my laughter amongst my friends, facial hair, always just that - something to laugh about. But now, having discovered a few strands of my own, it suddenly didn't seem too funny. I was in a hairy situation and I didn't like it.

Indulge me for a moment and understand where I am coming from- I am not referring to a microscopic fuzz. This here was a very bold and aggressively developing mane, which I could either pluck, shave, tweeze, have electrolysis performed on, or darn it, just grow and groom.

I would not have been the only one. The problem of unwanted facial hair extends to approximately 41 million women in the United States and more than a few I have bumped into at Nakumatt supermarket in Nairobi.

And some of these bearded ladies have been smart, leaving their mark in history. There was Lady Olga, born in 1874 as Jane Barnell, who had a 65-year long career as a sideshow attraction, traveling with the Ringling Brothers and Barnum and Bailey. And remember Vivian Wheeler, the Illinois woman who for her 11-inch beard, made it into the Guinness Book of World Records for having the "longest Female Beard Hair?" Having shaved since the age of seven, Vivian endured four marriages before letting "Rapunzel" grow.

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But be as it is, beard and all, nature is still kinder to women than men. Despite challenges such as comparatively lower access to wealth, employment, healthcare, and education, women are still on top when it comes to living it out…Life that is. Not only are women ahead in numbers but they also have a greater life expectancy than men. In the US, for instance, where the life expectancy averages 79 years for women, it is about 72 for men, and women over the age of 65 outnumber men by a ratio of three to two.

This is particularly interesting when one considers the numerous physical and cultural advantages men have over women. We are shorter and hence more prone to weight gain and poorer hence less likely to get medical care. Even in the US, older women are the single poorest group with 35 percent living alone and 52 percent widowed as compared to men, where only 14 percent live alone and 23 percent are widowers.

So how does this happen? Men it seems are doomed well from the start. Not only do they die more frequently than girls in infancy but in each subsequent year of life. Come puberty many speed it up. Succumbing to what has been termed "testosterone toxicity"-the increase in testosterone that prompts boys to thump their chests and take greater risks than girls-nothing like knitting when you can jump off a wall!

In their 40s, many begin to see symptoms of heart disease such that by the time they are aged 55 to 64, they are twice as likely to die from heart disease and accidents as women of the same age. And in developing countries, they are also four times as likely to commit suicide.

If women are, indeed, the weaker sex, little evidence proves it. While their husbands puff on a *Kiraiku* (unfiltered tobacco roll), our Kamba women fetch firewood, water, cultivate, and cook meals. And in our cities, others work long hours for peanuts- hand washing clothes and scrubbing floors to feed families they only see in the evening as their second job-that of parenting begins.

Despite all this, women have been conditioned to rely on men and to paradoxically believe that they are lifeless - crippled, without the support and companionship of a man. While our longer lives don't necessarily translate into healthier lives (we have our share of osteoporosis, diabetes, hypertension, and HIV/AIDS) our worth amounts to more than we hear. It is exhibited in our inner strength and in our ability to grow stronger when weakened.

Isn't it time we learned from Madame Jeanne Calvert who died at the age of 122? Her life teaches us one thing - it is that women shouldn't count on marriage to finance their old age – ladies, you may try it but he'll be long gone when you are old. You may have a companion, a loving dog. Perhaps, but you'll otherwise be alone in your rocking chair, stroking your beard.

QUESTIONS

a) Why does a topic that makes the writer laugh cause her misery? **(2mks)**

b) Punctuate the following sentence correctly.

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Women face challenges such as lower access to wealth employment healthcare and education **(2mks)**

c) Women are indeed, the weaker sex, little evidence proves it.
(Rewrite this sentence starting with: Little evidence **(1mk)**

d) Specify two areas the passage singles out when women outperform men. **(2mks)**

e) Explain the irony behind men's shorter lifespan **(3mks)**

f) Why should women not celebrate

g) Not only are women ahead in numbers but they also have a greater life expectancy (Write two sentences from the sentence given without using conjunctions) **(2mks)**

h) Describe the **tone** in the last paragraph of the passage. **(2mks)**

i) In not **more than 50 words**, summarise the ways in which men's lives are doomed? **(4mks)**

Rough copy & Fair copy

j) Explain the meaning of the following words as used in the passage **(4mks)**

(i) exfoliate

(ii) microscopic fuzz

(iii) succumbing

(iv) symptoms

2. EXCERPT: A DOLL'S HOUSE (25 MARKS)

Read the extract below and answer the questions that follow. (25 marks)

Nora: It's a shame to say that. I do really save all I can.

Helmer:*(laughing)*That's very true, - all you can. But you can't save anything!

Nora: *(smiling quietly and happily)*You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

Helmer: You are an odd little soul. Very like your father. You always find some new way of **wheedling money out of me,** and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

Nora: Ah, I wish I had inherited many of papa's qualities.

Helmer: And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

Nora: Do I?

Helmer: You do, really. Look straight at me.

Nora : *(looks at him)* well?

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Helmer: *(wagging his finger at her)* Hasn't Miss Sweet Tooth been breaking rules in town today?
Nora: No; what makes you think that?
Helmer: Hasn't she paid a visit to the **confectioner's?**
Nora: No, I assure you, Torvald- **Helmer**: Not been nibbling sweets?
Nora: No, certainly not.
Helmer: Not even take a bite at a macaroon or two?
Nora: *(going to the table on the right)* I shouldn't think of going against your wishes.
Helmer: No, I am sure of that: besides, **you gave me your word**- *(Going up to her)* Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.
Nora: Did you remember to invite Doctor Rank?
Helmer: No. But there is no need; as a matter of course, he will come to dinner with us. However, I will ask him when he comes this morning. I have ordered some good wine. Nora, you can't think how I am looking forward to this evening.
Nora: So am I! And how the children will enjoy themselves, Torvald!
Helmer: **It is splendid to feel that one has a perfectly safe appointment**, and a big enough income. It is delightful to think of, isn't it?
Nora: It's wonderful!

a) Place this extract in its immediate context. **(4mks)**
b) Explain the dramatic irony in this extract**.** **(3mks)**
c) Helmer says here, "it is splendid to feel that one has a perfectly safe appointment". What is he referring to? **(1mk)**
d) What issues on money and gender emerge in this extract? **(4mks)**
e) Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract. **(4mks)**
f) What do we learn about the character of Nora in this extract? **(4mks)**
g) Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald? **(2mks)**
h) Explain the meaning of the following expressions as used in the extract? **(3mks)**

i) Wheedling money out of me
ii) Confectioner's
iii) You gave me your word

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POETRY

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

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

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

Desperate forward drive

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

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

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Rapidly a mob forms
Shock
Anger
Helplessness
Then in ghetto rage
They turn on the sleek
Metallic grey Mercedes
280 SLE
Automatic and smash it

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

QUESTIONS

a). Paraphrase the events that unfold in the poem. **(4mks)**

b). What is the character of the driver as depicted in the poem? **(2mks)**

c). Explain two major issues highlighted in the poem? **(4mks)**

d). Comment on any two poetic devices used in the poem. **(4mks)**

f). Give the meaning of the following lines as used in the poem. **(2mks)**

(i) Jesusing

(ii) And the driver will be guilty
For a while.

g). What is the tone of the poem? **(2mks)**

h). Comment on the use of short lines in the poem. **(2mks)**

3. GRAMMAR **(15MKS)**

a. Use the correct form of the verb in brackets to fill the blanks. [3mks]

i. The couple ……..…….. not well informed [be]

ii. Last year we ……..……. all the maize into flour. [grind]

iii. Munyankei …….. the bat and smashed the ball. [swing]

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b. Rewrite the following sentences replacing the underlined words with appropriate phrasal verbs **[2mks]**

i. Low quality universities <u>produce</u> incompetent graduates.

ii. Some managers do not <u>tolerate</u> lateness among workers.

c. Choose the correct word from the choices to fill the blanks. **[3mks]**

i. She wore a ……..…….[stripped/striped] shirt, a tie and gumboots.

ii. This teacher's ……[remuneration / renumeration] is scandalously low.

iii. Parents should not park their vehicles ……..[anyhow / anyhowly].

d. Use the correct form of the words in brackets to fill the blanks. **[4mks]**

i. The …… between them is as interesting as it is sickening [enemy]

ii. She was sacked due to chronic ……. [absent]

iii. Adoyo works in the …… department. [maintain}

iv. Laziness is a ……. to success. [hinder]

e. Rewrite the following sentences according to instructions after each **[3mks]**

i. Peter is successful even though he did not pass exams. [Begin: *In spite of*.…]

ii. Is there life after death or not? This is a question which humans have been grappling with for a very long time. [Begin: The question of ……]

Do not use the word 'question' twice

iii. After a new manager was appointed, profits began to improve.

[Begin: *Subsequent*……]

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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 4

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

1) Read the following passage and answer the questions that follow.

In case you've ever wondered how much time your daughter spends taking selfies, a poll in 2015 found that the average woman between 16 and 25 years old spends over five hours a week. It sounds like a lot unless you've tried to take selfies yourself and know what an elaborate process it can be. Women take an average of seven shots to get one image, according to the poll; Kim Kardashian said it takes about 15 to 20. Then there are the filters, not to mention real-life alterations like changing lighting or touching up makeup. There are also apps you can use for more drastic procedures like changing your bone structure, slimming your waistline, erasing pimples, and more.

Selfies can be silly and lighthearted, of course, notes Alexandra Hamlet, PsyD, a psychologist at the Child Mind Institute. But she also recognizes the darker side, when photos become a measure of self-worth. "With makeup, with retouch, with filters, with multiple, multiple attempts, it's almost like you're never going to stack up," says Dr. Hamlet, "And that is where I think it gets dangerous."

We're used to worrying about how girls will be affected by seeing too many air-brushed images of models in magazines or movies. But now young people themselves are the models and they're wielding their own image-editing software. This leads to a lot of self-scrutiny as they try to perfect their own images, and comparisons to the pictures their peers are posting. Experts are understandably worried about what this means for kids' self-esteem

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If you've been telling your daughter that she's beautiful just the way she is, she's getting a different message when she opens up *Snapchat* and sees filters and lenses that alter appearances. Pictures used to be final; now we have post-production.

Dr. Hamlet acknowledges that some of the filters are fun and distort in amusing ways, but also points out there's a so-called "pretty filter" on *Instagram* and *Snapchat*. Beautifying filters are used almost reflexively by many, which means that girls are getting used to seeing their peers effectively airbrushed every single day online. There are also image altering apps that teens can download for more substantial changes. *Facetune* is one popular one, but there are many, and they can be used to do everything from erase pimples to change the structure of your face or make you look taller. One app called *RetouchMe* gives your photo a "professional retouch" using a photo editing team for under a dollar. The possibilities can be overwhelming, particularly since girls know they are scrutinized on their appearance — as, of course, they are scrutinizing their peers.

Self-esteem often takes a hit when you start comparing yourself too much to other people, which is something social media seems to be made for. One study found that frequently viewing selfies led to decreased self-esteem and decreased life satisfaction. Another study found that girls who spend more time looking at pictures on Facebook reported higher weight dissatisfaction and self-objectification.

Parents who want to provide a healthy counterbalance to the pressures of social media can start by evaluating how they use social media themselves. Make sure you aren't talking too much about the pictures you post or see, or ask your children to take too many pictures. The occasional photo is fine, of course, but make a point of prioritizing being in the moment, too. "If you're taking your kid to a concert, don't allow them to film the whole thing and see it only through the eyes of the camera," says Dr. Hamlet. "That's reinforcing this concept that just being here is not good enough."

Questions

1. What shows that women take selfies seriously? **2mks**

2. Why does the author mention Kim Kardashian? **2mks**

3. Explain how selfies become harmful to those who take them. **3mks**

4. What do you think is the different message one's daughter gets when she opens Snapchat? **2mks**

5. Explain the relationship between self-esteem and social media. **3mks**

6. Rewrite the following sentences as instructed: **2mks**

i. "If you're taking your kid to a concert, don't allow them to film the whole thing and see it only through the eyes of the camera," says Dr. Hamlet. (Re-write in reported speech)

ii. Dr. Hamlet acknowledges that some of the filters are fun and distort in amusing ways, but also points out there's a so-called "pretty filter" on Instagram and Snapchat. (Replace the underlined words with suitable word)

7. Illustrate and comment on the effectiveness of quotation from authority. **2mks**

8. Explain the meaning of the following words and phrases as used in the passage: **3mks**

a) stack-up

b) overwhelming

c) self-esteem

2) EXCERPT: A DOLL'S HOUSE

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

Nora. What right have you to question me, Mr.Krogstad?–You, one of my husband's subordinates! But since you ask, you shall know. Yes, Mrs. Linde is to have an appointment. And it was I who pleaded her cause, Mr. Krogstad, let me tell you that.

Krogstad. I was right in what I thought, then.

Nora (*walking up and down the stage*). Sometimes one has a tiny little bit of influence, I should hope. Because one is a woman, it does not necessarily follow that–. When anyone is in a subordinate position, Mr. Krogstad, they should really be careful to avoid offending anyone who–who–

Krogstad. Who has influence?

Nora. Exactly.

Krogstad (*changing his tone*). Mrs. Helmer, you will be so good as to use your influence on my behalf.

Nora. What? What do you mean?

Krogstad. You will be so kind as to see that I am allowed to keep my subordinate position in the Bank.

Nora. What do you mean by that? Who proposes to take your post away from you?

Krogstad. Oh, there is no necessity to keep up the pretence of ignorance. I can quite understand that your friend is not very anxious to expose herself to the chance of rubbing shoulders with me; and I quite understand, too, whom I have to thank for being turned off.

Nora. But I assure you–

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Krogstad. Very likely; but, to come to the point, the time has come when I should advise you to use your influence to prevent that.

Nora. But, Mr. Krogstad, I have no influence.

Krogstad. Haven't you? I thought you said yourself just now–

Nora. Naturally I did not mean you to put that construction on it. I! What should make you think I have any influence of that kind with my husband?

Krogstad. Oh, I have known your husband from our student days. I don't suppose he is any more unassailable than other husbands.

Nora. If you speak slightingly of my husband, I shall turn you out of the house.

Krogstad. You are bold, Mrs. Helmer.

Nora. I am not afraid of you any longer. As soon as the New Year comes, I shall in a very short time be free of the whole thing.

Krogstad (*controlling himself*). Listen to me, Mrs.Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora. So it seems.

Krogstad. It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason–well, I may as well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora. I think I have heard something of the kind.

Krogstad. The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me–and now your husband is going to kick me downstairs again into the mud. **Nora.** But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

Krogstad. Then it is because you haven't the will; but I have means to compel you.

(a) Krogstad asks **four** questions just before this excerpt. Which are they? **(4mks)**

(b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. **(3mks)**

(c) "I was right in what I thought, then." What do you think Krogstad thought? **(2mks)**

(d) Describe **two-character** traits of Nora as brought out in the excerpt. **(4mks)**

(e) Rewrite the sentences according to the instructions given after each without changing their meanings. **(2mks)**

i. If you speak slightingly of my husband, I shall turn you out of the house.

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Use: Unless…

ii. So it seems. *supply a question tag*

(f) Highlight **two** themes evident in this excerpt. **(4mks)**

(g) "Then it is because you haven't the will; but I have means to compel you." How does Krogstad plan to force Nora to talk to her husband? **(3mks)**

(h) Write a word with the same meaning as each of the following words as used in the excerpt. **(3mks)**

i. Necessity **ii)** Pleaded **iii)** Influence

3) LITERARY APPRECIATION

Read the following poem and answer the questions that follow:

MUNICIPAL DUTY

She stood by the wares
Her child tied to the back
Nibbling a dry slice
While she haggled with customers,
As people milled by
To this and from that care,
With scary eyes.

With no warning
She had gathered
The sack across the chest
Darted off
Like an antelope who has seen a lion.

He raced after her
Wielding the municipal club
Knocking off pedestrians
In the municipal rush.

The child shrieked like a police siren
But he wasn't deterred
She looked behind
Gasping for scarce air
He only a step away.

Not caring for the lights she dashed into the street.
As he raised the rungu
The driver stepped on the brakes
The car skidded with momentum
Her mouth opened, dazed
But no sound came
Except the agonized crash
Of steel, flesh and macadam
Mashed
Leaving the uniformed phantom
Transfixed
Executing municipal duty.

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Questions

a) Explain briefly what happens in the poem. **4mks**

b) Who is the persona in the poem? **2mks**

c) Give evidence from the poem to show that the woman is poor. **2mks**

d) Identify an image used in the poem and comment on its effectiveness **2mks**

e) How is the askari's inhumanity brought out in the poem? **4mks**

f) What is the persona's attitude towards the askari in this poem? **2mks**

g) (i) She looked behind. Gasping for scarce air. (join the sentences using 'as') **1mk**

(ii) He only a step away. (Rewrite the sentence to make it complete) **1mk**

h) Explain the meaning of the following lines in the context of the poem. **(2mks)**

(a) "nibbling a dry slice"

(b) " Gasping for scarce air".

4) GRAMMAR

A. Rewrite each of the following sentences according to the instructions given. Do not change the meaning. **5mks**

i) I do not want to see you anymore, please leave. (Begin: I would rather…)

ii) He will not pass his examination until he realizes the value of hardwork (Begin: Not …)

iii) She was poor. She completed her schooling.

(Join into one sentence using the words:' in spite of')

iv) Mariam would have won the competition if she had done enough practice.

(Rewrite starting with 'Had …)

v) Lake Victoria is the largest lake in Africa.

(Rewrite using 'larger' instead of 'largest')

B. Join the following sentence using a present participle. **1mk**

The thief cut through the padlock. He opened the wooden door.

C. Fill in the blank spaces using the most appropriate preposition. **2mks**

i) He sits …….. at least six committees.

ii) The lazy live …….. the sweat of the diligent.

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D. Choose the correct pronoun from the options provided. **2mks**

i) Between you and ……. no other choice seems reasonable.(I/me)

ii) To …… (who/whom) are you sending this parcel?

E. Rewrite the following sentence below, replacing the underlined idiomatic expression with words of a similar meaning. **1mk**

i) Johnny had <u>the best of both worlds</u> because of his diverse heritage.

F. Fill in the blanks with the most appropriate form of the word in brackets **2mks**

i) Kenya Premier League is still plagued by fan …….. (hooligan)

ii) He was ……. (mischief) named in the scandal

G. Complete the following sentence using an infinitive formed from the verb in brackets **2mks**

i)…… (know) all is ……. (forgive) all.

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K.C.S.E EXAMINERS' PREDICION SERIES 1
QUESTION PAPER NO: 5

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

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

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students needed to follow two extra steps in the three strategic learning processes.

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily.

It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to

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success. Reviewing notes, in the way the young individual wishes, by him/ herself, or with a good friend, this will help him/ her to understand what has been learned in a way s/he understands. Lastly practice is a great way to memorize what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

Questions

a. What does the writer faults in the students thinking according to the first paragraph? **2mks**

b. Explain the three strategies that are key to success **6mks**

c. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten…..
Begin: If…….

d. The key to achieving academic success cannot be directly correlated to one specific area
Add a question tag **1mk**

e. Discuss the tone of the passage **3mks**

f. How, according to the passage, does practice help memorise what has been learned? **3mks**

g. Explain the meaning of the following words and phrases as used in the passage **4mks**

i) Detrimental
ii) Correlated
iii) Effectual
iv) Exceptional

2. Read the following excerpt and then answer the questions ;

Nora:Oh!yes,that one:this is another.I ordered it.Torvald must not know about it.
Rank:Oho!Then that was the great secret.
Nora:Of course.Just go to him,he is sitting in the inner room.Keep him as long as-
Rank:Make your mind easy,I won't let him escape.(Goes into Helmer'S room)
Nora(to the maid)And he is standing waiting in the kitchen?
Maid:Yes;he came up the back stairs
Nora:But didn't you tell him no one was in?
Maid:Yes,but it was no good.
Nora:He won't go away.
Maid :No;he says he won't until he has seen you,ma'am.
Nora:Well,let him come in-but quietly'Helen you mustn't say anythingabout it to anyone

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It is a surprise to my husband.
Maid:Yes ma'am.I quite understand.
Nora: the dreadful thing is going to happen.! It will happen in pite of me!No!no,no, it can't happen.It shan't.

Questions

i Explain what happens before this excerpt **4mks**
ii What does it 'refer to and what does it reveal about the character of Nora?
iii Identify and illustrate one type of irony in this excerpt. **2mks**
d) Who is being referred to s 'he'and why has he come? **3mks**
e) Torvald mustn't know it,(Add a question tag)
f) Identify one theme evident in the excerpt **2mks**
g) What dreadful thing does Nora fear might happen **4mks**
h) Describe the character of the maid
i)Explain the meaning of the following words and phrases **4mks**

i)Make your mind easy
ii)I won't let him escape
iii) It was no good
iv) Dreadful

3. POETRY

Read the following oral poem and answer the questions that follow:

One hand cannot manage work
A threshing stick cannot thresh millet with one hand
Some hands breed hatred at the eating time
Nobody hates being assisted
Let millet be threshed
Let it be threshed, let it be threshed

Cut a threshing stick for me
A lazy wife
Is taken back to her parents
When the rain fails
It blames the wind
And a lazy woman
Blames the threshing stick

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Cut a threshing stick for me – ii
My co – wife, cut me a threshing stick
You woman, owner of this occasion
Remember that work is the stomach
Take care not to starve us
The threshing ticks are sounding
Let the millet leave the threshing ground
(Adapted from *oral literature of the Embu and Mbeere* by CiarunjiChesaina)

Questions

a. What kind of oral poem is this? **3mks**
b. Identify and illustrate the oral features of this poem **6mks**
c. What does this poem tell us about the role and place of women in this community? **4mks**
d. According to this poem, which moral values were emphasized in this community? **3mks**
e. Explain the meaning of the following lines **4mks**
i. Some hand breed hatred at eating time
ii. Remember that work is the stomach

4. GRAMMAR

Complete the following sentences with the appropriate form of the word inbrackets3mks

i The election results were nullified because of the officers ……(partial)
ii. He walked ……..on the wet floor (caution)
iii. The …… (close) of the school dealt a huge blow to the students

a. Rewrite the following sentences as instructed 4mks

i. The coffee will be sold to the American dealer. The coffee will be sold to the Indian dealers. (combine into one sentence using 'either……..or)
ii. Kamau's car had lots of bhang. Kamau has been arrested. (join the two sentences into one using the most appropriate relative noun)
iii. The plane had just taken off when one of the passengers began to scream. (Begin; Scarcely……)

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iv. Musa could have passed the examination. Musa was regularly absent from school. (join into one sentence beginning; Were it not……

b. Fill in the blank spaces with the correct prepositions 3mks

i. He was sorry …….failing to turn up at the meeting.
ii. We were banned ……..bringing food to school
iii. He has been dealing…….hardware for a long time

iv. ***Replace the underlined words with phrasal verbs that begin with the words given in brackets 3mks***

a. Disagreeing with his parents was his worst mistake (fall)
b. The chairman cancelled the meeting. (call)
c. The teacher reprimanded the errant student (tell)

e. ***Explain the meaning of the underlined expressions in each of the following sentences***

a. My sister is an open – handed person.

b. Most people prefer to sit on the fence during a crisis

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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 6

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours
COMPREHENSION

Read the passage and answer the questions.

At the start of this week, 1.3 million people had officially died on account of Covid-19 world-wide. According to the World Health Organisation, another 55 million people had contracted the virus. It was a bitter-sweet week as far as efforts to battle the virus are concerned. On one hand was the great news of a second vaccine with a 95 per cent **efficacy** rate. We also saw leading capitals tighten travel, school ban and other containment measures as the second wave of the pandemic batters many regions

Locally, the situation seems to mirror the global positions, albeit on a less scale, but the numbers of fatalities and infections are rising. We have lost 1,300 compatriots, with 73,000 more having encountered the virus. A casual glance on our neighbourhoods, social media and obituary pages back this, suggesting the official tally might be conservative due to unreported cases. The occasional infection of a public figure reminding us that we are not out of the woods yet. Medics and scientist continue burning the midnight oil to understand Covid-19 better and its symptoms, or lack of them witnessed in different people.

Though clear patterns of symptoms in fever, fatigue, breathing difficulty and loss of taste and smell were identified early, the last few months have seen some patients report a wide range of unexplained signs like longer infection periods and mental challenges such as anxiety, memory problems even depression. Even more intriguing has been the **asymptomatic** cases and cases of certain people in a family contacting the illness while others remain healthy. Add that to the fact that, Africa appears to suffer disproportionately lower rates of infection and mortality, its dilapidated health systems notwithstanding.

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It is going to take time before someone can explain this incongruent picture. What is clear in the interim is that our world has dramatically changed, perhaps for the better. Traditionally, countries have spent **colossal** amounts of money building armies to deter global bullies. Now it appears potential threats to humanity must be re-assessed and budgets adjusted. It might be an unknown virus and not a nuclear bomb that will bring the world to its knees. The most secure nations are likely to be those with highly diversified risk registers and commensurate investment to build capacity to confront such.

The early travel bans and overflowing hospitals in the developed world was another rebuke to developing nations to prioritise health. The fact that some regions have been affected more than others is another sobering lesson. With the 21st century having experienced its fair share of protectionist tendencies and inward-looking policies, the pandemic has highlighted the need for concerted effort to ensure no part of the globe is left behind in modernising its health systems. Who knows, a future pandemic, may see the less affected regions serving as refuge centres and provide manufacturing hubs for drugs.

Perhaps it is time to build longer bridges and not towering walls. The pandemic has shone the spotlight on the place and role of global information systems and co-operation among nations. The future will likely be more secure if pandemics and other threats are reported early and containment measures quickly activated. Covid-19 has painfully reminded us of the dividend of tackling a problem early and at source, before it grows wings.

Questions

1. Why are the efforts to battle the virus bitter-sweet? **(2mks)**

2. What measures were put in place to contain the 2nd wave of infection? **(2mks)**

3. Explain these expressions as used in the passage; **(2mks)**

i) … not out of the woods yet **(ii)** Burning the midnight oil.

4. In note form what are the symptoms of Covid-19. **(3mks)**

5. Identify 2 instances of irony in the passage. **(4mks)**

6. In about 40 words, summarise the lessons the pandemic has highlighted. **(4mks)**

Rough draft & Final copy

7. Explain the meaning of the following words as used in the passage; **(3mks)**

i. Efficacy ii. Asymptomatic iii. Colossal

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A DOLL'S HOUSE EXCERPT

Read the excerpt below and answer the questions

Read the following excerpt and answer the questions that follows .

Mrs. Linde: (Smiles sadly and strokes her hair). It sometimes happens, Nora.

Nora: So you are quite alone. How dreadfully sad that must be. I have three lovely children. You can't see them just now, for they are out with their nurse. But now you must tell me all about it.

Mrs. Linde: No, no; I want to hear about you.

Nora: No, you must begin. I mustn't be selfish today; today I must only think of your affairs. But there is one thing I must tell you. Do you know we have just had a great piece of good luck?

Mrs. Linde: No, what is it?

Nora: Just fancy, my husband has been made manager of the Bank!

Mrs. Linde: Your husband? What good luck!

Nora: Yes, tremendous! A barrister's profession is such an uncertain thing, especially if he won't undertake unsavory cases; and naturally Torvald has never been willing to do that, and I quite agree with him. You may imagine how pleased we are! He is to take up his work in the Bank at the New Year, and then he will have a big salary and lots of commissions. For the future we can live quite differently —we can do just as we like. I feel so relieved and so happy, Christine! It will be splendid to have heaps of money and not need to have any anxiety, won't it?

Mrs. Linde: Yes, anyhow I think it would be delightful to have what one needs.

Nora: No, not only what one needs, but heaps and heaps of money.

Mrs. Linde: (smiling) Nora, Nora, haven't you learned sense yet? In our schooldays you were a great spendthrift. (Laughing) Yes, that is what Torvald says now. (Wags

Nora: her finger at her.) But 'Nora, Nora' is not so silly as you think. We have not been in a position for me to waste money. We have both had to work.

Mrs. Linde: You too?

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Nora: Yes; odds and ends, needlework, crotchet-work, embroidery, and that kind of thing. (dropping her voice) And other things as well. You know Torvald left his office when we were married. There was not prospect of promotion there' and he had to try and earn more than before. But during the first year he worked early and late; but he couldn't stand it, and fell dreadfully ill, and the doctors said it was necessary for him to go south.

Mrs. Linde: You spent a whole year in Italy, didn't you?

Questions

a) Place the excerpt in its immediate context. **5mks**

b) Identify three styles that are used in the excerpt. State their effectiveness. **6mks**

c) But 'Norah, Nora' is not so silly as you think. What proves that Nora has not been as silly as she was thought to be by many. **4mks**

d) What theme is brought out in the excerpt? **3mks**

e) What character traits of Nora and Mrs Linde are brought out in the excerpt? **4mks**

f) So, you are quite alone. (Add a question tag). **I mk**

g) What is the meaning of the following words as used in the excerpt? **2mks**

POETRY (20 MARKS)

Read the poem below and answer the questions that follow

CIVIL WAR
In this land
Graveyards have no markers
For blood flows freely
Into the gutter
Where corpses abide
In restless sleep

In this land
Kinship is long dead
And the insiders prevail
A neighbours hand
In darkness hidden
Stifles yet another victim's light.

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In this land
The window blows across the neglected fields
Promising yet another spectacle
Of hollowed eyes and pinched skins
Trudging and falling to the unyielding trains
Of self-destruction

In the air
The whiter dove
Flutter with change
And perhaps
It would be better if this symbol of peace
Were established in the souls of the people
In this land

Questions

a) What is the poem about? **(2mks)**

b) Who is the persona in this poem? **(2mks)**

c) Identify any two features of style used in the poem and explain their effectiveness. **(6mks)**

d) Describe the tone of the poem. **(2mks)**

e) Explain the significance of the last stanza in relation to the title of the poem. **(2mks)**

f) Give the meaning of the following lines as used in the poem. **(2mks)**

i) kinship is long dead

ii) stifles yet another victims light.

g) What is the attitude of the persona towards the subject matter? **(2mks)**

h) What is the mood of the poem? **(2mks)**

GRAMMAR (15 marks)

a) Rewrite the sentence below filling in the gap with the correct form of the word in brackets. **(1mk)**

Annah was scolded for the ……. (order) in her room.

b) Punctuate the following sentences appropriately **(1mk)**

In case of any disagreement the teacher said consult the principal

c) Underline the adjective in the sentence below and state whether it has been used predicatively or attributively. **(1mk)**

Your watch looks expensive

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d) Choose the correct word from those in brackets. **(1mk)**

(All over sudden/ all of a sudden)

……there was a loud bang on the door.

e) Rewrite the following sentence replacing the underlined idiomatic expression **(1mk)**

Advertising revenue in the new financial year has got off to a flying start.

f) Rewrite the following sentence using one word to replace underlined **(1mk)**

The workers jobs may be put at risk if you purchase the machine

g) Supply a question tag to the following statements. **(1mk)**

John hardly ever studies

h) Explain the ambiguity in this sentence. **(1mk)**

"Did you see the girls with a telescope?"

i) Combine the following sentence using a participle phrase **(1mk)**

I had seen the photographs of the place. I had no desire to go there.

j) Replace the phrasal verb underlined in the sentence below with one word that means the same. **(1mk)**

They fell out over the decision and hardly speak to each other anymore.

k) Rewrite the following sentence according to the instructions. (do not alter the meaning) **(1mk)**

This is the singer. Her songs are beautiful (join into one sentence using a relative pronoun)

l) Rewrite the following sentence using substitution. **(1mk)**

Neema passed with flying colours. Her sister Kinya passed with flying colours too.

m) Complete the following sentences with the correct order of adjectives in brackets. **(1mk)**

I used to drive car…….. (blue, old, German, expensive, saloon)

n) Fill the gaps with a suitable preposition. **(1mk)**

I am vexed……. her for stealing my books.

o) Fill in the blank spaces with the correct article. **(1mk)**

What is……. ewe?

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K.C.S.E EXAMINERS' PREDICION SERIES 1
QUESTION PAPER NO: 7

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

1. COMPREHENSION

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

Technology is basically the way we execute the discoveries of science and **blend** it with our own needs. Technology is a general term used to refer to the different tools, machines, and equipment we use in everyday life. These tools and equipment have been invented by man to make the tasks faster, easier and more comfortable.

Since the invention of the wheel and the use of microchips in computers and mobiles, technology has come a long way. Man has reached the moon and explored the outer space just because of the advancement in the aeronautics field. Even in primitive occupations such as agriculture, there have been so many technological advancements with modern tools such as traction engine and steam tractor technology which has helped us make progress.

Although there have been countless examples where technology has changed our lives, there are some which are considered as revolution for mankind. The technology used in the field of robotics is one such fine example. Nowadays robots are being used by people and industries all over the world for various purposes. They are also used in places which are otherwise considered harmful for humans thereby protecting us. One such area is the cleaning and managing of radioactive waste.

Artificial Intelligence (AI) is another field which is a classic example of the technological advancement man has achieved. Who could have imagined that a machine would be capable of thinking like us? That is what AI has been successful in doing. It is an intelligent machine capable of behaving like us. It can do activities such as problem-solving, planning, learning and

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even reasoning. Today AI is used in all major areas such as warfare, security, healthcare and communication. On top of this, it is far more efficient than us and has a lower rate of error.

Technology has its own importance in our lives. Without technological advancement, our lives would not be simpler and faster. The modernization that the world is witnessing today has all been possible because of the technological developments in different fields. Moreover, it has helped in reducing the risks people had to undertake in many sectors such as mining. With new tools available, the tasks are less risky and are more efficient as well.

Although technological advancements are important for us, it is also true that we seem to be over -dependent on them nowadays. The use of mobiles was meant to be able to keep in touch in difficult times. But now we see kids too much involved in the different applications on mobiles and killing their valuable time. In addition, many crimes have been reported through the misuse of digital technology. Also, it has been seen that many people lack the basic education required to ensure the proper use of the technology available today. In fact, most of them use it for the sake of fashion and hence end up misusing it. People have been so dependent on technology that they no longer want to do any kind of manual activity. Even for small works that can be done manually, people prefer to do it through technology. This has resulted in making humans mentally as well as physically dormant.

Technology is surely a **boon** for mankind. It is all the more important for the economic growth of a country. Modern technologies have in fact succeeded in reducing the human effort and the risk in doing a lot many things. But, still, it is for us to see how best we make use of the technology available to us.

While on one hand we can make use of technological advancements of nuclear energy to generate electricity and help many villages lighten us, on the other hand the same nuclear energy can be used to create bombs which can cause **mammoth** destruction. Similarly, robots and other technological advancements have served as a good servant to us but the moment it becomes the master it can wipe all humanity from the earth.

Questions

(a) What is technology according to the passage **(2mks)**

(b) State two prominent ways in which technology has changed lives according to the passage. **(2mks)**

(c) How has technology been important to human beings according to the passage? **(3mks)**

(d) How has advancements in the field of aeronautics changed this field? **(2mks)**

(e) Make notes on the drawbacks of technology. **(4mks)**

(f) Technology is surely a boon for mankind. **(1mk)**

Begin: Surely…….

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(g) Discuss the writer's mixed thought on technology? **(3mks)**

(h) Explain the meaning of the following words and phrases as used in the passage. **(3mks)**

i) Blend

ii) Mammoth

iii) Boon

2. A DOLL'S HOUSE EXCERPT

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

Read the extract below from DOLL'S HOUSE and answer the questions that follow.

Mrs. Linde: Still I think the sick are those who most need taking care of.

Rank: (shrugging his shoulders) Yes, there you are. That is the sentiment that is turning Society into a sick-house. (NORA, who has been absorbed in her thoughts, breaks out into smothered laugher and claps her hands).

Rank: Why do you laugh at that? Have you any notion what Society really is?

Nora: 'What do I care about tiresome Society? I am laughing at something quite different, something extremely amusing. Tell me, Doctor Rank, are all the people who are employed in the Bank dependent on Torvald now?

Rank: Is that what you find so extremely amusing?

Nora: (smiling and humming) That's my affair! (walking about the room) It's perfectly glorious to think that we have — that Torvald has so much power over so many people.

(takes the packet in her pocket) Doctor Rank, what do you say to a macaroon?

Rank: What, macaroons? I thought they were forbidden here.

Nora: Yes, but these are some Christine gave me.

Mrs. Linde: What! I ?-

Nora: Oh, well, don't be ashamed! You couldn't know that Torvald had forbidden them. I must tell you that he is afraid they will spoil my teeth. But, bah! — once in a way —That's so, isn't it, Doctor Rank? By your leave! (Puts a macaroon into her mouth) You must have one too,

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Christine. And I shall have one, just a little one — or at most two. (walking about) I am tremendously happy. There is just one thing in the world now that I should dearly love to do.

Rank: Well, what is that?

Nora: It's something I should dearly love to say. If Torvald could hear me.

Rank: Well, why can't you say it?

Nora: No, I daren't; it is so shocking.

Mrs. Linde: Shocking?

Rank: Well, I should not dvise you to say it. Still, with us you might. What is ti you would so much like to say if Torvald could hear you?

Nora: I should just love to say— Well, I'm dammed!

Rank: Are you mad?

Mrs. Linde: Nora, dear- !

Rank: Say it, here he is! Nora (hiding her packet) Hush! Hush! Hush!) HELMER comes out of his room, with his coat over his arm and his hat in his hand.) **Nora:** Well, Torvald dear, have you got rid of him?

Helmer: Yes, he has just gone.

Nora: Let me introduce you — this is Christine, who has come to town.

Helmer: Christine - ? Excuse me, but I don't know — Of course. School friends of my wife's I presume?

Mrs. Linde: Yes, we have known each other since then.

Nora: And just think, she has taken a long journey in order to see you.

Helmer: What do you mean? Mrs. Linde. No, really, I—

Nora: And when she heard you had been appointed manager of the Bank — she travelled here as quick as she could Torvald, I am sure you will be able to do something for Christine, for my sake, won't you?

Questions

a) Why does Mrs. Linde feel that those who are sick need taking care of? **4mks**

b) Identify use of symbolism in the excerpt. **6mks**

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c) Give Nora's traits brought out in the excerpt. **4mks**

d) What amuses Nora when she finds out that Helmer has so much power over many people? Explain **4mks**

e) What is it that Nora would dearly love to say? **2mks**

f) Hush! Hush! Hush! Identify the style used here. **2mks**

g) What happens immediately after the excerpt? **3mks**

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

TOUCH BY HUGH LEWIN

When I get out
I'm going to ask someone
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
And I've learned
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

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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 be touched
Again
And 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)

Questions

(a) Where do you think the person is? Briefly explain your answer. **(3mks)**
(b) What do you 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 used in the poem. **(2mks)**
i) Prodding
ii) Indifferent.
(g) What does the poet use to reveal about human need? **(4mks)**

4. GRAMMAR

(a) In the sentences below, use the correct form of the words in brackets**.** **(2mks)**
i) You will have to pay for the ……..……. of the house. (maintain)
ii) The support staff decided to wait for the outcome of the …….(deliberate)

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(b) Rewrite the sentences according to the instruction given without changing its meaning. **(2mks)**

i) A good thing about our small town is that the crime rate is low.
Begin:That……

ii) My father would not allow us to attend night parties under any circumstances.
(Begin: Under…..)

(c) Explain the difference in meaning of each of the following pairs of sentences. **(2mks)**

i) Even I attend the graduation ceremony
ii) I even attended the graduation ceremony

(d) Choose the more appropriate pronoun to fill in the blank spaces. **(2mks)**

i) Chebet thanked her aunt, from ……..she had received the phone. (whom, who)
ii) Either you or ……..will be the leader on the trail. (me, I)

(e) Rewrite by correcting the errors in the sentences. **(2mks)**

i) Lets decide whom will start the game.
ii) It's news are not difficult to understand

(f) Replace the underlined idiomatic expression using a single word. **(1mk)**

The student complained that her father was <u>close-fisted</u>

(g) Replace the phrasal verbs underlined in the sentences below with one word that means the same. **(2mks)**

i) It is wrong to <u>look down on</u> students from other schools.
ii) Bicoty <u>takes after</u> her father.

(h) Choose the correct order of adjectives in brackets to fill in the gaps. **(2mks)**

i) My……..……..laptop is very efficient.
(small, old, ugly, grey, Samsung)

ii) Oloisudori gave Resian an expensive ring in a ……...……. box.
(metal, square, small)

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K.C.S.E EXAMINERS' PREDICION SERIES 1
QUESTION PAPER NO: 8

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

Q1. COMPREHENSION PASSAGE (20MKS)

Read the following passage and 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 your energy, help you manage weight and ward off major illnesses?

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 flesh juice.

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And do you desire to relieve yourself of some baggage? Calcium is the latest weight - loss star to appear on the scene. Scientist 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 more weight and fat than did people on a low calcium diet -and again, both consumed the same number of Calories. Researcher* 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 calorie 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 up 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 disease at bay.

Questions

(a) From the information given in the first paragraph, how can you improve your life? **(2mk)**

(b) In not more than 35 words, summarize the effects of eating carbohydrates. **(4mks)**

(c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer. **(2mks)**

(d) In what two forms can antioxidants-'be consumed? **(2mks)**

e) "In fact nutritionists recommend that we eat five portions of fruits and vegetable a day." Rewrite the sentence above as a question without changing the meaning, beginning: Don't……... **(1mk)**

(f) What is the attitude of the author towards calcium as a weight-cutting measure? **(2mks)**

(g) According to the passage, how can you use up excess fat? **(2mks)**

(h) Identify an instance of irony in the passage. **(2mks)**

(i) Explain the meaning of the following words as used in the passage. **(3mks)**

a) Daunting –

b) Baggage –

c) Down to earth –

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2. *A Doll's House*

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

Read the extract below from DOLL'S HOUSE and answer all the questions that follow

Nora: Should? He did sign them.

Krogstad: I had left the date blank; that is to say, your father should himself have inserted the date on which he signed the paper. Do you remember that?

Nora: Yes, I think I remember—

Krogstad: Then I gave you the bond to send by post to your father. Is that not so?

Nora: Yes.

Krogstad: And you naturally did so at once, because five or six days afterwards you brought me the bond with your father's signature. And then I gave you the money.

Nora: Well, haven't I been paying it off regularly?

Krogstad: Fairly so, yes. But to come back to the matter in hand that must have been a very trying time for you, Mrs.

Nora: It was, indeed.

Krogstad: Your father was very ill, wasn't he?

Nora: He was very near his end.

Krogstad: And died soon afterwards?

Nora: Yes:

Krogstad: Tell me, Mrs Helmer, can you remember what day your father died? the month, I mean.

Nora: Papa died on the 29th of September. by any chance on what day of

Krostand: That is correct; I have ascertained it for myself. And, as that is so, there is discrepancy (taking a paper from his pocket) which I cannot account for.

Nora: What discrepancy? I don't know—

Krogstand: The discrepancy consists, Mrs. Helmer, in fact that your father signed this bond three days after his death.

Nora: What do you mean? I don't understand —

Krogstand: Your father died on the 29th of September. But, look here; your father has dated his signature the 2nd of October. It is a discrepancy, isn't it? (NORA is silent) Can you explain it to me?

(NORA is silent) It is a remarkable thing, too, that the words '2nd of October,' as well as the year, are not written in your father's handwriting but in one that I think I know. Well, of course it can be explained; your father may have forgotten to date his signature, and someone else may have dated it haphazard before they knew of his death. There is no harm in that. It all depends on the signature of the name; and that is genuine. I suppose, Mrs. Helmer? It was your father himself who signed his name here?

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Questions.

a) What is it that Nora claims to have signed? Explain. **4mks**

b) What does this excerpt reveal about Krogstad's character? **8mks**

c) Explain key theme brought out in the excerpt? **4mks.**

d) Why did Nora forge her father's signature? **4mks**

e) What is the meaning of the following words as used in the excerpt? **3mks**

- **I.** Ascertained
- **II.** Discrepancy
- **III.** Genuine

f) Papa died on the 29th of September (Add a question tag.) **2mks**

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

My grandmother

She kept an antique shop – or it kept her.
Among Apostle spoons and Bristol glasses,
The faded silks, the heavy furniture,
She watched her own reflection in the brass
Salvers and silver bowls, as if to prove
Polish was all, there was no need for love.

And I remember how I once refused
To go out with her, since I was afraid.
It was perhaps a wish not to be used
Like antique objects. Though she never said
That she was hurt, I still could feel the guilt
Of that refusal, guessing how she felt.
Later, too frail to keep a shop, she put
All her best things in one long, narrow room.
The place smelt old, of things too long kept shut,
The smell of absences where shadows come
That can't be polished. There was nothing then
To give her own reflection back again.

And when she died I felt no grief at all,
Only the guilt of what I once refused.
I walked into her room among the tall
Sideboards and cupboards – things she never used
But needed: and no finger-marks were there,
Only the new dust falling through the air.

- Elizabeth Jennings

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a) Identify the persona in the above poem. **(2mks)**

b) In note form, summarize what each stanza is talking about. **(4mks)**

c) Identify and briefly explain the use of any two images in the poem. **(4mks)**

d) What does the persona feel towards the subject matter? **(2mks)**

e) What do the following lines mean in the poem? **(2mks)**

"too frail to keep a shop"

"Only the new dust falling through the air"

f) Describe the tone the persona uses in the poem above. **(2mks)**

g) Explain the paradox in the line: **(2mks)**

-things she never used

But needed:

h) Explain the persona's sense of guilt. **(2mks)**

4 GRAMMAR

a) ***Fill in the blanks with the correct alternative from the choices given.*** **(2mks)**

i) Since the introduction of community policing in our estates_____ of theft have reduced. (Incidence / incident / incidents)

ii) An elephant looks after _____ calf. (it's / its)

b) ***Rewrite the following sentences as instructed.***

i) Someone is following us. (Rewrite in the passive voice)

ii) The victim and the neighbours did not speak to the reporters. (Begin; Neither .....)

iii) We light fire in the kitchen (Rewrite in past tense).

iv) Okoyo will not win the elections if he does not clear himself of the corruption charges. (Begin: unless .....)

c) ***Use the correct form of the word in brackets to complete each of the foI1owing sentences.*** **(3mks)**

i) Owino did not know that a tree had _____ (strike) his house.

ii) Nobody expected the company to make _____ (lose)

iii) The three _____ (passer-by) were arrested.

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d) ***For each of the following sentences replace the underlined phrasal verb with a word that has the same meaning*** **(2mks)**

i) I wished to meet him after classes yesterday but he didn't <u>show up</u>.

ii) After a hard day's work, I sat on an easy chair and <u>dozed off</u>.

(e) Provide the most suitable prepositions for the sentences below.

i) The soldier was punished_____ neglect of duty.

ii) The thief was disguised _____ an official from the Ministry of Education.

iii) They descended _____ a noble family.

iv) The doctor died _____Corona virus.

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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 9

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

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

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students needed to follow two extra steps in the three strategic learning processes.

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after It is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily. It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly correlated to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress on to students. Participating

In class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always helping the long run when reviewing

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for tests and exams. To sum it all up, strategic learning is the password for many academic achievements.

Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way he understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only been titled for a good mark, but also away to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies effectual for him/herself, and in extremely exceptional occasions even invent innovate new strategies.

Questions

(a) What does the writer faults in the students thinking according to the first paragraph? **(2mks)**

(b) Explain the three strategies that are key to success. **(6mks)**

(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. **(1mk)**

Begin if……

(d)The key to achieving academic success cannot be directly correlated to one specific area.

Rewrite the sentence adding a question tag

(e) Discuss the tone of the passage. **(3mks)**

(f) According to the passage, identify attributes that help a student become a successful learner? **(3mks)**

(g) Explain the meaning of the following words and phrases as used in the passage. **(4mks)**

i) Detrimental

ii) Correlated

iii) Effectual

iv) Exceptional

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2. **A Doll's House Excerpts**

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

Nora: (drops her cloak) Someone is coming now! (Goes to the door and listens.) No — it is no one. Of course, no one will come today. Christmas Day — nor tomorrow either. But perhaps— (opens the door and looks out.) No, nothing in the letterbox; it is quite empty.

(comes forward) What rubbish! Of course, he can't be in earnest about it. Such a thing couldn't happen: it is impossible — I have three little children. (enter the NURSE from the room on the left, carrying a big cardboard box)

Nurse: At last I have found the box with the fancy dress.

Nora: Thanks; put it on the table.

Nurse: (doing so) But it is very much in want of mending.

Nora: I should like to tear it into a hundred thousand pieces.

Nurse: What an idea! It can easily be put in order—just a little patience.

Nora: Yes, I will go and get Mrs. Linde to come and help me with it.

Nurse: What, out again? In this horrible weather? You will catch cold, ma'am, and make yourself ill.

Nora: Well, worse than that might happen. How are the children?

Nurse: The poor little souls are playing with their Christmas presents, but — Nora: Do they ask much for me?

Nurse: You see, they are so accustomed to having their mamma with them.

Nora: Yes, but, nurse, I shall not be able to be so much with them now as I was before.

Nurse: Oh well, young children easily get accustomed to anything.

Nora: Do you think so? Do you think they would forget their mother if she went away altogether?

Nurse: Good heavens! - Went away altogether?

Nora: Nurse, I want you to tell me something I have often wondered about how could you have the heart to put your own child out among strangers?

Nurse: I was obliged to, if I wanted to be little Nora's nurse.

Nora: Yes, but how could you be willing to do it?

Nurse: What, when I was going to get such a good place by it? A poor girl who has got into trouble should be glad to. Besides, that wicked man didn't do a single thing for me.

Nora: But I suppose your daughter has quite forgotten you.

Nurse: No, indeed she hasn't. She wrote to me when she was confirmed, and when she was married.
Nora: (putting her arms round her neck) Dear old Anne, you were a good mother to me when I was little.

Nurse: Little Nora, poor dear, had no other mother but me.

Nora: And if my little ones had no other mother, I am sure you would — What nonsense I am talking! (opens the box) Go in to them. Now I must You will see tomorrow how charming I shall look.

Nurse: lam sure there will be no one at the ball so charming as you, ma'am. (goes into the room on the left)

Questions

a) Why is Nora looking worried that someone might be at the door? **4mks**

b) The nurse reveals that she had to leave her daughter behind in order to serve as Nora's nurse. Explain the theme brought out from this revelation. **6mks**

c) What does this conversation between Nora and the Nurse foreshadow? **4mks**

d) Other than foreshadow, give another styles that is brought out in the excerpt **4mks**

e) Someone is coming now! (Change into a negative sentence). **3mk**

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

WHAT'S IMPORTANT IN LIFE?

The Years have passed by,
In the blink of an eye,
Moments of sadness,
And joy have flown by.

People I loved,
Have come and have gone,
But the world never stopped,
And we all carried on.

Life wasn't easy,
And the struggles were there,
Filled with times that it mattered,
Times I just didn't care.

I stood on my own,
And I still found my way,
Through some nights filled with tears,
And the dawn of new days.

And now with old age,
It's become very clear,
Things I once found important,
Were not why I was here.

And how many things,
That I managed to buy,
Were never what made me,
Feel better inside.

And the worries and fears,
That plagued me each day,
In the end of it all,
Would just fade away.

But how much I reached out,
To others when needed,
Would be the true measure,
Of how I succeeded.

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And how much I shared,
Of my soul and my heart,
Would ultimately be,
What set me apart.

And what's really important
Is my opinion of me,
And whether or not,
I'm the best I can be.
And how much more kindness,
And love I can show,
Before the Lord tells me,
It's my time to go.

By Pat Fleming

1. Who is the persona in the poem above? **(2mks)**
2. What subject matter is addressed in the poem? **(3mks)**
3. Give evidence from the poem suggesting that time has elapsed so quickly. **(3mks)**
4. Paraphrase verse 6 of the poem. **(2mks)**
5. Describe the attitude of the persona toward the subject matter. **(3mks)**
6. Identify and explain the stylistic device employed in the last verse of the poem. **(2mks)**
7. With old age, it's become very clear. Rewrite ending with: old age**)** **(1mk)**
8. Explain the meaning of the following as used in the poem. **(4mks)**

i) Plagued
ii) I stood on my own, through some nights filled with tears
iii) True measure

GRAMMAR 15 MARKS

A. <u>Fill in with the most suitable prepositions</u>

1. They acquainted Jean_____ Italian prepositions.

2. It was naive _____ you to ignore the doctor's prescription.

3. This team is good _____ its everyday work.

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B. <u>Punctuate accordingly</u>

1. she was young beautiful kind and intelligent.

2. china one of the most powerful nations on earth has a huge population.

C. <u>Rewrite according to instructions in brackets</u>

1. I met my friend while walking from home to school. (Begin with: Walking)

2. Who taught you Physics? (Rewrite in the passive)

3. I didn't give the money to my sister. I gave the money to my cousin.

(Rewrite using 'rather')

D. Having persevered, he bore fruits. (Rewrite using "**perseverance**")

E. Use the most appropriate form of the verb in brackets

1. What _____ the children doing when you last saw them? (to be)

2. I _____ appreciate his jokes. They were not funny. (to do)

F. Rewrite the sentences using the words in brackets

1. He said nothing useful. (anything)

2. Can anyone answer this question? (no one)

G. Fill with most appropriate collective noun

1. A _____ of soldiers received medals from the president.

2. A _____ of islands was submerged in the ocean when the cyclone occurred.

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K.C.S.E EXAMINERS' PREDICION SERIES 1

QUESTION PAPER NO: 10

ENGLISH
101/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
TIME: 2 ½ Hours

1.Comprehension (20marks)

Read the passage below and then answer the questions that follow

People must be careful the kind of personal information they post on sites. It is difficult to imagine life in what seems like a century ago without the internet and the cell phone. Just how did we manage our lives before the age of instant communication at a fraction of the cost of the landline? As a little child in 1960's, I could not visualize what my teenage sons do with technology today.

Could I have even dreamt of a cell phone, a device that I could have taken to school with me and been able to chat with my friends wherever I was and whenever I wanted? You know the answer. However, today's heaven of instant communication can easily turn into the hell of deadly sin. I mean quite literally.

Instant communication devices and portable entertainment products could of course be addictive to anybody, but such addiction can be particularly destructive to young people in school. They can distract students from homework and house chores. They can also damage ear drums. Think of the **ubiquitous** iPod which the youth equate to oxygen without which life is unsuitable!

I have even seen some grown men behaving like teenagers with iPods! Last year, a person was killed by a vehicle that spun out of control and hit him as he crossed the road somewhere in the

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United States. The footage showed clearly that the victim could have heard or seen the rogue vehicle had his ears not been plugged up to loud music.

While I do not want to sound like a Neanderthal, I nevertheless would like to reflect on the perils of this new gadgetry and technology. The first obvious point is that not all technology is good. Think of the A-Bomb for example, and you get my point.

I disagree with those who argue that it is not technology that is bad, but the users who misapply it. This is how some scientists justify their abdication of social responsibility. Thus we do not have to buy every little silly gadget that market puts out. Haven't you noticed that the companies always time the release of these gadgets to Christmas, or some other consumer holiday? They surely know how to apply peer pressure and pit children against parents as a marketing tool. Sometimes I wonder whether capitalism can be any more devious!

To be sure I cannot gainsay the benefits of new technologies. The computer and the internet are without doubt the greatest inventions of our age. Information and knowledge that was inaccessible just several decades ago is now a click away even in the remotest village in the world. And it is all quite cheap. Access to information and knowledge is being democratized in a way that was unthinkable just a few decades ago. Think about the revolution of the cell phone for the individual communication and business transactions. Landlines are becoming virtually obsolete. It is this revolution that should lift millions out of poverty in the near future.

But these advances come with perilous clouds over them. I particularly, I want to focus on social networking sites and the dangers of the instant transmission of information and images. We have known for a long time that the internet is the new Wild West where everything goes.
Countries that are afraid of democracy and dissent, like China or Syria, limit, monitor, control, censure or deny access to the internet. They claim they must keep at bay pornography and sexual predators like pedophiles who troll the interment with demonic schemes. These are real problems, but do not think that censorship is the answer. Cyber surveillance by law enforcement and the prosecution of these malignant forces is the only effective and civilized response.

But individuals must themselves act responsibly. Ultimately, the **pivot** of any democracy responsible citizen action. This is where parents, civil society and the media come in. Take Face Book, the wildly popular social networking site, for example. Some of the things I have seen there are downright stupid, dangerous, malevolent or just plain crazy. Teenagers on these sites sometimes communicate with imposters bent on luring the naïve to a dead end. How many times

have we seen reports of some 60-year-old pervert posing as a teen? Even scarier, how many times have we read about such rendezvous ending in a fatality? There are other less deadly, but very destructive dangers. Prospective employers are increasingly looking into social networking sites for personal information about applicants. Even some colleges are snooping around for information about prospective students. There are reports that some people have been rejected because of the personal information they posted to the sites. Such information has ranged from **lurid** pictures to abusive language.

This means that young folks must be very careful about posting intimate details including personal pictures and other personal data such as birth dates, personal ID numbers and home address on such sites. Such information about yourself can only hurt you if displayed for the entire world to see. Teenagers need to be particularly careful about the new fad of "**sexting**". This is an epidemic in New York among teenagers. Teens and other young people are sending nude pictures of themselves to their friends or lovers. A large number of such pictures have been shared widely beyond the intended audience. In one case, a child whose nude pictures were revealed took her own life. It can cause untold grief.

Questions

1.Why not censor modern technology? **(2mks)**

2.What is the purpose of a cell-phone? **(2mks)**

3.make notes on the dangers of modern technology. **(6mks)**

4.What is the attitude of the author towards modern technology? **(2mks)**

5.How do scientists justify their innovations. **(1mk)**

6.What is implied by the expression "perilous clouds" **(2mks)**

7.Write the following sentence in indirect speech. (**1mk)**

I wonder whether capitalism can be more devious!

8. Explain the meaning of the following words; **(4mks)**

i) Lurid

ii) Pivot

iii) Sexting

iv) Ubiquitous

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Read the extract below and answer the questions that follow. (25 marks)

Rank: Is there anything wrong?

Nora: No, no, not in the least. It is only something it is my new dress — Rank: What? Your new dress is lying there.

Nora: Oh, yes, that one; butthis is another. I ordered it. Torvald mustn't know about it —

Rank: Oho! Then that was the great secret.

Nora: Of course. Just go in to him; he is sitting in the inner room, Keep him as long as—

Rank: Make your kind easy; I won't let him escape. (Goes into HELMER'S room)

Nora: (to the MAID) And he is standing waiting in the kitchen?

Maid: Yes, he came up the back stairs.

Nora: But didn't you tell him no one was in?

Maid: Yes, but it was no good.

Nora: He won't go away?

Maid: No; he says he won't until he has seen you, ma'am.

Nora: Well, let him come in —but quietly. Hellen, you mustn't say anything about it to anyone. It is a surprise for my husband. Maid: Yes, ma'am, i quite understand. (Exit)

Nora: This dreadful thing is going to happen! It will happen in spite of me! No, no, no, it can't happen — it shan't happen! (She bolts the door of HELMER'S room. The MAID opens the hall door for KROGSTAD and shuts it after him. He is wearing a fur coat, high boots and a furcap.)

Nora: (advancing towards him) Speak low — my husband is at home.

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste then. What is it?

Krogstad: You know, I suppose, that I have got my dismissal.

Nora: I couldn't prevent it, Mr. Krogstade I fought as hard as a I could on your side, but it was no good.

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Krogstad: Does your husband love you so little, then? He knows what I can expose you to, and yet he ventures —

Nora: How can you suppose that he has any knowledge of the sort?

Questions:

a) Place the excerpt in its immediate context. **6mks**

b) What is it that Nora claims to be another that she ordered? What does it reveal about her character trait? **4mks**

c) This dreadful thing is going to happen! What is it that Nora fears will happen? **5mks**

d) What character trait of Nora is brought outin the excerpt? **4mks**

e) What is the presentation of Rank in the excerpt? **2mks**

f) What major theme comes out in the excerpt? **2mks**

g) What is the meaning of the following words as used in the excerpt? **2mks**

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

Advice to my son

The trick is, to live your days
as if each one may be your last
(for they go fast, and young men lose their lives
in strange and unimaginable ways)
but at the same time, plan long range
(for they go slow: if you survive
the shattered windshield and burning shell
you will arrive
at our approximation here below
or heaven or hell)

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To be specific, between the peony and the rose

Plant, squash and spinach, turnips and tomatoes;

beauty in nectar

and nectar, in desert saves

but the stomach craves stronger sustenance

than the homed vine.

therefore, marry a pretty girl

after seeing her mother;

speak truth to one man,

work with another;

and always, serve bread with your wine.

But son,

Always serve wine **(Peter Meinke)**

a) Who is the speaker in the poem. Illustrate your answer. **2mks**

b) In what circumstances do many young people die? Illustrate your answer from the poem. **4mks**

c) What do heaven and hell symbolize? **2mks**

d) Identify items in the poem that represent life's necessities on one hand and life's luxuries on the other. **2mks**

e) Identify and illustrate the use of the paradox in the poem. **3mks**

f) What does the persona mean by 'marry a pretty girl after seeing the mother?" **2mks**

g) The stomach craves stronger sustenance. (Rewrite using (What") 1mark

h) Give two meanings of each of the following words. 2marks

-Last……..

-Fast…....

i) Give the meaning of the last two lines. **2mks**

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4. GRAMMAR (15MKS)

a) Rewrite the following sentences according to the instructions given (6mks)

i) He will not be given a driving license. He passes the road test (Rewrite as one using'unless')

ii) The woman left the child with a neighbor and went to the market. (Begin: leaving….)

iii) The boys went to play in the field (underline the adverbial)

iv) He said that he had not insulted me. (Use: 'denied')

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

"These are juicy mangoes," Ken said.

f) You do not require to cheat to pass (1mk) (Supply a suitable question tag)

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

i. Property worth millions of shillings went up ……. flames.

ii. The three boys shared the bread ……...themselves.

iii. We should strive to live ……our means.

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

i. The audience was offended by the ……. (sense) of the speaker.

ii.The ……...(acquire) of a university degree is a great milestone to a student.

iii)Everyone should obey the law ……. (regard) of their position in the society.

d)Use the correct alternative to complete the sentences below (3mks)

i.Teaching ……(practice/practice) is not an easy job for teacher trainees.

ii.The prophet's ……. (prophesy/prophecy) was misleading to his audience.

iii.He ……. ((insured/ensured) his car with Madison.

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