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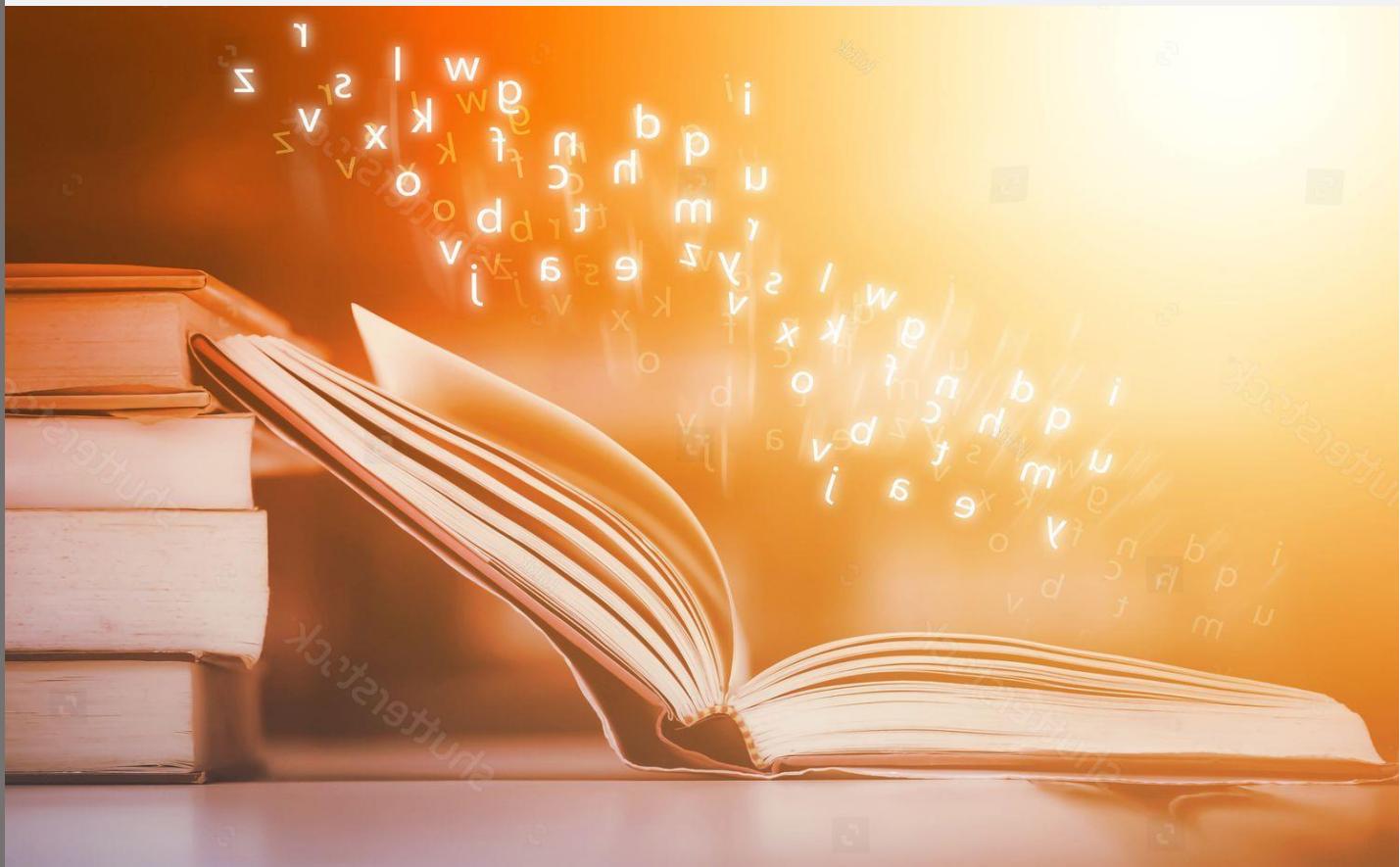
Kenya Certificate of Secondary Education (KCSE)



SMARTFOCUS LATEST PREDICTIONS 2024

ENGLISH

PREDICTION 1-15



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PREDICTION 1

PAPER 1

FUNCTIONAL WRITING (20 MARKS)

1. Imagine you are the President of the Student Council in your school. A member of the council applied for leadership training which is being sponsored by the County Government of Siaya under the newly created Student Mentorship Program. As the chairperson of the student council, they have written to you asking that you write a confidential report recommending her for the program. Write a letter directed to:

The Director,

County Mentorship Program,

P.O. Box 4200-00400

SIAYA.

2. CLOZE TEST (10 MARKS)

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

When you (1) a poem loudly you must use your (2) to enhance what your voice says. Do not allow your voice to (3) one thing while your body says (4) nothing or something entirely different.

Performance can be done (5) the following techniques which include (6) and non-verbal (7) These include stress, (8) intonation, falling intonation (9) pauses after commas. (10) is how fast or slow the reciter says the poem.

3. ORAL SKILLS (30 MARKS)

- a) **Read the poem below and answer the questions that follow.**

“The Debt” By Paul Laurence Dunbar

This is the debt I pay

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Just for one riotous day,
Years of regret and grief
Sorrow without relief

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

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

- i. Describe the rhyme scheme of the poem above and explain its function.

{2mks}

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

- ii. Apart from rhyme, identify and illustrate any other sound device used in the poem. {4mks}

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

- iii. How would you perform line one and two of stanza 1 {2mks}

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

- iv. How does the punctuation in the second stanza influence your reading of the poem {2mks}

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

- b) Identify the odd one out according the pronunciation of consonant and vowel sounds. {4mks}

- i. Tenth theme father mathematics
- ii. Measure leisure pleasure ledger
- iii. Raise razor bizarre race
- iv. Heir hair bare here

- c) Give words that are pronounced same as the ones given below. {4mks}

- i. Quay _____
- ii. Fir _____
- iii. Queue _____
- iv. Jews _____

- d) You have been invited to a neighboring school for a debating contest and you happen to be one of the speakers. What are some of the things you would do during the debate to ensure you are successful. {4mks}

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- e) Your class teacher has left you an assignment and instructed you to do it in groups. Being chairperson of your group, give three things you would do to ensure you lead a successful discussion. {3mks}

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

- f) Fill in the gaps in the following conversation to make it flow. {5mks}

Willy: Faith, I would like to invite you to a football tournament at Moi stadium tomorrow afternoon.

Faith: _____
Willy: Oh! Why is it that many girls are not football fan? Anyway, even if you don't enjoy the game, you might enjoy my company.

Faith _____
Willy: Thank you. that's nice of you to say. So, is it a deal then?

Faith: _____
Willy: And what condition is that?

Faith _____
Willy: But I don't like watching movies _____.
Faith: Boring? In that case then I will not accompany you to the tournament.

PREDICTION 1

PAPER 2

1. COMPREHENSION (20MKS)

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

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education. This demand is reciprocated by mismatched supply that is not focused on developing “**employable**” **skills** and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports-driven economies, but rather focus on skilled labour because their economic models have shifted to exporting value- added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio-economic transformation without the contribution of skilled manpower. Kenya seems to be **cognizant** of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work ready students. This is therefore a call to the government and their private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced. Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on “cramming” – reproduction of class notes in the exam papers compromise the quality of education. The results has been a **yawning** gap between the quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and other countries, human capital development, would become a key economic driver in our county. The government needs to partner with all stakeholders and come up with “**out of the box**”, holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond profits and prioritise equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels,

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it should now prioritise the development and implementation of a long-term growth strategy that focuses on quality, not quantity.

Questions

- a) What has created a huge demand for education according to the passage (2mks)

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

- b) What do the emerging economies rely on and why? (3mks)

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

- c) Indeed, emerging economies are no longer relying on cheap labour. (Rewrite adding a question tag). (1mk)

.....
.....

- d) What advice is given to those investing in education. (3mks)

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

- e) Why do we have emphasis on standardization in education. (2mks)

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

- f) In not more than 40 words, summarize the reason why the government and other sectors should partner in education. (5mks)

ROUGH COPY

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FAIR COPY
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g) Explain the meaning of the following words and expressions as used in the passage. (4mks)

i. Employable skills

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

ii. Cognizant

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

iii. Yawning

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

iv. Out of the box

1. Read the following excerpt and answer the questions that follow. (25mks)

Dr. Afolabi heard someone call him from behind. He stopped walking then turned to look. There she was! She wore a scarlet blouse, a black skirt, and red high heels. Who was she? She was not anyone he could remember. Perhaps she had called someone else.

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He looked around. No one else had stopped. That **made sense**: she had called his name. well, who was , and why had she chosen him?

She called again. “Dr. Afolabi! May I please have a word with you?” she asked. “With me?” he asked. “Are you sure?”

“I am sure all right, which means you will now follow me. This way please.” She led him to a corner with two chairs. So sit here” She indicated one of the two chairs.

“One minute is all I’ll take. Well, maybe I’ll take more, but five at most” She sat on the other chair.

“One minute, five minutes-where is the difference?” he **joked**. Then he sat as well.

“My name is McKenzie, “she began. Fiona McKenzie. First, let me thank you for agreeing to sit for this interview. Wait. Can I tell you something else first before I continue? You see, whenever I say my name is McKenzie, people look at me **quizzically**, silently demanding an explanation.”

“And the explanation, Ms. McKenzie, is what? He asked.

Questions

- a) Why do people look at McKenzie quizzically and demand an explanation? (4mks)

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

- b) From your knowledge the text, explain why Fiona wants to have a conversation with Afolabi who does not seem to know her. (3mks)

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

- c) Identify and illustrate three stylistic devices used in this excerpt. (6mks)

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

- d) For each of the following character, identify and illustrate one character trait. (4mks)

- i. Fiona
ii. Dr. Afolabi

.....
.....
e) She indicated one of the two chairs.

(Rewrite and add a question tag) (1mk)

.....
.....
f) From your knowledge of this set text, how important is Dr. Afolabi to Fiona in person? (4mks)

.....
.....
g) Explain the meaning of the following words and phrases as used in the excerpt. (2mks)
i. Made sense

.....
.....
.....
ii. Quizzically
.....
.....
.....

2. Read the following poem and answer the question below it. (20mks)

WESTERN CIVILIZATION

Sheets of tin nailed to posts
driven in the ground
make up the house

Some rags complete
The intimate landscape

The sun slanting through the cracks
Welcomes the owner

After twelve hours of slave
labour

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Breaking rock
Shifting rock
Breaking rock
Shifting rock
Fair weather
Wet weather
Breaking rock
Shifting rock

Old age comes early

A mat on dark nights
Is enough when he dies
gratefully
of hunger

Questions

- a) What is the poem about. (4mks)

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

- b) Identify and illustrate **two** features of style used in the poem. (4mks)

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

- c) What does the fifth stanza suggest about the work done by “he”. (2mks)

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

- d) What basic requirements does the ‘he’ in the poem lack? (3mks)

.....
.....

.....
.....
e) Why do you think the ‘he’ dies gratefully? (1mk)

.....
.....
f) Identify and illustrate **two** themes brought out in this poem. (4mks)
g) Explain the meaning of “Old age comes early” (1mk)

.....
.....
h) Give another word that means the same as hunger as. (1mk)

3. GRAMMAR (15mks)

a) Rewrite the following sentences according to the instructions given.
(4mks)
i) Tom did not go to church.
Mary did not go to church.
(Rewrite as one sentence beginning: Neither.....)

.....
.....
ii) “I am sick now,” Juma said.
(Rewrite in reported speech)

.....
.....
iii) You will not pass your examinations if you do not work hard
(Rewrite using (unless))

.....
.....
iv) You will accompany me on the trip if you behave well.

(Rewrite using “on condition that”)

.....
.....

b) Use the correct preposition to complete the following sentences. (3mks)

- i. Tonny was accused murder.
- ii. Philip was acquitted treason.
- iii. Omollo has been charged handling stolen property.

c) Rewrite the following sentences correctly. (4mks)

- i. Repeat again what you told me yesterday.

.....
.....

- ii. My friend hit the tree as he reversed back.

.....
.....

- iii. The meeting was held at 10.00 am in the morning.

.....
.....

- iv. In my opinion, I think there are too many public holidays.

.....
.....

d) Give **two** meanings of the following sentence. (2mks)

Visiting relatives can be boring.

- i.

.....

- ii.

.....

e) Replace the underlined words with one word that has same meaning. (2mks)

i. Jane passed out during athletics

.....
.....

ii. Hellen takes after her mother.

.....
.....

PREDICTION 1

PAPER 3

1. Imaginative Composition (Compulsory)

(20 marks)

Either

- (a) Write a composition beginning:

As I walked along the lonely path that evening, it was evident that I will reach home late...

OR

- (b) Write a composition that explains the saying:

“Pride comes before a fall.” (20marks)

2. The compulsory set text

(20 marks)

John Lara, The Samaritan

“Leaders who are motivated by greed subject their citizens to suffering”. Write an essay in support of this statement with reference to John Lara’s play *The Samaritan*.

3. The Optional Set Texts

Either

(a) The Short Story

A silent song and other stories Godwin Siundu (Ed.)

Failure to listen and heed good advice by people around us can result in suffering. Drawing your illustrations from Stanley Gazemba’s “Talking Money,” justify this assertion. (20 marks)

OR

(b) Drama

Adipo Sidang’ Parliament of Owls

“Women and people from minority groups can rise against all odds to bring change without necessarily using violence.” Basing your argument on Adipo Sidang’s *Parliament of Owls*, write an essay to support this statement.

Or

(c) The Novel

Kazoo Ishiguro, An Artist of the Floating World

War has a way of affecting property and people’s lives. Drawing examples from the life of Masaji Ono in Ishiguro’s. *An Artist of the Floating World*, write an essay to show the truth of this statement.

Page 1 of 1

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PREDICTION 2

PAPER 1

1.Imagine that you are the secretary of the Young Farmers Club in your school. You are intending to hold the end year meeting to plan for the activities for the coming year.

- a) Write the **notice** of the meeting which would be posted on the notice board. (10 marks)
- b) In the course of the year, you had two main activities: Raising money for starting a poultry farm and visiting Agricultural Show. Write a brief **report** on the club's activities of the year ended. (10 marks)

2. CLOZE TEST

(10 MARKS)

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

A bill of rights 1..... a written list of rights and freedoms 2.....citizens of a country. 3..... is designed to recognize, protect and preserve the dignity of 4..... It is therefore an important part of Kenya's constitution. The bill is guidance for 5..... that no citizen is treated unfairly. The right to life is a 6..... right. Every person has a right to live. The life of a person 7..... at conception. Abortion is, therefore 8..... permitted except in cases 9..... the life of a mother is in danger. It is therefore a 10..... to take another person's life. Every person is equal before the law.

3.Oral skills (30 marks)

There was a little man.

There was a little man
And he had a little gun
And his bullets were made of lead, lead, lead.
He went to the brook
And he saw a little duck
And he shot it right through the head, head, head.

He carried it home,
To his old wife, Joan,
And lit her a fire to make, make, make
To roast the little duck
He had shot in the brook
And he'd gone and fetch her the drake, drake, drake.
The drake was swimming,
With his curly tail,
The old man made his mark, mark, mark,

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He fired his shot,
But he fired too soon,
And the drake flew away with a quack, quack, quack.
(Anonymous)

a) Explain any **two** effects of repetition in the poem (2mks)

.....

.....

c) If you were to perform this poem, how would you retain the audience attention? (2 marks)

.....

d) How would you perform the last line of the poem.? (2 marks)

.....

e) Your school drama club plans to present a play in the fourth coming drama festivals. They are having a dress rehearsal for the rest of the school so as to get some feedback. Give **four** things that the audience needs to pay attention to: . (4 marks)

.....

f) Identify the word with the odd **sound** from the following sets of words on the basis of the underlined letters. (4 marks)

i) Albeit Albino Algebra Alley

ii) Erupt Escort Erode Erase

iii) Guide Guilt Guitar Guinea

iv) **Good** **Goof** **Goose** **Googly**

g) The following words have different meanings. Write two sentences for each to bring out two different meanings (3marks)

i) Refuse.....
.....
.....

ii) Protest.....
.....
.....

iii) Subject
.....
.....
.....

h) You attend a prize- giving ceremony in your school. When the chief guest is speaking, you notice that he is sweating profusely, inaudible and avoids eye contact with his audience. What could be the cause of such behaviour? (4 marks)

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

i) Complete the following telephone conversation.

Caller:(2mark)
.....

Secretary: May I know who I am speaking to?

Caller: I am Jane from the Kenya Commercial Bank.

Secretary: (1 mark)
.....

Would you mind calling again or do I take your message please?

Caller : (2 mark)
.....

Secretary : You are most welcome. I will tell her that you will call her tomorrow.

Caller: Thank you and bye.

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PREDICTION 2
PAPER 2

1.

(20 MARKS)

COMPREHENSION

Read the passage below and answer the questions that follow.

Human beings are social creatures. We need the companionship of others to thrive in life, and the strength of our connections has a huge impact on our mental health and happiness. Being socially connected to others can ease stress, anxiety, and depression, boost self-worth, provide comfort and joy, prevent loneliness, and even add years to your life. **On the flip side**, lacking strong social connections can pose a serious risk to your mental and emotional health.

In today's world, many of us rely on social media platforms such as Facebook, Twitter, Snapchat, YouTube, and Instagram to find and connect with each other. While each has its benefits, it is important to remember that social media can never be a replacement for real-world human connection. It requires in-person contact with others to trigger the hormones that alleviate stress and make you feel happier, healthier, and more positive. However, for a technology that is designed to bring people closer together, spending too much time engaging with social media can actually make you feel more lonely and isolated—and exacerbate mental health problems such as anxiety and depression.

Since it is a relatively new technology, there is little research to establish the long-term consequences, good or bad, of social media use. However, multiple studies have found a strong link between heavy social media and an increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts.

Social media may promote negative experiences such as the feeling of inadequacy about your life or appearance. Even if you know that images you are viewing on social media are manipulated, they can still make you feel insecure about how you look or what is going on in your own life. Similarly, we are all aware that other people tend to share just the highlights of their lives, rarely the low points that everyone experiences. But that does not lessen those feelings of envy and dissatisfaction when you are scrolling through a friend's airbrushed photos of their tropical beach holiday or reading about their exciting new promotion at work.

It also causes the Fear of missing out (FOMO.) While FOMO has been around far longer than social media, sites such as Facebook and Instagram seem to exacerbate feelings that others are having more fun or living better lives than you are. The idea that you are missing out on certain things can impact your self-esteem, trigger anxiety, and fuel even greater social media use. FOMO can compel you to pick up your phone every few minutes to check for updates, or compulsively respond to each and every alert—even if that means taking risks while you're driving, missing out on sleep at night, or prioritizing social media interaction over real world relationships.

A study at the University of Pennsylvania found that high usage of Facebook, Snapchat, and Instagram *increases* rather than decreases feelings of loneliness. Conversely, the study found that reducing social media usage can actually make you feel less lonely and isolated and improve your overall wellbeing. Human beings need face-to-face contact to be mentally healthy. Nothing reduces stress and boosts your mood faster or more effectively than eye-to-eye contact with someone who cares about you. The more

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you prioritize social media interaction over in-person relationships, the more you're at risk for developing or **exacerbating** mood disorders such as anxiety and depression.

About 10 percent of teens report being bullied on social media and many other users are subjected to offensive comments. Social media platforms such as Twitter can be **hotspots** for spreading hurtful rumors, lies, and abuse that can leave lasting emotional scars. Sharing endless selfies and all your innermost thoughts on social media can create an unhealthy self-centeredness and distance you from real-life connections.

If you're spending an excessive amount of time on social media and feelings of sadness, dissatisfaction, frustration, or loneliness are impacting your life, it may be time to re-examine your online habits and find a healthier balance.

Questions

a) How important is social connection according to the first paragraph? (2marks)

b) According to the author, why can interactions through social media never replace person-to-person interaction? (2marks)

c) Explain the irony in the second paragraph. (2marks)

d) In about 50 words, summarize the negative effects of excessive use of social media. (6 marks)

Fair copy

e) What in the passage shows that not all that glitters is gold? (2marks)

f) *Human beings need face-to-face contact to be mentally healthy.* Rewrite this statement in the **passive voice.** (1mark)

g) What is the **tone** of the passage? (2marks)

h) Give the meaning of the following words and expressions as used in the passage. (3marks)

- i) On the flip side _____
- ii) Exacerbating _____
- iii) Hotspots_____

2. EXCERPT (Fathers of Nations) 25 MARKS

Read the excerpt below then answer the questions that follow

The door to the bathroom opened. Fiona emerged and started walking but stopped. Her eyes had not adjusted to the darkness in the living room. "Where are you?" she asked.

"Over here" he said. "I have taken a couch in the living room. Go take the bed in the bedroom."

"You're acting as if you might have a wife," she said. "Do you?" "No, she divorced me last year."

"Did she?"

"Yes"

"Let's see now. You studied in America at a marriageable age."

"Let me guess." "Go ahead." "She is American."

"Who? Pamela?"

"Yes it is. And, yes, she is American. Enough about me now. Let's turn to you. Shouldn't your name still be Fiona McKenzie?"

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"Who told you it might have changed?" She started walking to the bedroom. Her eyes had adjusted to the only light.

"Why was the Liberian Mauler calling you Joy instead?" "It's local slang for streetwalker."

"He was calling you a streetwalker?"

"Yes, do you want me to draw a picture for you? Where are you from anyway? Mars?" "No, Nigeria. Married?"

"Me?"

The phone rang. He rose and answered the landline by the couch. When he ended the call, his mood had darkened.

"What's the matter?" she asked him. "You seem upset all of a sudden. Who was on the phone?"

"One Chineke Chiamaka," he said. "This man was claiming I chided him for being drunk, when all he had was a "Pepsi". He wriggled in his improvised bed to protest his innocence against that claim. "It beats me how he got my suite phone number in the first place," he added. "Anyway, I did not chide him. Why do people like to tell lies?"

Questions

- i. What happens immediately before this excerpt? 4 marks

- ii. Discuss two character traits of Abiola and one of Fiona McKenzie as brought out in the excerpt. 6 marks

-
- iii. people like telling lies? (Write in reported speech) Why do
1 mark
-
- iv. rang. Add a question tag (a) The phone
1 mark
-
- (b) No, she divorced me last year. (Rewrite in the passive)
-
-
- v. Highlight two themes raised in the excerpt. 4 marks
-
-
- v. illustrate two features of style used in the excerpt. Identify and
4 marks
-
-
- vii. Explain the meaning of the following words as used in the excerpt. 3 marks
- a. Streetwalker _____
- b. Wriggled _____
- c. Chided _____
- d. Darkened _____

3. POETRY (20 MARKS)

Read the poem below and answer the questions that follow.

Still I rise-Maya Angelou

You may write me down in history

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With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.
Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Out of the huts of history's shame, I rise
Up from a past that's rooted in pain, I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear I rise
Into a daybreak that's wondrously clear I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise I rise I rise.

Questions

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a) Explain what this poem is about? (3 marks)

b) Identify and explain the use of imagery in this poem (4 marks)

c) Explain the effectiveness of the rhetorical questions in the poem. (2 marks)

d) What do we learn about the people the persona is addressing? (4 marks)

e) What lesson do we learn from this poem? (2 marks)

f) What is the persona's attitude towards the people being addressed (3 marks)

g) Explain the meaning of the following phrases as used in the poem. (2 marks)

'Cause I walk like I've got oil wells

Pumping in my living room

4. GRAMMAR (15 MARKS)

b) Rewrite the following sentences as instructed. (4 marks)

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

ii) The victim and the neighbors did not speak to the reporters.

(Begin; Neither) i

ii) We lost the money in school.(Rewrite in simple present tense).

iv) Okoye will not win the elections if he does not clear himself of the corruption charges. (Begin: Unless) (B)

(b) Fill in the dash with the correct form of word in brackets. (4 Marks)

(i) I have eliminated _____ customs demanded by them. (numeral)

(ii) The oil spill did _____ harm to the beach. (repair)

(iii) Kipchoge openly criticized the plan as _____. (practice)

(iv) After the first few days of _____ the stalks are examined daily to test the progress of the retting. (immerse)

(e) Provide the most suitable prepositions for the sentences below. (4 marks)

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- 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.

D. Choose the correct pronoun from the options provided. (2 marks)

- 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 correcting the underlined idiomatic expression (1 mark)

- i) Johnny had the best of both places because of his diverse heritage.

PREDICTION 2

PAPER 3

1. CREATIVE WRITING (20MKS)

EITHER:

- 1a) Write a story beginning with the following statement:

... I was in a quagmire; I did not know what to do.

OR

- 1b) Write a composition to illustrate the following proverb:

“Life is not a bed of roses.”

2. COMPLUSORY SET TEXT. (20MKS)

THE SAMARITAN

People's lives can be greatly improved by technology. Write an essay to support this statement using *The Samaritan, by John Lara*

3. OPTIONAL SET TEXTS(20MKS)

Answer only one question in this section.

either

- a) Humans are deceitful in nature and can live in pretense before revealing their true nature. Write an essay in support of this statement using “**The Truly Married Woman.**”

or

- b) War has mostly negative outcomes. Using **Artist of the Floating World**, write an essay to justify this statement.

or

- c) Bad politics leads to bad life. Using **Parliament of Owls**, write an essay to show the truth of this statement.

PREDICTION 3

PAPER 1

Functional Writing (20 marks)

You are a member of the Writers club in your school. During the last meeting, you deliberate on how to come up with a Leavers Year Book. Members after lengthy deliberations settle on getting funds from the alumni. You are tasked with the responsibility of writing to the group requesting them to support your project. Write the communication you sent them.

2. Fill in the blanks with the most appropriate word. (10 marks)

The creative process takes time, so when you set a project aside for a few days or weeks, your mind can wander. That extra time spent mental wandering gives you the

..... (i) to come up with more creative, “divergent” ideas that enhance your project. Productive procrastination was (ii) liberating concept for me to learn, especially while struggling to write this work. Before I learnt about productive procrastination, I (iii) myself up constantly because I kept feeling burnt out, I had writers (iv) and I thought it meant I was a bad writer, lazy, (v)incapable. In truth, a creative process of (vi)magnitude just took time. (vii) mind needed breaks and time to wander. It took me seven months (viii) than I thought it would to finish and the book is a hundred times better for it (ix) you are not getting the results that you want, give the project some time, go (x)your energy somewhere else, and then come back later with fresh eyes.

3(i). Read the poem below and respond to questions based on it.

Death Be Not Proud

Death be not proud, though some have called thee

Mighty and dreadful, for, thou art not soe,

For, those, whom thou think'st, thou dost overthrow,

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Die not, poor death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures bee,
Much pleasure, then from thee, much more must flow,
And soonest our best men with thee doe go,
Rest of their bones, and souls delivery.
Thou art slave to Fate, Chance, kings, and desperate men,
And dost with poison, warre, and sickness dwell,
And poppie, or charms can make us sleep as well,
And better then thy stroke; why swell'st thou then?
One short sleep past, wee wake eternally,
And death shall be no more; death, thou shalt die.

- a) With illustrations, show how the writer has achieved rhythm. (4marks)

.....

- b) The poet exploits features that promote orality. Identify **two** such features in the poem above. (2 marks)

.....
.....

- c) How would you perform the line,
And death shall be no more; death, thou shalt die. (2 marks)

.....

- ii) Underline the silent letter in the following words. (3 marks)

- a) Cupboard
b) Soften

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c) Salmon

iii) Underline the syllable that would be stressed. (3 marks)

A common **mistake** we all make is thinking that people make a **deliberate** choice to procrastinate. Most people struggling with this problem feel like they have no control over it. They do not **understand** the real reason why people procrastinate.

iv) Indicate the intonation pattern that would be used on the words in bold. (3 marks)

- a) If you miss the **bus**, let me **know**.
- b) May I come **in**?
- c) You are new **here**.

v) You participate in an English facilitation but at the end of the session when requested to do a recap of the session, you only mumble a few things. State **four** things that would have made you be in such an awkward position? (4marks)

.....
.....

vi) your class is to present a poem during the Labour Day celebrations. What **three** factors would you put into consideration as you compose the poem that you would present during the celebrations? (3 marks)

.....
.....

vii) Provide expressions you would employ in the following situations. (3 marks)

- a) You want to correct an opinion put across by a speaker which you find misleading.

.....
.....

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- b) You are in a discussion and members of your team seem not to settle on a given point.
How would you come in so as to let the discussion carry on?
- c) One of your classmates interrupts your contribution before you are done with what you were saying. What would be your response to them in order to let you complete your statement.

.....
.....

viii) It is during an academic clinic in your school. You go to your class teacher who has never met your parent. Briefly describe how you would introduce your parent to your class teacher

(3 marks)

PREDICTION 3

Paper 2

1. Read the passage below and use it to answer the questions that follow. (20 marks)

In the quiet corridors of my memories, I reflect upon the winding path of my life, a journey that traversed the majestic peaks of the Himalayas and the intricate landscapes of the human heart. Born into a world of ancient traditions and spiritual devotion, my childhood unfolded in the serene hills of Tibet, where the air echoed with the chants of monks and the teachings of compassion filled the spaces between each prayer flag.

As a young boy, I discovered the profound wisdom embedded in the teachings of Buddhism, a philosophy that would become the guiding light of my existence. The fragility of life and the impermanence of all things became evident as I witnessed the shifting sands of political turmoil sweeping across the roof of the world. In the face of adversity, I embraced the responsibility that destiny bestowed upon me – to be not just a spiritual leader, but a symbol of hope for a people torn apart by the winds of change.

The exodus from my homeland in 1959 marked a painful chapter in my life, a forced departure from the sacred land that cradled the roots of my spiritual awakening. In the midst of upheaval, I sought refuge in the teachings of compassion and non-violence, principles that transcended borders and resonated with the universal quest for peace.

Through the corridors of time, I have witnessed the resilience of the human spirit and the indomitable power of love and understanding. The pages of my memoir bear witness to a life intertwined with the threads of compassion, a life dedicated to fostering harmony in a world often overshadowed by discord. As the echoes of the past reverberate in the chambers of my heart, I remain committed to the pursuit of a brighter future – a future where the tapestry of humanity is woven with threads of compassion, understanding, and a shared sense of responsibility for the well-being of all sentient beings.

a. Explain what characterized the environment of the narrator's upbringing? (2 marks)

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.....
.....

b. How did the teachings of Buddhism influence the narrator's early life? (2 marks)

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.....

c. In note form, mention what history has taught the narrator. (4 marks)

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d. Passivize this sentence: (1 mark)

In the midst of upheaval, I sought refuge in the teachings of compassion and non-violence, principles that transcended borders and resonated with the universal quest for peace.

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

Describe the challenge the narrator faced during the political upheaval in Tibet in 1959?

(2 marks)

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

e. Illustrate an instance of imagery used in the passage. (2 marks)

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.....

f. How does the writer describe the universal nature of the principles he embraced during difficult times? (1 mark)

.....
.....

g. Comment on the writer's quality of voice in the passage. (3 marks)

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.....
- h. Contextualize the meaning of the following phrases as used in the passage: (3 marks)
- i. Turmoil

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

Cradled the roots

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

ii. Sentient

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

The visitor reached for his coffee and took a sip. "More like it!" he said. "Nice and hot," he added. Then he turned to Comrade Melusi. "Your new business, how did it do?"

"I can't say it did well. Inflation was eroding incomes faster than they could grow. But I survived. I didn't live and work in as clean a suburb as I did before. I just could not afford the rent there anymore. No, I had relocated to a slum in a poor part of Harare. But, hey, I was alive."

He laughed, falsely. Sorrow was in his eyes. "Then there came Murambatsvina"

"Then there came what?" asked the visitor.

"Murambatsvina. It is Shona, meaning expelling the trash."

"Please go on."

"Bulldozers went from slum to slum evicting residents by tearing their homes to the ground. Murambatsvina expelled us, the trash, all right. We got no advance warning before or alternative accommodation after. Nobody cared whether we lived or died. We had to go. It did not matter where. Just go!"

"Did anyone explain why you had to leave?"

"The bomber tried to. Murambatsvina's real aim, he said, was to prevent disease and curb crime."

"Was that its aim?" Comrade Melusi belched. "Disease and crime increased instead. No, Murambatsvina had nothing to do with curbing of disease or crime. Its true aim was to punish us, the urban poor, for supporting opposition parties."

"Waiter come!"

- a) What happened immediately after this excerpt? (4 Marks)

.....
.....

- b) Identify two thematic concerns evident in the excerpt. (4 marks)

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

- c) What was the visitor's name? (1 Mark)

.....

- d) Apart from irony, identify and illustrate two styles used in the excerpt. (4Marks)

.....
.....

- e) Describe the mood in the excerpt. (3 Marks)

.....
.....

- f) Who is Melusi? (2 Marks)

.....
.....
.....
.....
g) Identify two character traits of the visitor. (4 Marks)

.....
.....
.....
.....
h) ‘Please go on.’ Add a question tag. (1 Mark)

Explain the meaning of the following words as used in the excerpt. (2 Marks)

Curb:

.....
.....

Inflation:

.....

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

THE WAR LORD

Cut, thrust, plunge

Slash, slit, stab

Starve, maim, shoot

Torch, burn, scar

The trumpets herald you with regal glory

Epaulettes glisten and medals gleam

Plunder, loot and steal

Blind, brand, rape

Curse, crush, kidnap

Smash, torture, kill

Your arrival is welcomed with carpets of steel

Ramrod backed your subjects hail you

Bind, bludgeon, bury

Garotte, impale, castrate

Order, imprison, enslave

Censor, cajole and destroy

Your scarlet cape billows as you sense fresh converts

Ever more shrill their praises grow.

Barren, bleak, blackened

Shattered, sterile, stricken

Torn, poisoned, defiled

Bloodied, entombed, rotting

The prize presented on some stolen silver

A maggot riddled remnant of a once serene world.

Questions:

- (a) Briefly explain what the above poem is talking about. (3mks)

.....
.....

- (b) What is the attitude of the persona to the warlord? Elaborate your answer. (3mks)

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.....
.....

c) Explain the relevance of having separated words for stanza one, three, five and seven. (3mks)

.....
.....

d) Explain the irony in the poem. (3mks)

e) What is the meaning of the following lines as used in the poem?

i) The trumpets herald you with regal glory.

Epaulettes glisten and medals gleam. (2mks)

ii) The prize presented on some stolen silver.

A maggot riddled remnant of a once serene world. (2mks)

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f) Apart from irony, which other stylistic device has been used in the poem? (2mks)

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g) How is the war Lord portrayed in the poem (2mks)

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4. GRAMMAR (15 Marks)

1. Rewrite the following sentences according to instructions given (4marks)

a. They wondered where the nearest gas station was. (Change into direct speech)

.....
.....

b. None of them is happy. (Supply a question tag)

.....

c. We were amazed that the child knew all those songs after all she was only four years old
(punctuate correctly)

.....

.....

.....

d. I believe they are now man and wife because they have been declared man and wife.
(Use substitution)

.....

.....

2. Indicate whether the verb in the following sentences has been used transitively or intransitively. (3marks)

a. He **knelt**.

b. He **took** many photographs.

c. The boys **hid** behind the kitchen.

3. Fill in the blanks with appropriate pronouns in the brackets. (3marks)

a. All the children came inside except.....(she/her)

b. Can you dance as well as (they/them)

c. Nobody but (he/him) was present.

4. Fill in the blanks with the correct form of the words in brackets (3marks)

a. It is (treason)to even imagine the death of a sitting president

b. The driver nearly caused a accident when the car rammed into a bus(fate)

c. His..... (pronounce) did not make sense to the audience.

5. Replace the underlined word with appropriate phrasal verb. (2marks)

a. His mother scolded him for breaking the window.

.....
.....

b. Jane was late, so she fabricated an excuse to avoid trouble.

.....
.....

PREDICTION 3
Paper 3

1. Imaginative Composition. (20mks)

Either

(a) Write a story ending;

.....but slowly it dawned on her that she had been duped.

Or

(b) Write a story to illustrate the saying: ‘Let not the pot call the kettle black.’

2. Compulsory Set Text (20mks)

John Lara, *The Samaritan*

The state of affairs in Maracas Municipality is to be blamed squarely on its leaders. Write an essay to bring out the validity of this statement basing your arguments on the play, *The Samaritan* by John Lara.

3. Optional Set Text. (20mks)

Godwin Siundu, ED. *A Silent Song and other short Stories.*

People who live in urban areas may face many hurdles in their struggle to survive. Write an essay to validate this, citing relevant illustrations from the short story, *Incident in the Park* by Meja Mwangi.

PREDICTION 4

Paper 1

1. Functional writing

You are a member of the Environmental Club in your school. Recently, the club held its Annual General Meeting. During the meeting, 8 of the 12 club members were present. Two members including the secretary sent apologies while two others did not state their whereabouts. The club patron was present during the meeting. Among the issues discussed during the meeting included; a farewell party for the leavers, recruitment of new members, planting of trees around the school and visiting a nearby conservancy. A member raised an issue from the previous meeting. The chairman has asked you to take down the minutes of the meeting.

Write down the **minutes** that you recorded. 20 marks

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

The biggest (1)..... facing education today include the low quality of human resources, the need to adapt to the fast-changing digital world, the discrepancy (2)..... classroom learning and the reality outside, and the transformation brought by new technologies. Schools are struggling to keep (3)..... with the progress of science and technology in the era of globalization, and there (4)..... a lack of interest and detachment of learners from the learning environment. (5)....., the education system needs to (6)..... learners for the future by endorsing essential capabilities and employing novel teaching and learning methodologies. There is a need to produce highly innovative graduates (7)..... can creatively apply outside-the-box solutions to global issues. Furthermore, the transformation brought by new technologies, such as artificial (8).....and big data analysis, is also a challenge for marketing education. Overall, (9).....challenges require improvements in the quality of human resources, the learning environment, (10).....the integration of new technologies in education.

3. a) Read the following poem and answer the questions that follow. (10 marks)

AFTER DEATH

The curtains were half drawn, the floor was swept.

And strewn with rushes, rosemary and may
Lay think upon the bed on which I lay
Where through the lattice Ivy-shadows crept.
He leaned above me, thinking that I slept
And could not hear him; but I heard him say,
“Poor child, poor child” and as he turned away
Came a deep silence, and I knew he wept.
He did not touch the shroud, or raise the fold
That hid my face, or take my hand in his,
Or ruffle the smooth pillows of my head;
He did not love me living; but once dead
He pitied me; and very sweet it is
To know he is still warm though I am cold.

By Christina Rosetta.

- (i) Identify any **two** pairs of rhyming words in the poem above? (2 marks)

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- (ii) Apart from rhyme identify and illustrate **two** other sound patterns in this poem

(2 marks)

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- (iii) How would you perform the following lines in the poem 2 marks

“Poor child, poor child” and as he turned away
Came a deep silence and I knew he wept.

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- (iv) If you were to recite the poem to an audience, how would you sustain their interest?

3marks

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(v) Comment on the significance of the comma and the semi-colon as used in the poem.

1 mark

.....
.....

- b) Supply another word that is pronounced the same as the ones below. (3 marks)

- (i) Whale
- (ii) Bow
- (iii) Days

- c) Underline the silent letters in the following words (3 marks)

- (i) Practically
- (ii) Gnat
- (iii) Raspberry

- d) Group the words below according to the pronunciation of the sound *a* 4 marks

dam, band, park, add, gasp, aunt, pack, father

.....
.....

- e) Imagine you are the School Captain of your school. Your teacher in charge of Guidance and Counselling requests you to move a speech to your fellow students highlighting the negative effects of drugs. Explain how you will deal with the fear and anxiety associated with the public speaking of this kind. 4 marks
-
.....

- f) Imagine you have been appointed as the chairperson of your group discussion. State **three** things you will advise your members to do before the discussion. (3 Marks)
-
.....

g) Read the telephone conversation below and answer the questions that follow.

Pritt: Hello, is Valentine there?

Mercy: Hello too, good afternoon to you, I am Mercy, Valentine's cousin. May I ask who is calling please?

Pritt: Oh, this is Pritt Heston, Valentine's classmate. I want to talk to him.

Mercy: I am sorry; Valentine just went out a few minutes ago. Would you like to leave a message or call...

Pritt: (clicking) Tell him he is such a disappointment, we were supposed to go to the movies today.

Mercy: Oh, I guess you will see him soon because he told me he's running to meet his friends.

Pritt: Oh, okay.

Mercy: Alright Pritt, thank you for calling. Bye.

(Pritt hangs up the phone)

- i) How has Mercy portrayed appropriate telephone etiquette in the above conversation?
(3 marks)

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.....
.....

- ii) Identify three instances of Pritt's lack of telephone etiquette in the above conversation
(3 marks)

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PREDICTION 4

PAPER 2

1. Read the passage below and then answer the questions that follow. (20 marks)

Good attitudes among players do not guarantee a team's success, but bad attitudes guarantee its failure. Attitudes have the power to lift up or tear down a team. In *The Winner's Edge*, Dennis Waitley stated, "The real leaders in business, in the professional community, in education, in government and in the home also seem to draw upon a special cutting edge that separates them from the rest of society. The winner's edge is not in a gifted birth, in a high IQ, or in talent. The winner's edge is in the attitude, not aptitude."

Unfortunately, I think many people resist that notion. They want to believe that talent alone (or talent with experience) is enough. But there are plenty of talented teams out there who never amount to anything because of the attitudes of their players. If you want great results, you need good people with great talent and **awesome** attitudes. When attitudes go up, so does the potential of the team. When attitudes go down, the potential of the team goes with it.

The second truth about attitudes is that an attitude compounds when exposed to others. There are a lot of things on a team that are not contagious: talent. experience. practice. But you can be sure of one thing: attitude is catching. When someone on the team is teachable and his humility is rewarded by improvement, others are more likely to display similar characteristics. When a leader is **upbeat** in the face of discouraging circumstances, others admire that quality and want to be like that person. When a team member displays a strong work ethic and begins to have a positive impact, others imitate him or her. People become inspired by their peers. People have a tendency to adopt the attitudes of those they spend time with—to pick up on their mind-sets, beliefs, and approaches to challenges.

Bad attitudes compound faster than good ones. There's only one thing more contagious than a good attitude—and that's a bad attitude. For some reason, many people think it's chic to be negative. I suspect that they think it makes them look smart or important. But the truth is that a negative attitude hurts rather than helps the person who has it. And it also hurts the people around him. A wise old baseball manager once remarked that he never allowed the positive players to room with the negative ones on the road. When he created the team's room assignments, he always put the negative ones together so that they couldn't poison anyone else.

Another truth is that attitudes are subjective, so identifying a wrong one can be difficult. Have you ever interacted with someone for the first time and suspected that his or her attitude was poor, yet you were unable to put your finger on exactly what was wrong? I believe many people have that kind of experience.

The reason people doubt their observations about others' attitudes is that attitudes are subjective. Someone with a bad attitude may not do anything illegal or unethical. Yet that person's attitude may be ruining the team just the same. Most bad attitudes are the result of selfishness. If one of your teammates puts others down, sabotages teamwork, or makes himself out to be more important than the team, then you can be sure that you've encountered someone with a bad attitude.

Finally, rotten attitudes, left alone, ruin everything. Bad attitudes should never be left unaddressed. You can be sure that they will always cause dissension, resentment, combativeness, and division on a

team. And they will never go away on their own if they are left unaddressed. They will simply fester and ruin a team—along with its chances for reaching its potential.

Because people with bad attitudes are so difficult to deal with and because attitudes seem subjective, you doubt your own **gut reaction** when you encounter a "bad apple." After all, if it's only your opinion that he or she has a bad attitude, then you have no right to address it, right? Not if you care about the team. Rotten attitudes ruin a team. That is always true. If you leave a bad apple in a barrel of good apples, you will always end up with a barrel of rotten apples.

Adapted from *The 17 Indisputable Laws of Teamwork* by John C. Maxwell

- a) What is a relationship between attitudes and the potential of the team? (2 marks)

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.....

- b) What illustration does the writer give to show that attitudes are subjective? (2 marks)

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- c) Explain why the author has put the phrase "*bad apple*" between quotation marks. (2 marks)

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- d) What is the **tone** of this passage? Explain your answer. (3 marks)

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.....

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- e) In one sentence, explain the author's main argument in the last paragraph of the passage. (2 marks)

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- f) In about 50 words, **summarise** the truths about bad attitudes. (5 marks)

Rough copy

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Fair copy

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- g) Most bad attitudes are the result of selfishness. (*Rewrite adding a question tag*) (1 mark)

.....
.....

h) Explain the **meaning** of the following expressions as used in the passage. (3 marks)

(i) awesome

.....

(ii) upbeat

.....

(iii) gut reaction

.....

2. Paul B. Vitta, *Fathers of Nations*

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

“Well, such as precautions against male violence. Over two-thirds of women in this country witness it on other women or themselves. I’m not joking, Dad. That’s what the seminar instructor said.” Tuni turned to her mother.

“Mom, as a woman you should be showing me just a little more interest here.”

“And I am, Tuni.” Asiya sat up to show more of it. “Go on, Tuni, please.”

“She said that there are three reasons why women are easy prey.”

“Asiya knitted her brow into a question, “She?”

“Yes, Mom, the seminar instructor was a woman. The first reason, she said, is lack of awareness of where we are. As women, we should always be keenly aware of where we are and of what is going on around us. The second reason is a look of weakness and helplessness. Instead of looking weak and helpless, we should appear strong and in control. The third reason is a temptation to stray. We should never walk into bad neighbourhoods, walk alone in alleys or take stairs when there are elevators.”

Professor Kimani leaned back in his chair. “Another slow day at the office, huh, Tuni?” he sneered. “Surely you knew all of that already.”

She glowered at him. “Dad, this isn’t about knowing.”

“Not?”

“It is about doing. It is about women protecting themselves against criminals, male criminals, “Dad.” She made this remark sound as if her father, another male, might be a criminal.

Asiya touched her gently in a calming gesture. “Don’t mind your father, Tuni. Now, what else did the instructor teach you?”

“You are not going to like it, Mom.”

“Oh? Why won’t I?”

“Because it’s about what you do, and yet you should not do it. After completing an **errand**- shopping or whatever- women like to get in their cars and, said the instructor, just sit there for a while. Don’t deny it, Mom. You do it, too.”

“No, I don’t.”

“Yes, you do.”

“I do not.”

“Never do it, Mom. A predator could be watching you. So, the moment you get in your car, lock all the doors and drive off at once. What if a predator has a gun and has cornered you before you get in?”

Asiya’s arms flew up in panicky surrender. “Tuni, stop it! The predator has a gun?” The arms rose higher. “Then you comply, Tuni. You do as he says.”

“Wrong.”

“Listen to me, Tuni; I’m your mother. You comply!”

“Mother...”

“Comply, I said.”

“Mom, our instructor explained why it makes sense to run away instead.”

“I don’t care what your stupid instructor said.”

“All right, Mom. Now, suppose you are driving with a predator seated beside you....”

Asiya **cringed**, “Tuni, I’m not sure I want to hear this.”

“Crash the car!”

“What? Tuni, are you out of your mind?”

“Crash it hard. This will immobilise the predator with surprise and allow you to escape.”

“But our family only has that dying old Toyota.”

“Yes. Crash it!” Tuni turned back to her father. “By the way, Dad, is there any chance of me using the car tomorrow?”

He winced. The question might well have been dirt that an enemy had shot into his face to mock him. He fumbled for an excuse but told the truth instead. “Our car is down again, “Tuni,” he said **lamely**. “I’ll have it fixed as soon as I get my next salary.”

Asiya was looking at him. Once she had seen him as a young man going places. Now she only saw an old man going nowhere. His very car has become a metaphor about him: it was going nowhere as well.

Later that evening, she offered him an idea. “Karanja, leave the university and go to greener pastures somewhere!” in the wounds this idea opened on him, she rubbed salt with a comparison: “Newborn left the university and went to greener pastures somewhere. Now look: he is an MP with four cars!”

This hurt.

- a) Describe what happens just **before** the events in this excerpt. (3 marks)

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- b) “Now she only saw an old man going nowhere.” Referring to what happens elsewhere in the novel, explain how Karanja was a man going nowhere. (3 marks)

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- c) What similarity does Asiya see between Karanja and the dying old Toyota? (2 marks)

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.....

- d) Identify and illustrate one **theme** that is brought out in the excerpt. (2 marks)

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.....
.....

- e) Identify and explain the use of **imagery** in the excerpt. (4 marks)

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.....

f) “Now she only saw an old man going nowhere.” (*Rewrite in reported speech.*) (1 mark)

.....

g) How are the following characters **portrayed** in this excerpt? (4 marks)

(i) Asiya

.....

.....

.....

h) “*This hurt.*” Referring to what happens immediately **after** this excerpt, explain why the writer says that this statement. (3 marks)

.....

i) Explain the **meaning** of the following words as used in the excerpt. (3 marks)

(i) errand

.....

(ii) cringed

.....

(iii) lamely

.....

-
3. Read the poem below and answer the questions which follow.

(20 marks)

Stalwart

Vagaries of this life can be
Tough and hard to fathom,
And yet have they conquered me?
Look how far I've come.

As I climb up its hill,
Slopes and **jagged edges** and all,
There are times I slip but still
At no time did I fall.

As I tread along its way
Sometimes I run into bends,
Stumbling blocks on some days
But never into dead ends.

As I sprint down its lane,
Hurdles seem to abound,
Yet the **tripping** now and again
Still can't bring me down.

Whims of life that lie in wait
Though I may not have a clue,
Firm is my will, strong is my faith.
My God will see me through.

By Abimbola T. Alabi

- a) What is this poem about? (3 marks)

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

- b) Cite examples from the poem to show that vagaries in life can be tough and hard. (2 marks)

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

c) How does the last stanza contribute to the overall message of the poem? (2marks)

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

d) Identify and illustrate one **trait** of the “I” evident in the poem. (2 marks)

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

e) Identify and explain the use of any two **poetic devices** evident in the poem. (4 marks)

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

f) What is the **mood** of this poem? Explain your answer. (3 marks)

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

g) What is the **message** of this poem? (2 marks)

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

h) Explain the **meaning** of the following expressions as used in the poem. (2 marks)

(i) jagged edges

.....

(ii) tripping

.....

4. **Grammar** (15 marks)

a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4 marks)

(i) The manager gave me a refund and a fifty percent discount on my next meal.

(Begin: Not only....)

.....

.....

(ii) The Cabinet Secretary made mistakes and unfortunately never rectified them.

(Begin: Mistakes....)

.....

.....

(iii) I love learning about speech marks said Florence excitedly (*Punctuate correctly*)

.....

.....

(iv) You will feel better if you take some medicine. (Begin: Unless...)

.....

.....

b) In each of the following sentences, **replace** the underlined expressions with one word that has the same meaning. (3 marks)

(i) If we do not plan well, our trip to Mombasa will fall through.

.....

.....

(ii) The protesting doctors say that they are not backing down until their demands are met.

.....
.....

(iii) As a result of the floods, the government has put back the reopening date.

.....
.....

c) Fill in the blank spaces with the **correct word** from the brackets. (3 marks)

- (i) This equipment has outlived (its, it's) usefulness.
- (ii) I knew I had met her (sometimes, sometime), but I could not remember when.
- (iii) The soldiers stood (all together, altogether) waiting for the plane.

d) Explain *two* possible **meanings** of the sentence below. (2 marks)

Students hate annoying teachers.

.....
.....

e) Fill in each blank space with the **correct word**. (3 marks)

- (i) I love sitting the beach at night.
- (ii) He climbed the roof to escape from the flash flood.
- (iii) There are many supermarkets this street.

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PREDICTION 4
Paper 3

Answer three questions only

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

Either

- a) Write a composition ending with the following words:*The events of that day will remain etched in my mind forever.*

OR

- b) Discuss how young people can use their talent for personal development.

- 2. Compulsory set text. (20 marks)**

John Lara, *The Samaritan*

In life, one must stand for something in order to gain something. Write an essay to validate this statement with close reference to Nicole in John Lara's *The Samaritan*.

- 3. Optional Set Text. (20 marks)**

- a) "Many individuals struggle with ghosts from their past." Write a composition with clear illustrations from the short story *Ghosts* by Chimamanda Adichie to validate this statement.

PREDICTION 5

PAPER 1

1. **FUNCTIONAL WRITING (20 MARKS)**

- a) Your cousin has read an advertisement in your local daily newspaper for the position of a library assistant in a public library. He advised you to apply for the job. Write a curriculum vitae for the purpose of applying for this job (12mks)
- b) Assume you have been offered the job as a library assistant. Write a thank you note to your cousin for his good advice (8mks)

2. **CLOZE TEST (10MKS)**

A.....1 was arraigned before the magistrate in the Kilimani law2
Yesterday afternoon. Aged about thirty-three, the man was3 of trespassing into his neighbor's4 and stealing oranges. The man however, pleaded not5. He claimed he did not even know Onyango, the complainant. He even6 having met him as he escaped with the oranges. The man7 laughter when he claimed he did not even take oranges as he is allergic to them. He said Onyango was trying to8 old scores with him by taking him to court. The magistrate ordered him to be9 in custody until proper10 were carried out.

3. **ORAL SKILLS (30MKS)**

A. Read the poem below and answer the questions that follows

Do not stand at my grave and weep

Do not stand at my grave and weep
I am not there, I do not sleep
I am in a thousand winds that blow
I am the softly falling snow

I am the gentle showers of rain
I am the fields of ripening grain
I am in the morning hush
I am in the graceful rush

Of beautiful birds in circling flight
I am the star shine of the night
I am in the flowers that bloom,
I am in a quiet room.

I am in the birds that sing
I am in each lovely thing
Do not stand at my grave and cry
I am not there. I do not die

(By Mary Elizabeth Frye)

1. Comment on the rhyme scheme of this poem (2mks)

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

2. Identify and illustrate any two sound patterns used in the poem above (2mks)

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

3. How would you say the last line of the poem (2mks)

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

4. With a reason, state the words you would stress in the first line of the poem(2mks)

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

- B. For each of the word given below, write down another word with similar pronunciation (4mks)

- i. Hire
ii. Guest
iii. Flour
iv. Plum

- C. Indicate the correct intonation for the following sentences (4mks)

- i. How did she travel to Nairobi?
ii. Can I take you home?
iii. You are the new student, aren't you?
iv. I have been working very hard for the coming examination.

- D. Your neighbouring school has invited you as a guest speaker to give a talk on drug abuse. At the end of the speech, the students commented that the talk was delivered. Give reasons why they commented so. (4mks)

.....
.....

- E. You have been invited to a very important interview. Explain briefly what you need to do before the occasion to ensure that you look presentable (3mks)

.....
.....

- F. We all have to give direction to other people from time to time, sometime we will have to write directions. However, we often have to give directions orally. What are some of the things you would mention to make the directions more accurate (3mks)

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

- G. Below is a telephone conversation between friends. Fill the missing parts (4mks)

Jane: Hello, may I talk to Judy please?

Judy:.....
.....

Jane: Oh, how are you? How have you been?

Judy:
.....
.....

Jane: I am very sorry, where was the accident?

Judy:.....
.....

Jane: Good to hear that your injuries were not too serious. You will pull through

Judy:.....
.....

Jane: We will visit you as soon as we can. Bye for now and I wish you a quick recovery.

PREDICTION 5

PAPER 2

1. *Read the passage below and answer the questions that follow.* (20 marks)

On Sunday, Eliud Kipchoge made world headlines again when he smashed his own world record with a time of two hours, one minute, and nine seconds in the Berlin Marathon. With that, he sliced 30 seconds off his previous best mark of 02:01:39 on the same course in 2018.

Kipchoge had run so fast that he crossed the line four minutes and 49 seconds ahead of his compatriot Mark Korir, time that could have seen him have a rapid shower and dried himself just as Korir came home. But there he was, saying, “ My legs and body still feel young, but the most important thing is my mind-and that also feels fresh and young.” The man might bring this thing below two hours before he turns forty.

The spectacular success of Kipchoge and other distance stars from Ethiopia, Uganda, Morocco, and others, is an **allegory** of the possibility of national progress and African global competitiveness. He and his ilk have succeeded because they have taken natural resources and opportunity and turned them into world-bearing products. It is something Africa is very bad at. The Democratic Republic of Congo is said to be the most resource-rich country, but it has done bugger all with it. It is one of the poorest countries and remains mired in conflict. If you have that much natural wealth, you can buy a lot of peace and stability with it if you are smart in its use; ask the Saudis, Emiratis, and Qataris.

There have been plans to build a Grand Inga Dam on the Congo River. Its potential can provide up to 40 per cent of the continent’s electricity needs. That would be more than twice the electricity generated by the most powerful dam in the world, The Three Gorges Dam in China. Nothing has happened. The Kipchoge treatment would have that dam up, and supplying power-cut plagued South Africa and Nigeria.

Until recently, Nigeria was Africa’s largest exporter of oil. But due to corruption and sabotage, it’s now fourth, behind Angola, Algeria and Libya. Save for Algeria, all the other three import refined petroleum products. And Nigeria and Angola are **plagued** by fuel shortages at the fuel

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pump. If Nigeria had a Kipchoge touch, it would be one of the world's leading exporters of refined fuel products.

Economists keep throwing figures about to show that Africa is de-industrialising. That could be because they are measuring the wrong thing. One of the biggest industries in Africa is whining and moaning about how Europeans, Americans, Chinese, the Gulf States, and everyone else is exploiting and rigging the global system against us.

Yes, global injustices and imperialist exploitation must be called out and resisted, but the payoff is in overcoming and bragging about it. Africa cannot continue blaming all its miseries on an evil world. Too many of us believe that it is possible to overcome the odds.

In 2019, Kipchoge demonstrated this in Vienna ineos marathon challenge. He clocked 1:59:40:02, something that had been seen as an impossibility to run a marathon under two hours. However, the historic result didn't toward an official marathon record, because he ran it under controlled near-laboratory conditions. He was the only competitor and had 41 pacesetters, divided into nine teams. That meant for every four kilometres plus, he had a fresh set of pacesetters. But, **the point had been made**.

If we were all Kipchoges, we would say Africa will be a world superpower and richest continent and just do it.

Questions

- a) According to paragraph one, what made Eliud Kipchoge to make world headlines?(1 mark)

- b) Why has Africa failed to develop, according to the passage? (2 marks)

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-
.....
.....
.....
.....
- c) Pick a line from the passage to show that Kipchoge is of advanced age. (1 mark)

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

- d) Explain one instance of irony in the passage. (2 marks)

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

- e) Nothing has happened.

Rewrite the sentence, supplying a question tag. (1 mark)

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

- f) Why did Kipchoge' s record of running under two hours in the Ineos 1:59 challenge fail to receive the marathon body' s recognition? (2 marks)

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

- g) Which common problem affects Nigeria and South Africa? (1 mark)

- -----

- h) Comment on the language use in paragraph six. (2 marks)

- i) What is the author's attitude on how African countries perceive their problems?(3 marks)

- j) From the passage, what is the secret behind Kipchoge and other African athletes' success?

(2marks)

- k) Explain the meaning of the following expressions as used in the passage. (3 marks)

i) Allegory

ii) Plagued

- iii) The point had been made
-
-

2. Paul B. Vitta, Fathers of Nations.

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

“ Tad,” said the cranky passenger as he was settling down in economy class, in a seat next to Dr Afolabi’ s. “ Tad Longway,” he added. His voice, deep, lingered on like the boom of a big drum. He held out a card.

Dr Afolabi took it. It said the man was a Director of Special Projects at the Agency for Governance and Development in Africa. “ Pleased to meet you, Mr Longway,” Dr Afolabi said. “ My name is Abiola Afolabi. I teach at the University of Ibadan, Nigeria.”

“ You gave an excellent keynote address the other day, Dr Afolabi,” said the cranky passenger. Sparks of earnestness were crossing his eyes, both crystal-green like toy marbles, confirming the compliment was sincere. “ Your keynote address at the Foundation for Democratic rule, I mean. It was brilliant.”

“ I’ m glad you liked it, Mr Longway,” Dr Afolabi said. His voice had become warm. “ You were there, then, Mr Longway?”

“ Yes, but back in the last row. As a mere spectator, I did not want to be obtrusive. Anyway, you were superb, Dr Afolabi. If you don’ t mind by adding this, I was more impressed by the points that the audience raised afterwards, during the question – and– answer period.”

Dr Afolabi felt the praise he had just heard turn into reproach. “ So what were those points, Mr Longway?” he asked. His voice was less warm.

“ Remember the guy from Grassroots International: short fellow, round of body and outspoken of manner? What was his name? It’ s on the tip on my tongue.”

“ You must mean the fire-eater who kept accusing me of looking for answers where I shouldn’ t even look,” Dr Afolabi said.

“ Exactly, that’ s our man. Yes, I thought he was right on point, Dr Afolabi. He too was unhappy with the present state.”

“ Wait, the present state of what?”

“ Africa.”

“ I don’ t understand.”

“ No problem: I’ ll spell it out for you. You see, Dr Afolabi, Africa, in its present state, has two new arrivals: corruption and impunity. The first is a crime the second protects from punishment, the second is another crime the first rewards with kickbacks. That is Africa in its present state. Now can it change?”

“ Tell me. *Can it?*”

“ Well, let’ s ask the Law of Will.”

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“ What?”

“ Unless there is will to change, there will be no change.”

Questions

- (a) Place this excerpt in its immediate context. (4 marks)

- (b) Discuss one character trait of Dr Afolabi and two of Tad Longway. (6 marks)

- (c) Highlight and illustrate two themes evident in this passage. (4 marks)

(d) Identify and illustrate two stylistic devices evident in this passage. (4marks)

(e) (i) Unless there is will to change, there will be no change. (Rewrite using “ if”) (1 mark)

(ii) It’s on the tip of my tongue. (Rewrite beginning: “ On...”) (1 mark)

(f) Explain the meaning of the following words and expressions as used in the excerpt. (5 marks)

i. Cranky

ii. Keynote address

iii. Obtrusive

iv. On the tip of my tongue

v. Kickbacks

3. Read the following poem and then answer the questions that follow. (20 marks)

My parents

My parents kept me from children who were rough.
Who threw words like stones and who wore torn clothes
Their thighs showed through rags. They ran in the streets-
And climbed cliffs and stripped by the country streams

I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms.
I feared the salt Coarse pointing of those boys
Who copied my lisp behind me on the road?

They were lithe, they sprang out behind hedges
Like dogs to bark at my world. They threw mud
While I looked the other way, pretending to smile
I longed to forgive them, but they never smiled.

Questions

(a) What is the poem about? (4 marks)

(b) Describe the character of the following: (4 marks)

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i) The speaker's parents

(c) Identify the persona. Illustrate. (2 marks)

(d) Describe the tone used in the poem. (3 marks)

(e) Identify and illustrate four stylistic devices used in the poem. (4 marks)

(f) What is the role of the parents as depicted in the poem? (2 marks)

.....
.....

(g) Explain the economic background of the children in the poem. (2 marks)

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

(h) Rewrite the following sentence replacing the word in bold with its opposite word.

And **climbed** cliffs and stripped by the country streams (1 mark)

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

4. GRAMMAR (15 MARKS)

- A. Rewrite the following sentences as instructed. Do not change the meaning.
(3 marks)
- i. Njoki did not know it was a dangerous vocation. (Rewrite using:
“ ...how...”)
-
.....
- ii. Someone saw Kirimi leaving the plane in Khartoum. (Begin: Kirimi...)
-
.....
- iii. She opened the window and a bat flew out. (End in: “ ...a bat.”)
-
.....

- B. Fill in the blanks with the correct form of the word given in brackets, (3 marks)
- Living in the(industry) part of the town can be very distressing.
 - The student was punished for treating the old lady(respect)
 - The mock examinations(analyse) has been completed.

- C. Use the correct order of the adjectives provided in brackets to complete the given sentences (3 marks)

- I enjoyed carrying my (metallic, heavy, rectangular) box every time we opened and closed school.
- Magoha married an (intelligent, American, young) woman.
- Please buy me a reasonably (cheap, big, purple) umbrella.

- D. Complete the following sentences with the appropriate collective noun. (3 marks)

- The cargo arrived at the port in a of ships.
- The teacher talked to a of girls from class.
- A of monkeys attacked the leopard.

- E. Replace the phrasal verbs underlined with one word similar in meaning.(3 marks)

- I will work hard to make up for the wasted time.

- Kipkorir takes after his grandfather

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.....
.....

iii. The project has really eaten into my savings.

PREDICTION 5

PAPER 3

Answer three questions only

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20 MARKS)

EITHER

- (a) Write a composition beginning with the following words

I woke up on Christmas day feeling excited.

OR

- (b) Write a composition on the negative effect of social media and explain how the youth can avoid its negative aspects.

2. PLAY, THE SAMARITAN By John Lara (20 MARKS)

- (a) Bad leaders will not escape punishment due to their evil deeds. Using illustrations from John Lara's The Samaritan, write an essay to support this statement.
- (b) Standing firm in doing what is right yields good results. Using Nicole, in John Lara's, The Samaritan, write an essay in support of this statement.

3. EITHER

- (a) The short story (A Silent Song and Other Stories)**

I. Some people can misuse the power in their hands and end up regretting when they lose it. With close reference to Naguib Mahfouz's story A Man of Awesome Power write an essay to justify this statement. (20 marks)

OR

II. Drawing illustrations from Meja Mwangi's, An Incident in the Park, write an essay to discuss the problems of urbanization. (20 marks)

OR

- (b) Drama –Adipo Sidang'-Parliament of Owls.**

Choices have consequences. With relevant examples from Sidang's Parliament of Owls, discuss the validity of this statement. (20 marks)

OR

- (c) The novel-Kazuo Ishiguro. An Artist of the Floating World**

War causes many negative results. Drawing examples from Ishiguro's An Artist of The Floating World, write an essay to show the truth of this statement. (20 marks)

PREDICTION 6

PAPER 1

1. You are the secretary of the Writers Workshop Club in your school. You hold the third meeting of the year to discuss the following agenda:

- a) Rehearsals for the inter-school writing competitions
- b) Production of the school magazine for the year
- c) A trip to one of the mainstream media houses
- d) A.O.B

During the meeting two members had earlier informed the chairperson that they would not be available.

One member did not attend the meeting and the club patron, Mr. Satya, was present.

Write the **minutes of the meeting.** **(20 marks)**

2. *Fill in the blank spaces in the following passage with the most appropriate word* *(10 marks)*

One evening, Mr. Hook (i)..... me to his flat for a drink. He (ii)..... invited another friend of his working with the Broadcasting Corporation and an Indian (iii)..... Zanzibar. It was then that I learnt why Mr. Hook had left the Navy. The trouble was his ears. (iv).....had gone wrong with the balancing mechanism inside the ear and movement made him go to sleep. On the same ground he wasn't allowed to drive. He would go to sleep (v)..... driving.

We had eats and lots of wine and the party was getting lively. Mr. Hook wrapped his scarf around the Indian fellow (vi)..... name I forget because the latter kept complaining that it was cold. Then something funny happened. At (vii)..... I thought that drink was the cause but I was proved (viii)..... Mr. Hook pulled the Indian and sat him on his lap. They started whispering what I later (ix)..... to be love words but my boss told me that he and the Indian sometimes talked Japanese. The broadcasting gentleman started parting me on the shoulder as we talked and I started to smell a (x).....

(Adapted from "Son of Woman" by Charles Mangwa)

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

The Seed Shop (*by Muriel Stuart*)

Here in a quiet and dusty room they lie,
Faded as crumbled stone or shifting sand,
Forlorn as ashes, shrivelled scentless dry,
Meadows and gardens running though my hand.

In this brown husk a dale of haw throne dreams; A
ceder in this narrow cell is thrust,
That will drink deeply of a century's dreams,
These lilies shall make summer on my dust
Here on their safe and simple house of death,
Sealed in their shells, a million roses leap; Here I
can blow a garden with my breath, And in my
hand a forest lies asleep.

- (i) Identify any two pairs of **rhyming words** in the second stanza of the poem. (2 marks)
- (ii) What is the **rhyme scheme** of the above poem? (1 mark)
- (iii) If you were to recite the above poem to an audience of people all new to you, what **three** things would you do to avoid unnecessary anxiety? (3 marks)
- (iv) How would you **perform** the last line of stanza two of the poem? (2 marks)
- b) In the following set of words, identify the **odd** one out. (4 marks)
- (i) Lions horses gorillas
(ii) Flour flower floor
(iii) Cats hens dogs
(iv) Paid laid said

- c) After a successful lesson on sound patterns in poetry, a form one student is trying to compose a poem with **alliteration**. He or she has come up with a list of the following words:

(i) Few unity shirt

(ii) Cease carrot phonic

(iii) One chalk when

(iv) Unimpaired own pew

(v) Kite chef youth

Advise the student on **five** pairs that **alliterate**. (5 marks)

- d) The following sentences contain a highlighted word. In each case, rewrite the sentences and use capital letters to identify the part of the word that is stressed to convey the intended meaning.

(3 marks)

(i) The cooperative society agreed that this year's **pro.duce** will all be put in the stores.

.....

(ii) The citizens **re.ject** the proposal on housing levy deductions from their incomes.

.....

(iii) One member denied that the minutes read by the secretary was a true **re.cord** of what was discussed.

.....

- e) Study the following situations and write down what you would say in each case. (3 marks) (i)

One of your classmates has been arrested for being drunk and disorderly.

.....

.....

(ii) You want to introduce a point during a discussion which contradicts what the other person has said.

.....

-
- (iii) When raising your hand in class to answer a question you accidentally poke your fingers into your deskmate's eyes.
-
-
- f) Your class teacher has appointed you to chair a class discussion on 'Youth and Drugs'. After the discussions your classmates comment that you steered the process very well. Write down **four** things you did right. (4 marks)
-

- g) Below is a **dialogue** between Gaudencia and Parpai who are both candidates.

Gaudencia: Parpai, I am worried about my performance in English, especially paper one **Parpai:** Ah! I am happy with mine in Physics. I scored A in the last exam.

Gaudencia: I really don't know what to do with English, may be...

Parpai: I don't like our Kiswahili teacher; she thinks she is the only one driving a Zubaru. My father said he would be buying one soon.

Gaudencia: (*Trying to bring him back to the topic*) Tell me Parpai, how do you revise English?

Parpai: Is that Benta? She promised to bring me a movie (*calling out*) Benta, Benta.

(Then runs after her)

What are the **shortcomings** of the dialogue above?

(3 marks)

PREDICTION 6

PAPER 2

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

Body shaming, as the name suggests, is shaming someone for their body shape or body type. It is a modern term recently **coined** and talked about, but body shaming in practice has existed for a very long time.

People have a definite notion of “beauty” which defines standards of skin colour, body dimensions, hair length, or the kind of clothes someone should or should not wear. People are always too thin, too fat, too tall, too short, too dark, or too fair for the society, and it has repercussions that are not even realised in everyday life. Body shaming affects mental and physical health in surprising ways- both for the person who is body shaming and the one who is being body shamed. Body-shamers do not spare anyone- be it celebrities or ordinary people. Hollywood celebrities like *Selena Gomez* have tasted the wrath of body shaming on social media. Both men and women are body shamed, but according to a 2016 study, women report consistent levels of body shaming while men start to report feeling more confident as they age.

What body-shamers do not understand is that this practice stems from a problem with their outlook and perspective, which could also be the reason for a mental disorder for themselves, not just for people who are being shamed. A body shamer may end up criticising his or her own appearance and have trouble accepting their own body for what it is. This may lead to a low self-esteem and self-confidence and they may have to pay the price for this by professional or personal failures. Similarly, when they body shame other people, the person being shamed might believe their remarks about their body which may shatter their confidence.

If body shaming is too frequent or has more impact due to any reasons, it may also lead to anxiety, depression, and social isolation. People with anxiety tend to overthink everything, and when it comes to remarks about their bodies, it is no different. Constant negative remarks may make people anxious to the extent that they suffer from panic attacks and depression phases.

Body shaming has been reported to lead to eating disorders like anorexia where a person starves themselves **obsessively** to lose weight if they are too fat, according to the conventional standard, or bulimia, the opposite, where a person eats obsessively to gain weight if they are too skinny. Anorexia can lead to dehydration, constipation, undernourishment or bloating. Bulimia is also reported to lead to similar effects.

Staying fit and healthy is one thing, but trying to fit into standards of other people that are defined by **unreal parameters** can lead to an even unhealthier life and body - physically, mentally, and socially.

- a) Identify the irony in the first paragraph of this passage. (2 marks)
- b) What are the challenges associated with body shaming implied in the second paragraph? (3 marks)
- c) **In your own words**, summarise the findings of the study conducted in 2016. (2 marks)
- d) Explain how body-shaming can reveal the mental state of the body-shamers themselves. (3 marks)

- e) In **about 30 words**, summarise the psychological effects of body shaming on the victims.
(6 marks)

Rough copy

Fair copy

- f) Why do you think is the significance of mentioning Selena Gomez in this passage? (1 mark)
- g) Explain the meaning of each of the following expressions as used in the passage. (3 marks)

i. coined

ii. obsessively

iii. unreal parameters

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

First, there was a loud crash. Some moving object had hit another moving object. A trailer hooked to a truck negotiating a turn at a roundabout had broken free, spun outward, and ended up on top of a minibus in an adjacent lane.

The drivers of both vehicles had then run away. They had done so to avoid mob justice. Now the passengers in the unlucky minibus were struggling to get out, except for one—a woman trapped in a seat.

A man had seen her on his way out. He tried to go back in and get her out, but all doors had jammed. He pulled a mobile phone out of his pocket and called the mystical number — 999 — to report distress and request help.

The hour was ten in the morning. Onlookers started arriving. First, they only gawked, fascinated by the spectacle of a trailer sitting on top of a minibus. Goodness, how did it get there! Later, their attention moved down to the woman trapped inside the minibus. "Look," said one onlooker. A beautiful girl was trapped in her seat.

She was still conscious. "She is fine, then," said another onlooker. "Come on," said the first onlooker. "A heavy trailer is sitting on her minibus, so how can she be fine?" When the onlookers became a crowd, they tried to push the trailer off the minibus.

They failed. Then a big van appeared...

QUESTIONS

a) Put this excerpt in its immediate context. (4 marks)

b) Give the character traits of the following: (6 marks)

The man

The onlookers

The drivers

c) From elsewhere in the novel, how does conflict arise between Kimani and Asiya over the death of their daughter? (4 marks)

d) How is dialogue significant in this excerpt? (4 marks)

e) Identify and explain one stylistic device used in the extract. (3 marks)

f) "The hour was ten in the morning." Rewrite this statement beginning with: (1 mark)

It

Explain the meanings of the following words as used in the excerpt. (3 marks)

Gawked

Fascinated

Conscious

3. Read the following poem and answer the questions that follow:

The Butterfly and the Bee by William Lisle Bowles

Methought I heard a butterfly
Say to a laboring bee;
"Thou hast no colors of the sky On
painted wings like me."

"Poor child of vanity! those dyes,
And colors bright and rare,"
With mild reproof, the bee replies, "Are
all beneath my care."

"Content I toil from morn till eve,
And, scorning idleness,
To tribes of gaudy sloth I leave
The vanity of dress."

- a) What is the theme of this poem? (3 marks)
- b) Other than use of direct speech, identify and explain three stylistic devices employed in this poem. (6 marks)
- c) Describe the character of the bee as portrayed in this poem. (4 marks)
- d) What is the tone of this poem? (3 marks)
- e) Explain the meaning of the phrase “*Are all beneath my care*” as used in the poem. (2 marks)
- f) What is the significance of the last three lines of this poem? (2 marks)

4 (a) *Rewrite the following sentences according to the instructions after each* (4 marks)

i. The choir is singing the song at the moment. (*Rewrite beginning: The song...*)

ii. Here is the politician. A lot has been written about him. (*Combine into one sentence*)

iii. “The patient was admitted last evening,” said the doctor. (*Rewrite in reported speech.*)

iv. I did not wash clothes. I did not cook (*Combine into one sentence using the word “neither”.*)

(b) *Explain two possible meanings of the following pairs of sentences:* (4 marks)

i. Assign them more demanding tasks.

ii. Happily they left.

(c) *Fill in the blank spaces with the correct alternative in brackets.* (4 marks)

i. This is one of the professors who (work /works) in the chemistry department.

ii. Neither the teacher nor the students (has/have) arrived. iii. The principal (advised/advised) the students to work hard.

iv. He painted his house with a view (of/to) selling it.

(d) *Fill in the blank spaces in the following sentences with the correct form of the word in brackets.*

(3 marks)

i. Correct all the (spell) words in this book.

ii. He surrendered the (president) of the club to his deputy.

iii. Memorize the (pronounce) of all the words in the list provided.

PREDICTION 6

PAPER 3

1. Imaginative Composition (20marks)

Either

a) Write a story to illustrate the saying: A bird in hand is worth two in the bush.

Or

b) Write a composition to show how children can be of help to their parents during school holiday.

2. The Samaritan; John Lara (20marks)

When a society elects selfish leaders, they bear the full brunt. Using examples from the Play *The Samaritan*, write a composition to show the truth of this statement.

3. Optional Set Texts (20marks)

Answer one question only

Either

Short Story; Siundu Godwin; A Silent Song and Other Stories

a) Traditional practices are meant to create order and harmonious co-existence. When anyone defies them, they bound to suffer. Drawing illustrations from Ng'maryo's story *Ivory Bangles*, write an essay to show the truth of this statement.

Or

b) Play: Adipo Sidang'; Parliament of Owls

Using specific examples from *Parliament of Owls*, write a composition to show that propaganda is a tool used by the leaders to perpetuate impunity.

Or

c) The Novel; Kazuo Ishiguro; An Artist of the Floating World

You cannot run away from your past. Drawing specific illustrations from the Kazuo's *An Artist of the Floating World*, write an essay to show the truth of this statement.

PREDICTION 7

PAPER 1

1. You are the manager of Quick Safaris Transport Company. Of late you've realized that the workers, mainly drivers and conductors have lost discipline, and this has made the company incur a lot of loss.
 - a) Write an internal memo to them, warning them of dire consequences if they do not change their behavior and attitude.
Some of the areas you wish to address are:
 - i. Punctuality
 - ii. Foul language
 - iii. Lack of courtesy
 - iv. Policy bribery
 - v. Any other relevant area from your observation (13 marks)
 - b) Design a Card inviting the workers to a motivational talk with an aim of changing their behaviour and attitude. (7 marks)

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

Poaching is increasingly (1) _____ a menace, not just in Kenya, (2) _____ also in other parts of the continent, (3) _____ a grave danger to the survival of various animal species particularly the elephant. Whereas, there have been (4) _____ to raise awareness about the danger posed by the menace, not enough has been done to (5) _____ it out and punish offenders.

As it is, poaching is becoming a crisis, threatening species like elephants, which are hunted (6) _____ for their ivory, rhinos which are targeted because of their horns and other game like lions.

The Kenya Wildlife Service has been doing well to combat (7) _____ but it appears that more is needed if the criminals (8) _____ to be stopped. If the killers have more sophisticated weaponry, then KWS must (9) _____ its game or call (10) _____ the military to assist.

3. ORAL SKILLS (30MKS)

Read the passage below and answer the questions that follow.

One afternoon, a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally the little did come along and she was carrying the basket of

food. “Are you carrying the basket to your grandmother?” Asked the wolf. The little girl answered, “Yes I am.” So the wolf asked the girl where her grandmother lived. When the girl told him, he disappeared to the woods.

When the little girl opened the door of her grandmother’s house, she noticed there was somebody in bed with a night cap and a night gown. She realized that it was the wolf, so the little girl took a gun from her basket and shot the wolf dead.

- i) If you were narrating this story, how would you ensure your audience remains glued to the story? (3 marks)

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- ii) How would you say the words of the girl and the wolf in your narration? (2 marks)

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- iii) How would you prepare yourself to effectively tell the story? (3 marks)

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- b)** Your class wants to put up a play. You have to decide which of the two plays among your set books to perform. Your teacher has asked you to lead a group discussion to choose one.

What will you do to make sure the discussion remains calm and constructive?
(4 marks)

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c) Provide homophones for the following words. (3marks)

i) Know.....

ii) Gate.....

iii) Bare.....

d) Write down the intonation you would use for each of the following utterances. (3marks)

I) Are we going to town today?.....

ii) Silence!.....

iii) The girl is coming today.....

e) Mary cannot bear children.....

i) Identify the above genre.(1mark)

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ii) Give the **two** possible meanings of the above (2 marks)

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iii) Give **one** function of the above genre. (1 marks)

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f) A speaker is on stage delivering a speech and gets interrupted during his presentation. What could have been the cause of the interruption (4marks?)

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g) Write down the silent letter or letters in the following words (4marks)

- i) Handkerchief
- ii) Debris.....
- iii) Rapport.....
- iv)Rendezvous.....

PREDICTION 7 PAPER 2

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

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the root of most tribal and racial misunderstandings. While we consider ourselves superior and exalt our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent, immoral, un-enterprising, and materialistic. The more different these people are from us, the stronger our condemnation.

But this outlook raises a key question – what are the criteria for making these judgments? In each society, customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as many parts of Africa, old people are held in very high esteem. Custom demands respect for the old, and in some cases, superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy a great deal of respect; they are consulted in decision-making and they continue to head their house holds even when their sons are grown up. We find it inconceivable that the people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet, for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture, often with enemies in pursuit. The old were a burden and if captured would be tortured to death; it was kinder to kill them.

A further example of apparently strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small, and domestic help is not readily available to care for the old. In an old people's home, they will have more company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create discord in the society, they are justifiable.

Variations abound in all forms of behaviour. What, for example is the standard form of greeting? For some of us, the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans, elaborate handshaking and exchange of courtesies may appear too ritualistic and a waste of precious time. The Baganda women kneel in greeting. Those sensitive about equality of the sexes may find this behaviour objectionable. The French hug and kiss when they meet friends – some Africans may find this embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity in talking about the international man- one who can travel to any corner of the globe equipped with international language, dress and manners. But shall become sufficiently internationalized so that we are no longer ethnocentric or shall we always remain intolerant?

- a) Why should we not condemn other people's customs? (2 marks)

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- b) State the advantages of increased speed of travel. (2 marks)

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- c) What does the writer achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia and Brazil (2 marks)

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- d) What is at the root of tribal and racial misunderstanding and why? (3 marks)

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- e) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old (2 marks)

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- f) What is the writer's attitude towards the treatment of old people among the nomadic tribes of Australia and Brazil (3 marks)

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- g) In not more than 40 words summarize the writer's evidence to prove that variations in behaviour abound (4 marks)

Rough copy

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h) Explain the meaning of the following words as used in the passage (2 marks)

- i) Root
- ii) inconceivable

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

"That's a bad idea, Mr. Longway. I'm a Gambian, Sir."

"All right, so you are a Gambian. Well, I am a South African. Now how has that helped advance world peace?"

"Sir, are you really a South African?"

"Yes, I am."

"This is the Gambia, Sir. Since the article you dropped looks valuable, you might never see it again, Sir. As a Gambian, I ought to know. Still, if you insist, I'll give it to the woman at the front desk."

"No, no, no. I've changed my mind. I'm coming down for it right away."

"That's a good idea, Mr. Longway. You'll find me standing near the phone booths. I'm wearing white shoes and a red dress with white polka dots. You will not miss me, Sir. But if you do, I won't."

"I'll be there in five minutes." He was there in three.

She spotted him first. "Sir, it's me you are looking for," she said. "Mr. Longway, I am Fiona McKenzie, the stranger who phoned you."

"Are you? You see, the picture I had formed of you in my mind was not black at all. Wait. That did not come out right, did it? I meant on the phone you sounded Scottish, white anyway. Goodness, what am I saying? Forget it. I am Tad. Tad Longway."

"I'm pleased to meet you, Sir. I am Fiona. Fiona McKenzie. She handed him something. "That's the article I was telling you about, Sir." It was a key card to her office at the VOA.

He looked at it. Then he gave it back to her. "Not mine," he said. "The tag says VOA, and I have no ties with the VOA."

"Then I interrupted your shower for nothing. Yet I can swear I saw you drop this very key card, Mr. Longway."

"Now, now, Ms. McKenzie. Don't go burn yourself at the stake just for this, okay? In fact, since you've gone to all this trouble for my sake, why don't you let me buy you a drink? It's time for my evening Martini anyway. So what's your poison?"

Questions

- a) Describe what happens just before this excerpt. (3 marks)

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- b) "That's a bad idea, Mr. Longway." What was Fiona referring to as a bad idea? (2 marks)

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- c) Identify and illustrate three features of style used in this excerpt. (6 marks)

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- d) Explain why Tad was surprised when he first met Fiona. (2 marks)

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- e) How has Ms. McKenzie been brought out in this excerpt? (4 marks)

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- f) Who is Mr. Longway and why was Fiona so interested in meeting him? (3 marks)

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- g) What happens after this excerpt? (3 marks)

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- h) Rewrite the following sentences according to the given instructions (2 marks)

i) He looked at it. Then he gave it back to her. (Write as one beginning: After...)

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ii) "Sir, it's me you are looking for," she said. (Rewrite in reported speech)

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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 undeserved promotion
That often mirage further and further
Making frustrate
Minds that should be content

It is a time of opportunity-
When one line makes a poet
And a little acquaintance or chance
Rockets one to 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 show it grows to eat,
Unaware of all that shapes her decade

Adapted from a poem by Joseph G. Mutiga

- a) Who is the persona in the poem? (2 marks)
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- b) Briefly describe what the poem is about. (4 marks)
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- c) Explain the significance of the first line in the poem. (2 marks)
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d) Identify two aspect of irony in the poem.

(2 marks)

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e) Apart from irony show the effectiveness of two features of style used in the poem
(4 marks)

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f) Describe the tone of the poem

(2 marks)

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g) Discuss two themes brought out in the poem.

(4 marks)

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4. a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning (4 marks)

- i) Sociologists think a poor background can lead to baby battering.
(Begin: Baby battering...)

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- ii) We know the kind of house we would like to build, all that remains is how to find the money required.
(Rewrite using the word “question”)

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- iii) We were very disappointed when only a handful of people turned up for the first meeting. (Begin: To our...)

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- iv) He gives most of his spare time to charitable work for the disabled.
(Use: “devote”)

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.....

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

- i) Kimani has not yet recovered from his _____ (dread) encounter with robbers.
- ii) Besides the men, Mau Mau also had several _____ (hero) who fought for our independence.
- iii) The couple has applied for a divorce over differences. (reconcile).

- c) Explain the difference in meaning of these sentences (2 marks)
- i) He painted his house during the weekend
 - ii) He had his house painted during the weekend

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- d) **Choose the correct word to fill in the blank spaces.** (3 marks)

- i) I came here with Don and(she ,her)
- ii) Between you and (I, me) who is more generous?
- iii) I can run faster than.....(him, he)

- e) Rewrite each of the sentences below correcting the mistake in it (3 marks))
- i) Running across the field, a thorn pricked my foot.

.....
.....

ii) He received a message from his mother but did not reply back

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

iii) She bought all what she required in the supermarket

PREDICTION 7

PAPER 3

Answer three questions only

1. IMAGINATIVE COMPOSITION (COMPULSORY)

(20 marks)

Either

- a) Write a composition to illustrate the saying:
“Rome wasn’t built in a day”

Or

- b) Write a composition explaining what can be done to effectively fight drug and substance abuse among the youth in Kenya.

2. THE COMPULSORY TEXT

(20 marks)

John Lara, *The Samaritan*

People who use their position of power for personal gains suffer when their actions are exposed. Citing relevant illustrations from John Lara's play *The Samaritan*, write an essay to support this statement.

3. THE OPTIONAL SET TEXTS

(20 marks)

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

Either

(a) The Short Story

Godwin Siundu (ed), *A Silent Song and Other Stories*

Some people end up suffering after they refuse to pay attention to advice or warning. Using relevant illustrations from *Talking Money* by Stanley Gazemba, write an essay to support this statement.

Or

(b) Drama

Adipo Sidang', *Parliament of Owls*

Citing illustrations from *Parliament of Owls* by Adipo Sidang', write an essay to show that arrogance leads to a downfall.

Or

(c) The Novel

Kazuo Ishiguro, *An Artist of the Floating World*

Parents always strive to impart their own ideas onto their children. Using relevant illustrations from Kazuo Ishiguro's *An Artist of the Floating World*, write an essay to justify this statement.

PREDICTION 8**QUESTION 1: FUNCTIONAL WRITING 20 MARKS**

Excelsior University Linguistics Department has advertised positions for research assistants to carry out a study on reading habits of the youth in Msomi County. Following your successful application, you receive an invitation to join the research team, and are informed to design a sample questionnaire to be used to collect data from respondents during the study.

a) Write a letter accepting the appointment, and find out the following:

i The commencement date of the study

ii The duration of the study

iii Terms and conditions of service

(12 marks)

b) Design a sample questionnaire to be used during the study

(8 marks)

QUESTION 2: CLOZE TEST**10 MARKS****Read the passage below and fill in each blank space with the most appropriate word.**

The world's biggest solar (1) _____ has come online in China, capable of powering a small country (2) _____ its annual capacity of more than 6 billion kilowatt hours.

The facility, (3) _____ a desert region of the north-west province of Xinjiang, covers 200,000 acres – roughly the same area (4) _____ New York City.

The 5GW complex, (5) _____ was connected to China's grid on Monday, is (6) _____ enough to meet the electricity demands of a country the size of Luxembourg (7) _____ Papua New Guinea.

China has (8) _____ the world in solar power adoption, boosting (9) _____ capacity in 2023 by more than 50 per cent. The new solar farm overtakes the Ningxia Teneggeli and Golmud Wutumeiren solar projects, which are (10) _____ also in China, to become the largest in the world.

QUESTION 3: LISTENING AND SPEAKING**30 MARKS****a) Read the story below and answer the questions that follow:**

At the beginning there was a huge drop of milk

Then Enkai came and he created the stone

Then the stone created iron;

And iron created fire;

And fire created water

And water created air.... air

And water created air

Then Enkai descended the second time

And he took five elements

And he shaped them into man

Bu man was proud

Then Enkai created blindness and blindness defeated man

But when blindness became too proud

Enkai created sleep, and sleep defeated bindness

But when sleep became too proud

Enkai created worry and worry defeated sleep

But when worry became too proud

Enkai created death, and death defeated worry

But when death became too proud

Enkai descended for the third time

And he came as Oleltin, the external one

And Oleltin defeated death.

Questions

- i Identify and illustrate **one** dominant feature that makes the above item oral. **(2marks)**

- ii What reaction would the last line of the story evoke in the audience? Explain. **(2marks)**

- iii If you were performing this story to an audience, why would it be important to maintain eye contact with them? **(3marks)**

- b) State the intonation pattern in the following sentences. (5marks)**

- i. What do you think took my book? _____
- ii. Can you help me? _____
- iii. Leave her alone! _____
- iv. There is always next time, isn't there? _____
- v. They have been working hard in school. _____

- c) In the passage below, replace the underlined words with the correct word of the same pronunciation.
(5 marks)

The Odyssey is a rip-roaring tale. In the course of his journey, Odysseus guides his ship through straights (1) and across stormy waters. On his root (2) homeward, he listens to the please (3) of his men as monsters seas (4), mall (5) and sleigh (6) them. Tied to the ship's massed (7) he hears the sirens' call. He consults the profit (8) and praise (9) to the gods, who constantly medal (10) in human affairs, often in response to their own minor jealousies about each other.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

- d) Your school is participating in a debate and the motion is “Parents should let children decide their own destiny.” How would you ensure that your arguments are convincing?

(3 marks)

- In a conversation, what clues do speakers use to signal that they are ready to become listeners?

(4 marks)

- e) During one of your club meetings, you are requested to introduce your new patron to the club members. Explain what you would do to carry out this task successfully.

(4 marks)

- f) Identify the stressed syllables in the following words by underlining them. (2 marks)

However

Realistic

PREDICTION 8 PAPER 2

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

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the root of most tribal and racial misunderstandings. While we consider ourselves superior and exalt our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent, immoral, un-enterprising, and materialistic. The more different these people are from us, the stronger our condemnation.

But this outlook raises a key question – what are the criteria for making these judgments? In each society, customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as many parts of Africa, old people are held in very high esteem. Custom demands respect for the old, and in some cases, superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy a great deal of respect; they are consulted in decision-making and they continue to head their house holds even when their sons are grown up. We find it inconceivable that the people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet, for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture, often with enemies in pursuit. The old were a burden and if captured would be tortured to death; it was kinder to kill them.

A further example of apparently strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small, and domestic help is not readily available to care for the old. In an old people's home, they will have more company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create discord in the society, they are justifiable.

Variations abound in all forms of behaviour. What, for example is the standard form of greeting? For some of us, the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans, elaborate handshaking and exchange of courtesies may appear too ritualistic and a waste of precious time. The Baganda women kneel in greeting. Those sensitive about equality of the sexes may find this behaviour objectionable. The French hug and kiss when they meet friends – some Africans may find this embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity in talking about the international man- one who can travel to any corner of the globe equipped with international language, dress and manners. But shall become sufficiently internationalized so that we are no longer ethnocentric or shall we always remain intolerant?

- a) Why should we not condemn other people's customs? (2 marks)

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- b) State the advantages of increased speed of travel. (2 marks)

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- c) What does the writer achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia and Brazil (2 marks)

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- d) What is at the root of tribal and racial misunderstanding and why? (3 marks)

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- e) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old (2 marks)

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- f) What is the writer's attitude towards the treatment of old people among the nomadic tribes of Australia and Brazil (3 marks)

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- g) In not more than 40 words summarize the writer's evidence to prove that variations in behaviour abound (4 marks)

Rough copy

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h) Explain the meaning of the following words as used in the passage (2 marks)

- i) Root
- ii) inconceivable

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

"That's a bad idea, Mr. Longway. I'm a Gambian, Sir."

"All right, so you are a Gambian. Well, I am a South African. Now how has that helped advance world peace?"

"Sir, are you really a South African?"

"Yes, I am."

"This is the Gambia, Sir. Since the article you dropped looks valuable, you might never see it again, Sir. As a Gambian, I ought to know. Still, if you insist, I'll give it to the woman at the front desk."

"No, no, no. I've changed my mind. I'm coming down for it right away."

"That's a good idea, Mr. Longway. You'll find me standing near the phone booths. I'm wearing white shoes and a red dress with white polka dots. You will not miss me, Sir. But if you do, I won't."

"I'll be there in five minutes." He was there in three.

She spotted him first. "Sir, it's me you are looking for," she said. "Mr. Longway, I am Fiona McKenzie, the stranger who phoned you."

"Are you? You see, the picture I had formed of you in my mind was not black at all. Wait. That did not come out right, did it? I meant on the phone you sounded Scottish, white anyway. Goodness, what am I saying? Forget it. I am Tad. Tad Longway."

"I'm pleased to meet you, Sir. I am Fiona. Fiona McKenzie. She handed him something. "That's the article I was telling you about, Sir." It was a key card to her office at the VOA.

He looked at it. Then he gave it back to her. "Not mine," he said. "The tag says VOA, and I have no ties with the VOA."

"Then I interrupted your shower for nothing. Yet I can swear I saw you drop this very key card, Mr. Longway."

"Now, now, Ms. McKenzie. Don't go burn yourself at the stake just for this, okay? In fact, since you've gone to all this trouble for my sake, why don't you let me buy you a drink? It's time for my evening Martini anyway. So what's your poison?"

Questions

- a) Describe what happens just before this excerpt. (3 marks)

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- b) "That's a bad idea, Mr. Longway." What was Fiona referring to as a bad idea? (2 marks)

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- c) Identify and illustrate three features of style used in this excerpt. (6 marks)

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- d) Explain why Tad was surprised when he first met Fiona. (2 marks)

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- e) How has Ms. McKenzie been brought out in this excerpt? (4 marks)

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- f) Who is Mr. Longway and why was Fiona so interested in meeting him? (3 marks)

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- g) What happens after this excerpt? (3 marks)

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- h) Rewrite the following sentences according to the given instructions (2 marks)

i) He looked at it. Then he gave it back to her. (Write as one beginning: After...)

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ii) "Sir, it's me you are looking for," she said. (Rewrite in reported speech)

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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 undeserved promotion
That often mirage further and further
Making frustrate
Minds that should be content

It is a time of opportunity-
When one line makes a poet
And a little acquaintance or chance
Rockets one to 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 show it grows to eat,
Unaware of all that shapes her decade

Adapted from a poem by Joseph G. Mutiga

- a) Who is the persona in the poem? (2 marks)
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- b) Briefly describe what the poem is about. (4 marks)
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- c) Explain the significance of the first line in the poem. (2 marks)
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d) Identify two aspect of irony in the poem.

(2 marks)

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e) Apart from irony show the effectiveness of two features of style used in the poem
(4 marks)

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f) Describe the tone of the poem (2 marks)

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g) Discuss two themes brought out in the poem. (4 marks)

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4. a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning (4 marks)
- i) Sociologists think a poor background can lead to baby battering.
(Begin: Baby battering...)
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.....
.....
- ii) We know the kind of house we would like to build, all that remains is how to find the money required.
(Rewrite using the word “question”)
-
.....
.....
- iii) We were very disappointed when only a handful of people turned up for the first meeting. (Begin: To our...)
-
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.....
- iv) He gives most of his spare time to charitable work for the disabled.
(Use: “devote”)
-
.....
.....
- b) Fill the blank spaces with the correct form of the words in brackets. (3 marks)
- i) Kimani has not yet recovered from his _____ (dread) encounter with robbers.
- ii) Besides the men, Mau Mau also had several _____ (hero) who fought for our independence.
- iii) The couple has applied for a divorce over differences. (reconcile).

- c) Explain the difference in meaning of these sentences (2 marks)
- i) He painted his house during the weekend
 - ii) He had his house painted during the weekend

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- d) **Choose the correct word to fill in the blank spaces.** (3 marks)

- i) I came here with Don and(she ,her)
- ii) Between you and (I, me) who is more generous?
- iii) I can run faster than.....(him, he)

- e) Rewrite each of the sentences below correcting the mistake in it (3 marks))
- i) Running across the field, a thorn pricked my foot.

.....
.....

ii) He received a message from his mother but did not reply back

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.....

iii) She bought all what she required in the supermarket

PREDICTION 8
PAPER 3

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20 MARKS)

EITHER

(a). Write a composition to illustrate the following saying: *You can never climb the ladder of success with your hands in the pockets.*

OR

(b) Write a composition on the negative effect of felling trees within your locality and explain how the youth can help in afforestation.

2. PLAY, THE SAMARITAN By John Lara (20 MARKS)

Loans that are procured by African leaders only help impoverish their citizens. Drawing illustrations from Paul Vitta's play *The Samaritan*, write an essay in support of the above statement.

3. EITHER

(a) The short story (A Silent Song and Other Stories)

Hostility meted by a parent against a child may end up destroying the child instead. Using the story *The Sins of the Fathers* by Charles Mungosi, write an essay in support of the above statement.(20 marks)

OR

(b) Drama – Adipo Sidang' - Parliament of Owls.

Choices have consequences. Illustrate the above statement using illustrations from Adipo Sidang's play *Parliament of Owls*. (20 marks)

OR

(c) The novel-Kazuo Ishiguro. An Artist of the Floating World

In a situations of war, a lot of people are subjected to untold suffering. Drawing examples from Ishiguro's An Artist of The Floating World, write an essay to show the truth of this statement. (20 marks)

PREDICTION 9

PAPER 1

1. **FUNCTIONAL WRITING (20 MARKS)**

- a) Your cousin has read an advertisement in your local daily newspaper for the position of a library assistant in a public library. He advised you to apply for the job. Write a curriculum vitae for the purpose of applying for this job (12mks)

- b) Assume you have been offered the job as a library assistant. Write a thank you note to your cousin for his good advice (8mks)

2. **CLOZE TEST (10MKS)**

A.....1 was arraigned before the magistrate in the Kilimani law2

Yesterday afternoon. Aged about thirty-three, the man was3 of trespassing into his neighbor's4 and stealing oranges. The man however, pleaded not5. He claimed he did not even know Onyango, the complainant. He even6 having met him as he escaped with the oranges. The man7 laughter when he claimed he did not even take oranges as he is allergic to them. He said Onyango was trying to8 old scores with him by taking him to court. The magistrate ordered him to be9 in custody until proper10 were carried out.

3. **ORAL SKILLS (30MKS)**

- A. Read the poem below and answer the questions that follows

Do not stand at my grave and weep

Do not stand at my grave and weep
I am not there, I do not sleep
I am in a thousand winds that blow
I am the softly falling snow

I am the gentle showers of rain
I am the fields of ripening grain
I am in the morning hush
I am in the graceful rush

Of beautiful birds in circling flight
I am the star shine of the night
I am in the flowers that bloom,
I am in a quiet room.

I am in the birds that sing
I am in each lovely thing
Do not stand at my grave and cry
I am not there. I do not die

(By Mary Elizabeth Frye)

1. Comment on the rhyme scheme of this poem (2mks)
.....

2. Identify and illustrate any two sound patterns used in the poem above (2mks)
.....

3. How would you say the last line of the poem (2mks)
.....

4. With a reason, state the words you would stress in the first line of the poem(2mks)
.....

B. For each of the word given below, write down another word with similar pronunciation (4mks)

i. Hire

ii. Guest

iii. Flour

iv. Plum

C. Indicate the correct intonation for the following sentences (4mks)

i. How did she travel to Nairobi?

ii. Can I take you home?

iii. You are the new student, aren't you?

iv. I have been working very hard for the coming examination.

D. Your neighbouring school has invited you as a guest speaker to give a talk on drug abuse. At the end of the speech, the students commented that the talk was delivered. Give reasons why they commented so. (4mks)

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E. You have been invited to a very important interview. Explain briefly what you need to do before the occasion to ensure that you look presentable (3mks)

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.....
- F. We all have to give direction to other people from time to time, sometime we will have to write directions. However, we often have to give directions orally. What are some of the things you would mention to make the directions more accurate (3mks)
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.....

- G. Below is a telephone conversation between friends. Fill the missing parts (4mks)

Jane: Hello, may I talk to Judy please?

Judy:

Jane: Oh, how are you? How have you been?

Judy:

Jane: I am very sorry, where was the accident?

Judy:

Jane: Good to hear that your injuries were not too serious. You will pull through

Judy:

Jane: We will visit you as soon as we can. Bye for now and I wish you a quick recovery.

PRECITION 9

PAPER 2

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

(20 marks)

On Sunday, Eliud Kipchoge made world headlines again when he smashed his own world record with a time of two hours, one minute, and nine seconds in the Berlin Marathon. With that, he sliced 30 seconds off his previous best mark of 02:01:39 on the same course in 2018.

Kipchoge had run so fast that he crossed the line four minutes and 49 seconds ahead of his compatriot Mark Korir, time that could have seen him have a rapid shower and dried himself just as Korir came home. But there he was, saying, “My legs and body still feel young, but the most important thing is my mind-and that also feels fresh and young.” The man might bring this thing below two hours before he turns forty.

The spectacular success of Kipchoge and other distance stars from Ethiopia, Uganda, Morocco, and others, is an **allegory** of the possibility of national progress and African global competitiveness. He and his ilk have succeeded because they have taken natural resources and opportunity and turned them into world-bearing products. It is something Africa is very bad at. The Democratic Republic of Congo is said to be the most resource-rich country, but it has done bugger all with it. It is one of the poorest countries and remains mired in conflict. If you have that much natural wealth, you can buy a lot of peace and stability with it if you are smart in its use; ask the Saudis, Emiratis, and Qataris.

There have been plans to build a Grand Inga Dam on the Congo River. Its potential can provide up to 40 per cent of the continent’s electricity needs. That would be more than twice the electricity generated by the most powerful dam in the world, The Three Gorges Dam in China. Nothing has happened. The Kipchoge treatment would have that dam up, and supplying power-cut plagued South Africa and Nigeria.

Until recently, Nigeria was Africa’s largest exporter of oil. But due to corruption and sabotage, its now fourth, behind Angola, Algeria and Libya. Save for Algeria, all the other three import refined petroleum products. And Nigeria and Angola are **plagued** by fuel shortages at the fuel pump. If Nigeria had a Kipchoge touch, it would be one of the world’s leading exporters of refined fuel products.

Economists keep throwing figures about to show that Africa is de-industrialising. That could be because they are measuring the wrong thing. One of the biggest industries in Africa is whining and moaning about how Europeans, Americans, Chinese, the Gulf States, and everyone else is exploiting and rigging the global system against us.

Yes, global injustices and imperialist exploitation must be called out and resisted, but the payoff is in overcoming and bragging about it. Africa cannot continue blaming all its miseries on an evil world. Too many of us believe that it is possible to overcome the odds.

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In 2019, Kipchoge demonstrated this in Vienna ineos marathon challenge. He clocked 1:59:40:02, something that had been seen as an impossibility to run a marathon under two hours. However, the historic result didn't toward an official marathon record, because he ran it under controlled near-laboratory conditions. He was the only competitor and had 41 pacesetters, divided into nine teams. That meant for every four kilometres plus, he had a fresh set of pacesetters. But, **the point had been made.**

If we were all Kipchoges, we would say Africa will be a world superpower and richest continent and just do it.

Questions

- a) According to paragraph one, what made Eliud Kipchoge to make world headlines?(1 mark)

- b) Why has Africa failed to develop, according to the passage? (2 marks)

- c) Pick a line from the passage to show that Kipchoge is of advanced age. (1 mark)

- d) Explain one instance of irony in the passage. (2 marks)

- e) Nothing has happened.

Rewrite the sentence, supplying a question tag. (1 mark)

- f) Why did Kipchoge's record of running under two hours in the Ineos 1:59 challenge fail to receive the marathon body's recognition? (2 marks)

- g) Which common problem affects Nigeria and South Africa? (1 mark)

- h) Comment on the language use in paragraph six. (2 marks)

- i) What is the author's attitude on how African countries perceive their problems? (3 marks)

- j) From the passage, what is the secret behind Kipchoge and other African athletes' success?

(2marks)

- k) Explain the meaning of the following expressions as used in the passage. (3 marks)

i) Allegory

ii) Plagued

- iii) The point had been made
-
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2. Paul B. Vitta, Fathers of Nations.

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

“Tad,” said the cranky passenger as he was settling down in economy class, in a seat next to Dr Afolabi’s. “Tad Longway,” he added. His voice, deep, lingered on like the boom of a big drum. He held out a card.

Dr Afolabi took it. It said the man was a Director of Special Projects at the Agency for Governance and Development in Africa. “Pleased to meet you, Mr Longway,” Dr Afolabi said. “My name is Abiola Afolabi. I teach at the University of Ibadan, Nigeria.”

“You gave an excellent keynote address the other day, Dr Afolabi,” said the cranky passenger. Sparks of earnestness were crossing his eyes, both crystal-green like toy marbles, confirming the compliment was sincere. “Your keynote address at the Foundation for Democratic rule, I mean. It was brilliant.”

“I’m glad you liked it, Mr Longway,” Dr Afolabi said. His voice had become warm. “You were there, then, Mr Longway?”

“Yes, but back in the last row. As a mere spectator, I did not want to be obtrusive. Anyway, you were superb, Dr Afolabi. If you don’t mind my adding this, I was more impressed by the points that the audience raised afterwards, during the question –and–answer period.”

Dr Afolabi felt the praise he had just heard turn into reproach. “So what were those points, Mr Longway?” he asked. His voice was less warm.

“Remember the guy from Grassroots International: short fellow, round of body and outspoken of manner? What was his name? It’s on the tip of my tongue.”

“You must mean the fire-eater who kept accusing me of looking for answers where I shouldn’t even look,” Dr Afolabi said.

“Exactly, that’s our man. Yes, I thought he was right on point, Dr Afolabi. He too was unhappy with the present state.”

“Wait, the present state of what?”

“Africa.”

“I don’t understand.”

“No problem: I’ll spell it out for you. You see, Dr Afolabi, Africa, in its present state, has two new arrivals: corruption and impunity. The first is a crime the second protects from punishment, the second is another crime the first rewards with kickbacks. That is Africa in its present state. Now can it change?”

“Tell me. *Can it?*”

“Well, let’s ask the Law of Will.”

“What?”

“Unless there is will to change, there will be no change.”

Questions

- (a) Place this excerpt in its immediate context. (4 marks)
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(b) Discuss one character trait of Dr Afolabi and two of Tad Longway. (6 marks)

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(c) Highlight and illustrate two themes evident in this passage. (4 marks)

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(d) Identify and illustrate two stylistic devices evident in this passage. (4marks)

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(e) (i) Unless there is will to change, there will be no change. (Rewrite using “if”) (1 mark)

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(ii)It’s on the tip of my tongue. (Rewrite beginning: “On...”) (1 mark)

(f) Explain the meaning of the following words and expressions as used in the excerpt. (5 marks)

i. Cranky

ii. Keynote address

iii. Obtrusive

iv. On the tip of my tongue

v. Kickbacks

3. Read the following poem and then answer the questions that follow. (20 marks)

My parents

My parents kept me from children who were rough.
Who threw words like stones and who wore torn clothes
Their thighs showed through rags. They ran in the streets-
And climbed cliffs and stripped by the country streams

I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms.
I feared the salt Coarse pointing of those boys
Who copied my lisp behind me on the road?

They were lithe, they sprang out behind hedges
Like dogs to bark at my world. They threw mud
While I looked the other way, pretending to smile
I longed to forgive them, but they never smiled.

Questions

(a) What is the poem about?

(4 marks)

(b) Describe the character of the following:

(4 marks)

- i) The speaker's parents

(c) Identify the persona. Illustrate.

(2 marks)

(d) Describe the tone used in the poem.

(3 marks)

(e) Identify and illustrate four stylistic devices used in the poem.

(4 marks)

(f) What is the role of the parents as depicted in the poem?

(2 marks)

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(g) Explain the economic background of the children in the poem. (2 marks)

(h) Rewrite the following sentence replacing the word in bold with its opposite word.

And **climbed** cliffs and stripped by the country streams (1 mark)

4. GRAMMAR (15 MARKS)

A. Rewrite the following sentences as instructed. Do not change the meaning.

(3 marks)

i. Njoki did not know it was a dangerous vocation. (Rewrite using: "...how...")

ii. Someone saw Kirimi leaving the plane in Khartoum. (Begin: Kirimi...)

iii. She opened the window and a bat flew out. (End in: "...a bat.")

B. Fill in the blanks with the correct form of the word given in brackets, (3 marks)

- i. Living in the (industry) part of the town can be very distressing.
- ii. The student was punished for treating the old lady (respect)
- iii. The mock examinations (analyse) has been completed.

C. Use the correct order of the adjectives provided in brackets to complete the given sentences

(3 marks)

- i. I enjoyed carrying my (metallic, heavy, rectangular) box every time we opened and closed school.
- ii. Magoha married an (intelligent, American, young) woman.
- iii. Please buy me a reasonably (cheap, big, purple) umbrella.

D. Complete the following sentences with the appropriate collective noun. (3 marks)

- i. The cargo arrived at the port in a of ships.
- ii. The teacher talked to a of girls from class.
- iii. A of monkeys attacked the leopard.

E. Replace the phrasal verbs underlined with one word similar in meaning. (3 marks)

- i. I will work hard to make up for the wasted time.
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- ii. Kipkorir takes after his grandfather
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- iii. The project has really eaten into my savings.
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PREDICTION 9

PAPER 3

Answer three questions only

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20 MARKS)

EITHER

- (a) Write a composition beginning with the following words

I woke up on Christmas day feeling excited.

OR

- (b) Write a composition on the negative effect of social media and explain how the youth can avoid its negative aspects.

2. PLAY, THE SAMARITAN By John Lara (20 MARKS)

- (a) Bad leaders will not escape punishment due to their evil deeds. Using illustrations from John Lara's The Samaritan, write an essay to support this statement.
- (b) Standing firm in doing what is right yields good results. Using Nicole, in John Lara's, The Samaritan, write an essay in support of this statement.

3. EITHER

- (a) The short story (A Silent Song and Other Stories)**

- I. Some people can misuse the power in their hands and end up regretting when they lose it. With close reference to Naguib Mahfouz's story A Man of Awesome Power write an essay to justify this statement. (20 marks)

OR

- II. Drawing illustrations from Meja Mwangi's, An Incident in the Park, write an essay to discuss the problems of urbanization. (20 marks)

OR

- (b) Drama –Adipo Sidang'-Parliament of Owls.**

Choices have consequences. With relevant examples from Sidang's Parliament of Owls, discuss the validity of this statement. (20 marks)

OR

- (c) The novel-Kazuo Ishiguro. An Artist of the Floating World**

War causes many negative results. Drawing examples from Ishiguro's An Artist of The Floating World, write an essay to show the truth of this statement. (20 marks)

PREDICTION 10

PAPER 1

Q1. You are the chairperson of the Gen Z Club for Peace in your school. The club would like assistance in publishing the winning entry in a recent competition, *Gen Z for Peace and Harmony Essay Writing Competition*. Write a letter to editor, Star Newspaper requesting them to consider the article for publication. Remember to write through the head teacher.

In your letter, include the following:

- The title of the article and name of the club
- A brief description of what the article is about - Two reasons why it is important for the article to be published.

Q2. Read the passage below and fill in each blank space with the most appropriate word.

To be an excellent leader, you need to be thoughtful. You should be ...a..... to portray that you have a strategic vision in place. As a leader, you need to be conscious ...b..... what is happening around you to make wise...c.....

Leadership is about having a voice. You should be bold and confident enough to communicate clearly to people ...d..... you.

Dear young change makers, do not be fooled ...e..... believing that you are the only one with a say since ...f..... is about being the guiding voice. Many a times in this journey, leading will require you to listen and learn. This will ...g..... present you with an opportunity to groom other leaders. And when ...h..... an opportunity arises, do not be selfish. Share your skills. You do not dim your shine by lighting ...i..... You cannot walk this journey of leadership ...J.....

(Adopted from English Demystified Revision Books- English Paper One)

Q3. (a) Read the item below and then answer the questions that follow

Deputy Principal: Good morning Chebet, you look neat and smart and thank you for keeping time.

Chebet: Good morning, madam, thank you for the complement.

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Deputy Principal: We received your application for the position of School Captain, why are you interested in this position?

Chebet: Thank you for the question, Madam, our school is looking for a leader who will provide an ideal leadership that will enable our school mission on creating a conducive learning environment for better Kenyans, I can humbly say, I am the one.

Deputy Principal: What is your take in corporal punishment?

Chebet: Education Act 2013 abolished corporal punishment. Madam, I don't support it, it has done more harm than good. I am a crusader of alternative ways of corrections such as counselling, involving parents, and there is nothing wrong if we ask the culprits to clean the compound.

Deputy Principal: Do you participate in any co-curriculum activities? How is it affecting your academic performance?

Chebet: Yes, last term our Rugby Team represented this region at the National Competition in Machakos. I was part of the team. I was also among the top three students in Term One. Remember, the outgoing school captain was in drama team and she is also the best student in Form Four. So, madam, it is about balancing academics and co-curriculum, you are good to go.

Deputy Principal: Well said Chebet, what if we appoint you Academic Prefect instead?

Chebet: Madam, I won't mind actually I believe that one doesn't need a position to be a leader. I will still be thankful and provide leadership to the best of my ability.

Deputy Principal: Before you go, do you have a question for me?

Chebet: Yes Madam, what is the ministry position on student leadership, is it through election, appointment or interview?

Deputy Principal: That is a good question, students are given an opportunity to elect their leaders, this process is just an initial stage, students will have their say through election. Thank you, you can leave, we will get back to you.

Chebet: Thank you so much. I will be glad to hear from you.

- (i) Identify three elements that make this item a job interview (3marks)

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(ii) What shows that Chebet was prepared for this task (4 marks)

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(iii) Describe how you would deliver the last statement of Chebet effectively (2marks)

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(iv) What is the significance of Chebet's question to the Deputy Principal (2 marks)

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(b) Explain the significance of using the following when narrating a story.

i. Tonal Variation (3 marks)

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ii. Maintaining meaningful eye contact with the audience (3 marks)

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iii. Pausing (3 marks)

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(c) i. Use the following words to fill in the table below focusing on the vowel sounds (5 marks)

(light, mat, play, base, town, lady, sell, flag, deer, agree)

Short Vowels	Long Vowels	Diphthongs

(d) You have just seen your classmate Alex Mwaura sneaking out of school next to the latrine, explain how you will report the case to the teacher on duty who is reading the newspaper under the tree (5 marks)

.....

PREDICTION 10

PAPER 2

1. COMPREHENSION

(20 MARKS)

Read the passage below and answer the questions that follow. 20 marks)

WHAT MAKES LIFE WORTH LIVING

There are many possible answers to this question, such as, ‘good health’, ‘a comfortable home’. ‘plenty of friends,’ or ‘long holidays’. These are things which most people would like to have, but neither these nor any other things, would make life worth living, unless we are able to enjoy them. Whether or not we enjoy things depends on the emotions those things arouse in us.

Emotion is the word which we use to describe feelings such as love, hate, joy, sorrow, fear, hope, curiosity, wonder, pity, amusement, e.t.c. These feelings play a very important part in our lives: they not only influence our happiness but they also affect our health, our memory and our powers of reasoning and perception. They give meaning to our experience. They enter into our judgements about people and things and they influence our decisions and actions.

Any very strong emotion produces certain changes inside the body. For example, when a person is very frightened or very angry, certain glands, known as the adrenal glands, become more active than usual, and release into the blood stream a substance called adrenalin. This makes the heart beat faster, quickens the rate of breathing, stops the activity of the stomach, and causes an extra supply of blood to be sent to the muscles. The effect of this change is to let loose reserves of energy. Therefore, as a result of being frightened or angry, a person is often able to do things which he would not have believed possible. If a man is being chased by a wild animal, his fear will enable him to run much faster than he has ever run before, and if a tired person is made really angry about something he will find himself possessed of renewed energy.

Although the emotions of fear and anger may be useful to us when we have to deal with situations which demand physical strength and energy, yet they can also be harmful. If a person is frequently frightened or frequently angry, these changes will be taking place all the time: if this goes on for long his health will be affected. A person who lives on his reserves of energy soon wears himself out: he will begin to suffer from such things as tiredness, stomach trouble, sleeplessness and loss of weight. People who suffer from these things for which there appears to be no physical cause are sometimes described as ‘suffering from their nerves,’ but this description is incorrect. It is not their nerves which are responsible for their suffering, but their emotions.

(From the Use of Psychology in Teaching by L. Derville Longman, 1966. 70-71) Questions.

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- a) According to paragraph one, when is life considered worth living. (2 marks)
- b) Highlight the importance of emotions in our lives. (5 marks)
- c) In not more than 60 words, explain the relationship between anger or fear and renewed energy in a person. (6 marks)
- d) Although the emotions of fear and anger may be useful to us when we have to deal with situations which demand physical strength and energy, they can also be harmful. (Rewrite using; Inspite of). (2 marks)
- e) Describe the tone of the passage in the last paragraph. (2 marks)
- f) Explain the meaning of the following words and phrases as used in the passage (3 marks)
 - i) Arouse
 - ii) Let
 - iii) Loose
 - iv) Possessed

2. EXCERPT. (25 MARKS)

Read the excerpt below and answer the questions that follow.

Ms McKenzie's taxi driver finally resurfaced. Wary and watchful. He was part of a growing African phenomenon: taxi drivers with university degrees whom the local market had failed to absorb in the professions that they had trained for. He located Ms McKenzie without difficulty.

“Ms McKenzie, lets go!” he said, monitoring her back into his taxi.

She got back in. “You were gone for two eternities,” she complained. “Did you have any particular reason?”

“Yes, those bullies,” he said.

“I take it you’re referring to the guards. What did they do?

“You mean what did they not do?” he drove off on screaming tyres. “Essentially, they wanted something small,”

“Don’t you mean a bribe? Why did they want a bribe?”

“Ms McKenzie, be serious!”

“I am serious.”

“Then leave me alone.” He gave the car more petrol. It threatened to fly. He gave it less. It slowed down. “Because mu taxi has faulty brakes, they said.”

He braked to a screeching halt which nearly threw her out of her seat.

“So does it?” he asked her. “Have faulty brakes, I mean?”

I guess not,” she conceded. “So what did you do? Give the something small anyway?” “Leave me alone, I said.” Then he drove off again.

“Anyway, in case you bribed them. know that giving bribes is as much a crime as taking them.”

“Do you know what I’m going to do on my way back, Ms McKenzie? I’m going to ask the guards I bribed to arrest me for bribing them”

There is anger in that sarcastic remark, she thought. She decided to leave him alone.

By the time she reached her workplace, late-morning clouds, sagging under the weight of imminent rain, were hanging low. So when she went to see her boss, he took her directly to the point. He said he was pulling her out of her assignment to the summit at the Pinnacle. He explained why. The leave-on-loan arrangement that has applied for and that was due to begin the following week had begun on that day

instead, he said. She was on a two-year loan from the *Gambian News* to the *Voice of America* with immediate effect. It started to rain.

Questions

- a) Explain what happens before this excerpt? (2 marks)
- b) “You were gone to two eternities.” Comment on the style used in this statement. (2marks)
- c) Justify the attitude of the driver towards the guards. (3 marks)
- d) What can you say about corruption in this country? (3 marks)
- e) “Did you know what I’m going to do on my way back, Ms McKenzie,” (Rewrite into reported speech) (1 mark)
- f) From your knowledge of the text, highlight what the summit at the Pinnacle is about and what eventually happens. (4 marks)
- g) Describe the following characters as brought out in this excerpt. (4 marks)
 - (i) MsMcKenzie
 - (ii) The guards.
- h) Explain any three roles of Ms Mckenzie in this Novel. (3 marks)
- i) Explain the meaning of the following words and phrases as used in this excerpt. 3marks)
 - (i) Resurfaced
 - (ii) A screeching
 - (iii) halt.....
 - (iv) Imminent...

3. LITERARY APPRECIATION (20 MARKS)

Read the poem below and answer the questions that follow.

The Crack.

Crack the glass.

And the Crack

Will always remain

The human heart

Has the same vein

It's just as delicate

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To the strain

*Once it is hurt
It is too hard
To fade the stain
Though parts can
Fix- together
You 've just to touch the wound
To make it drain again*

Sheikha – Miskery

Questions.

- a) Identify the persona in this poem. (2 marks)

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

- b) According to the poem, how is the human heart similar to a glass? (3 marks)

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

- c) Explain what the poem is about. (3 marks)

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.....
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- d) Explain any two styles used in this poem. (4 marks)

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.....

- e) Describe the tone of this poem. (2 marks)

.....

.....

.....

- f) Explain the meaning of the following lines; (4 marks)

(i) And the crack, will always remain.

(ii) You've just to touch the wound to make it drain again.

.....

.....

- g) Explain the relevance of the title of the poem. (2 marks)

4. GRAMMAR. (15 MARKS)

- (a) Fill in the blanks using the correct form of the words in brackets. (3 marks)

(i) I often marvel at the(agile) of the Cheetah.

(ii) She was alerted of his(depart)

(iii) A good speaker must have good(pronounce) of words.

- (b) Rewrite the following sentences according to the instructions given. (3 marks)

(i) We did not have enough money. We did not go the zoo. (Combine into one sentence using if to express the same idea)

(ii) People say Kenyan are hardworking. (change into passive sentence)

(iii) "Jayne arrived early." he said. (Write into reported speech)

- (c) Fill in the blanks with correct word in bracket. (3 marks)

(i) The attendant jumped(in/into) the pool to save a drowning child.

(ii) James is the(taller/tallest) of the two boys.

(iii) John's(prophecy/prophesy) came true.

- (d) Fill in the blanks using the correct forms of the pronouns in brackets. (4 marks)

- (i) I enjoy travelling and she also enjoys travelling but I travel more than.....(she/her)
- (ii) All eyes were on Zddy and(me/I)
- (iii)The government should listen to..... (we/us), the people,” said the youth.
- (e) Explain the difference in meaning of the following sentence. (2 marks) (i) I will fix the car when I get my salary.
-
-

(ii) I will fix the car if I get my salary.

.....

PREDICTION 10

PP3

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

Either

- (a) Write a story illustrating the proverb; ***Do not bite the hand that feeds you.***

Or

- (b) Write a composition ending... ***The result confirmed what I had heard so many times in theory; you become what you feed your mind.***

2. Compulsory Set Texts

"You can never escape from the consequences of your actions." Validate the truthfulness of this statement basing your argument on John Lara's ***The Samaritan*** (20 marks)

3. The Optional Set Texts:

Answer any one of the following questions.

Either

- (a) **The Short Story**

Greed in the end delivers nothing but misery. Justify this statement with illustrations from the story ***Talking Money*** by Stanley Gazemba. (20 marks)

Or

- (b) **Play**

"Truth will prevail over falsity whenever we unite." Illustrating from the play ***Parliament of owls***, justify. (20 marks)

Or

- (c) **The Novel**

"What we do now will always affect us in future." Support this statement basing your arguments on Kazuo Ishiguro's '***An Artist of the Floating World.***' (20 marks)

PREDICTION 11

PAPER 1

1. FUNCTIONAL WRITING

(20 MARKS)

Your school drama club has produced *The Samaritan*, a play by John Lara. You wish to stage it for public viewing at a nearby social hall. As the secretary of the club,

- a) Write an EMAIL addressed to the hall administrator enquiring about the conditions for being allowed to use the hall. Give reasons why you think it's important to stage the play. Do not forget to copy in your principal. (13 marks)
- b) Assuming that the hall administrator permitted your club to use the hall, write a NOTICE to the public informing them of the planned performance. (7mks)

2. CLOZE TEST (10 MARKS)

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

We all have certain goals in life. Goals vary among people. For someone, a goal would be to get ...
...(1)..... of debt, while for another person it would be to ...
...(2)..... a house, while for someone else, it could be a ...
...(3)..... in an exotic location.

...
...(4)....., a bad goal can sap your energy and distract you ...
...(5)..... making progress. A good goal, on the other hand, can provide the clarity and motivation you need to ...
...(6)..... your dreams.

...
...(7)....., people confuse a goal ...
...(8)..... a wish. A goal is ...
...(9)..... from a wish. For example you may want to be a rich person; this is a wish and not a goal. A goal has to be realistic, measurable and has to be achieved...
...(10)..... a specific time frame.

3. ORAL SKILLS

(30 MARKS)

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

The Seed Shop

Here in a quiet and dusty room they lie,
Faded as crumbled stone or shifting sand,
Forlorn as ashes, shriveled scentless dry,
Meadows and gardens running through my hand.

In this brown husk a dale of hawthorn dreams,
A cedar in this narrow cell is thrust,
That will drink deeply of century's streams,
These lilies shall make summer on my dust.

Here in their safe and simple house of death,
Sealed in their shells, a million roses leap,
Here I can blow a garden with my breath,

And in my hand a forest lie asleep.

Questions

- i. Describe the rhyme scheme of the poem above.(2 marks)
 - ii. What is the effect of the rhythm in the poem?(1marks)
 - iii. How else has the poet achieved the effect in (ii) above?(4marks)
 - iv. Which words would you stress in the last line of stanza 1 and why?(3marks)
- b) Write another word pronounced as the ones given below.(4 marks)
- i. Wait.....
 - ii. Sew.....
 - iii. Grown.....
 - Iv. Blue.....
- c) Indicate the silent letters in the following words. (4 marks)
- i. Champagne
 - ii. Parliament
 - iii. Apostle
 - iv Rapport
- e) A teacher of English was in class and after some time he realized that the learners **had lost concentration**. What **cues** made him to arrive at this conclusion? (3 marks)
- f) What should the above teacher do **to regain** the students' concentration? (2 marks)
- g) You are having a group discussion with your colleagues on the set text "**Fathers of Nations.**" One of your group mates is contributing to the discussion but you are eager to chip in with something. State any **three cues** that would tell you that it is your **turn** to make a contribution. (3 marks)
- h) Read the telephone conversation below and answer the question that follows.**

(A Mr. Kamau calls wishing to speak to Mr. Onyango, the store-keeper, who is not in at the time of the call. Mr. Mwema receives the call and records the message for Mr. Onyango.)

Miss Mwema: Good morning, Homebased Care for Youth Counseling,
How may I help you?

Mr. Kamau: Good morning to you. May I speak to Mr. Onyango please?

Miss Mwema: I 'm afraid he is not in at the moment. May I take a message for him?

Mr. Kamau: Yes please. Tell him that Mr. Kamau of Graphic Designs Centre called to confirm the order for the display posters.

Miss Mwema: I will. May I have your contact please?

Mr. Kamau: My telephone number is 0711200232

Miss Mwema: 0-7-1-1-2-0-0-2-3-2 (As she writes down)

Mr. Kamau: Yes, that is the number. Who am I speaking to?

Miss Mwema: Miss Mwema the receptionist.

Mr. Kamau: Thank you Miss Mwema. Have a good day.

Miss Mwema: Have a good day too and thank you for calling.

a) Identify **four** telephone conversation **skills** that have been exhibited by the speakers in the conversation above to make it **successful**. **(4 marks)**

PREDICTION 11

PAPER 2

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

20 Marks

The battle lines seem to be clearly drawn. On the one hand are those who insist that tradition medicine should be banned. On the other hand, are the ardent advocates of these ancient and time-hallowed modes of treatment and healing. Presumably, both these parties view traditional medicine in contrast to so-called modern, scientific, conventional medicine. Before taking hard and firm positions, however, it might be useful to objectively examine both sides of the argument.

The commonest argument advanced against traditional medicines is that it is unscientific. Its opponents argue that the repertoire of traditional healing practices, such as mere external diagnosis, and treatment with herbs, incisions and ablutions, are sheer guesswork. They say that it cannot compare with the researched, tested, documented and measured approaches of modern medicine. Rational as this argument might appear to be, however, it is basically an expression of prejudice. ‘Scientific’ does not necessarily mean only what comes out of European and other western laboratories. It is either ignorance or extreme arrogance to dismiss the accumulated knowledge of a society, **gleaned** from centuries of experience and experimentation, as unscientific. Indeed, one of the strongest references for traditional medicine is that it is time-tested and time-proven within the environment in which is practiced.

Another often repeated attack on traditional medicine is that it is superstitious. Its detractors point to practices such as divination, innovation, taboos and other observances recommend by traditional healers as signs of unjustifiable ‘mumble jumbo’ that has nothing to do with healing processes. While there might be some validity to this standpoint, it should be pointed out that this aspect of traditional medicine provides a dimension of treatment conspicuously absent from conventional western medicine. This is the psychological and spiritual aspect of healing. Traditional healers have always known what is just being discovered by modern medicine: the mental state of patients plays a **pivotal** role in their recovery potential. So, while one might disagree with some of the details of the spiritual recommendation of traditional medicine, it is not fair to dismiss them as mere superstition.

Closely related to the claims of superstition in traditional medicine is the accusation of quacker. It is often posited that traditional healers are con artists, out to prey on ignorant and ill-informed patients. This argument is also flawed. The truth of the matter is that there are quacks and crooks in every field of human endeavor, not least in conventional modern medicine. In its true contexts, traditional medicine subject its

practitioners to initiation and commitment processes which might the Hippocratic Oath sound like a simple formality.

Another objection frequently raised against traditional medicine is that, in the radically changing modern environment, it is no longer readily available. Its opponents argue that the various herbs and other ingredients of traditional medicine are almost impossible to come by in present -day African villages, let alone cities and towns. This, it is pointed out, leads to practitioners resorting to unsatisfactory or even dangerous alternatives. While there might be a little grain of truth in this observation, it is not quite convincing. To begin with, there is no authoritative research to show that any of the ingredients of traditional medicine are extinct and inaccessible. More importantly, it can be argued that modern medicine is a lot less accessible than traditional medicine. This is because in many African countries, there is shortage of doctors so that doctor-patient ratio is as acute as one doctor to thirty thousand people. In addition, modern medicine is very expensive, and there are often insurmountable problems of transport to hospital and health centers.

Finally, the point of safety is advocated as a reason for banning traditional medicine. The modernists claim that traditional medicine poses a danger to the population because of the inaccurate diagnoses and the unmeasured doses it prescribes for its patients. These traditional healers do not diagnose systematically or specify dosages for their patient. In any case, even with the meticulous modern medicine, cases of misdiagnosis and the administering of either wrong or excessive drugs are occasionally reported. This however, has not led to any calls for the banning of modern medicine.

In the final analysis, what should be advocated is not a banning of one form of medicine or the other. Rather, the validity and the shortcomings of each system should be appreciated. An ideal approach to treatment and healing might ultimately consist in improving and combining the best practices from each of the systems.

Questions

- a. According to the passage, what are the characteristics of a scientific procedure? (2 Marks)

.....
.....

2 |

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- b. Does the writer disapprove of the practice of divination and invocation as used in traditional medicine? Support your answer with evidence from the passage. (2 Marks)

.....
.....

- c. According to the passage, in what aspect is traditional medicine ahead of modern medicine? (2 Marks)

.....
.....

- d. Using information from the passage, explain what Hippocratic Oath is. (2 Marks)

.....
.....

- e. What do you think could make herbs unavailable in the present-day society? (2 Marks)

.....
.....

- f. What according to the writer makes modern medicine less accessible? (2 Marks)

.....
.....

- g. In **not more than** 70 words, summarize the reasons given in support of the argument to abolish traditional medicine. (5 Marks)

ROUGH COPY

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FAIR COPY

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- h. 'This is the psychology and spiritual aspect of healing.' Rewrite this sentence as a question. (1 Mark)

.....
.....

i. Explain the meaning of the following words as they are used in the passage: (2 Marks)

Gleaned

Pivotal

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

Mr. Walomu's opponents had a different answer: 'When a cat gets into a pigeon coop,' they said, 'it kills all the pigeons it finds there, not just those it will eat.' Mr. Walomu had already eaten three pigeons and now had in his paws a fourth: Asiya. Strewn along his path, lay many others he had killed but not eaten. So, who could say for sure that, months hence, Asiya would not become one of these?

Mr. Walomu continued. 'As for what you call 'stealing', a professor in Texas says that lots of people do it.' He threw in a Swahili cliché to support his claim. 'Na hivyo ndivyo ilivyo' To help it along, he gave an approximate English equivalent. 'And that's how the cookie crumbles.'

That was **mockery** Professor Kimani felt he had to reject. 'You have three beautiful wives,' he began. This was a silly start, as even he realised. Had he not sounded an envious loser? Nonetheless, he went on. 'All of them are young.'

'And young they'll still be the day I die,' Mr. Walomu added.

'Karanja, you know the saying: A real bull dies with green grass in its mouth.'

'Then why do you want to steal my wife? She is old. Not the green grass you want in your mouth.'

'I just told you why: Old is gold. Anyway, 'stealing' – to use your word – is not all that uncommon, you know. My Texas guy says thirty per cent of the British 'steal' married spouses from their partners. Repeat: thirty per cent! That is a lot of spouse stealers there, wouldn't you say?'

Professor Kimani refused to bite the man's bait.

Still the man continued. 'Now take Americans. Contrary to what everyone thinks, Karanja, Americans are not great spouse stealers at all. They **check in** at a mere seventeen per cent, way behind the British. In fact, to cut a long story short, only the Greeks are greater spouse stealers than the British. Boy, do the Greeks know this spouse stealing business! They come in at a whole forty per cent.'

The man was now **toying** with Professor Kimani.

Unable to tolerate it anymore, Professor Kimani moved to end it.

'You, you greedy fat baboon!' he shouted, closing in.

The man stood up. 'Stop where you are, Karanja!' he said.

A clumsy **scuffle**, as between bull elephants, followed. It ended only when the police came and arrested the two angry men.

Questions

- a) What happens before this excerpt? (2 Marks)

.....
.....

- b) Who is Mr. Walomu? (2 Marks)

.....
.....

- c) Identify and illustrate two aspects of style used in the excerpt above. (4 Marks)

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

- d) What is the dominant theme in the above excerpt? (2 Marks)

.....
.....

e) Describe one character trait each for Mr. Walomu and Professor Kimani from the excerpt.

(4 Marks)

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

f) Why does Mr. Walomu mention statistics from American, British and Greeks in this excerpt?

(3 Marks)

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

g) What is the attitude of Mr. Walomu towards Professor Kimani?

(2 Marks)

.....
.....

h) What happens immediately after this excerpt?

(3 Marks)

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

i) Explain the meaning of the following words as used in the excerpt.

(4 Marks)

Scuffle

Toying

Check in

Mockery

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

(20 Marks)

HE PROMISED ME HEAVEN.

He promised me heaven
As side by side walked, we down the aisle
As the chime of the wedding bell brightened the day
As sweet — sounding songs soothed our souls
As he held my hand and inserted this ring into my finger
I knew that my heaven had come
For then he promised me heaven.

As we sat close and cherished our moon of honey
As he whispered cream icing into my ears

Dramatically conjuring metaphor after metaphor
Humming lullaby after lullaby
How elated I felt for being so much elevated
For here he was, my guardian angel
To take me to heaven
For he promised me heaven

As one year later he slapped me again and again
I quickly forgave and forgot
For he was my idol
Who had promised me heaven
Even as the floodgate of blow after blow
Kick after kick
Opened from its cage of disaster

Defacing and eroding the beauty he so much praised
Converting me into a shell of torture
How patiently I clung to him
Anticipating the heaven he had promised me
Now as I lie in the hospital bed
Unable to rise from his violent battery
Waiting for the Angel of Death
I realize he kept his promise
For I am soon going to heaven
Because he promised me heaven.

Questions

a. Identify the persona.

(2 marks)

.....
.....

b. Explain the main theme of this poem.

(2 marks)

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.....

c. Using the plot of the poem, explain the major changes in the subject matter. (4 marks)

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d. What is the speaker's mood in the last six lines of the poem?

(2 marks)

.....
.....

d. Give one character trait of the persona.

(2 marks)

.....
.....

- e. Explain the irony in the poem. (2 marks)

.....
.....

- f. Apart from irony, identify and illustrate one style used in the poem. (2 marks)

.....
.....

- g. What is the tone in stanzas 1 and 2 of this poem? (2 marks)

.....
.....

- h. Explain the meaning of the following lines:

- a. "As he whispered cream icing into my ears." (2 marks)

.....
.....

- b. "For he was my idol." (2 marks)

.....
.....

4. Grammar

- A. Fill in the blanks with appropriate complex preposition. (3 Marks)
- i. Many people are ignorant their human right.
- ii. protecting people from external attack, government needs to make the living conditions good.

iii. Many people have died in recent years the declaration of
human fights.

B. Rewrite the following sentences as instructed. (2 Marks)

a) I had a siesta having finished eating lunch. (Begin: Having...)

.....

b) She shut her eyes and slept. The lecture was boring (rewrite the sentence to end with ...slept)

.....

C. Fill in the blanks with the correct form to the word given in the brackets. (2 Marks)

i. Kayleigh contested for the seat. (governor)

ii. The of the disease makes it difficult to diagnose. (rare)

D. Explain the difference in meaning between the following sentences. (2 Marks)

i. Omanyala, who won the Olympics, is my uncle.

.....

ii. Omanyala who won the Olympics is my uncle.

E. Underline adjectival clauses in the following sentences. (3 Marks)

a) I met the woman who lives next to Gayle.

b) The house which was demolished last year has been rebuilt by well-wishers.

c) These are the books that the government supplied to public schools.

F. Use a phrasal verb to replace the underlined words. (3 Marks)

i. The school programme has been altered.

ii. I cannot understand what he is saying.

.....

iii. The meeting was cancelled at the last minute.

.....

REDICTION 11

PAPER 3

1. Imaginative Composition (COMPULSORY) (20 marks)

Either

- a) Write an interesting story beginning with;

I had not thought it was such a big problem until I got involved.....

Or

- b) Write a composition supporting or opposing this statement .

"Both boys and girls have equal rights to their parent's property.

2. Compulsory text 'The Samaritan' by John Lara (20 marks)

Most people use intimidation and blackmail to protect their selfish interests, but more often than not, their plans do not succeed." Closely referring to *The Samaritan* by John Lara, write an essay to support this statement.

3. Optional texts

a) The Novel: Kazuo Ishiguro, *An Artist of the Floating World*. (20marks)

Yearning for reputation and social status can lead someone down to a path of fear and obsession. Making reference from Kazuo Ishiguro's novel *An Artist of the Floating World*, discuss the validity of this statement.

or

(b) The Short Stories Godwin Shiundu, 'A silent Song and other stories' (20marks)

Drawing illustrations from Meja Mwangi's "An incident in the park," Write an essay to discuss the problems of urbanisation.

or

c) Parliament of Owls by Adipo Sidang' (20 marks)

Life has a way of paying back our actions ,whether good or bad Write an essay in support of this statement drawing your illustrations from Parliament of Owls by Adipo Sidang.

PREDICTION 12

PAPER 1

1. FUNCTIONAL WRITING (20marks)

Imagine you are the acting secretary of the Wildlife Club in your school. The club is holding its second meeting of the year. Six members are present, the secretary is absent with apology and the whereabouts of two members is unknown. The club patron and a local KWS officer are also present. The following were the issues discussed: -

- registration of new members
- trip to Maasai Mara
- income generating activities

The matter of election of new office bearers was revisited.

Write the minutes of the meeting (20mks)

.....

2. CLOZE TEST (10 marks)

Read the passage below and fill in the blank spaces with the most appropriate word.

Introversion is a natural personality trait characterized by a preference 1 _____ solitary activities and a tendency to avoid social gatherings. Introversion may not be a problem as a trait. 2 _____ , a child may struggle with socializing . This can impact their self- esteem and relationship with others as they grow.

As parents and teachers, there are several ways to support a child in developing 3 _____ social skills and feeling more comfortable in crowds. As caregivers, we should create opportunities to 4 _____ in environments where 5 _____ feel comfortable and safe. This 6 _____ be through clubs, sports or hobby groups that align with their interests. We need to cheer them to pursue activities that they enjoy, as this can make socializing more enjoyable and 7 _____ for them.

We should celebrate our children's efforts to socialize, no matter how 8 _____. Positive reinforcement can boost their confidence and encourage them to continue stepping 9 _____ of their comfort zone. 10 _____ them know that it is okay to feel nervous and that you are proud of them trying.

3. ORAL SKILLS (30 MARKS)

A) Read the oral narrative below and answer the questions that follow

One afternoon, a big ogre waited in a dark forest for a little girl to come alone carrying a basket of food for her grandmother. Finally, the little girl did come along and was carrying the basket of food . “Are you carrying the basket to your grandmother?” asked the ogre. The little girl answered , “Yes I am.” So the ogre asked the girl where the grandmother lived. When the girl told him, he disappeared to the woods. When the little girl opened the door of her grandmother’s house, she noticed there was somebody in bed with a night cap and a night gown. She realized that it was an ogre. So the little girl took a gun and shot the ogre dead.

Questions

a) i) If you were narrating this story , how would you make it interesting to your audience ?

(2mks)

ii) How would you say the words of the little girl and ogre in your narration? (2mks)

iii) How would you prepare yourself to effectively tell the story ? (2mks)

b) i) Provide a word that is pronounced the same way as :- (2mks)

Speed _____

Coarse _____

Berry _____

Flower _____

ii) For each of the following sentences, indicate the intonation used (3mks) Did you say you

are moving out ? _____ In which factory does John work ?

They offer delicious food in that hotel. _____

iii) Underline the stressed syllable in the following words (3mks)

Ex.cuse

Im.port (verb)

Ac.count

iv) Insert the following words in corresponding column to show whether it has a / θ / or / ð / sound as for the underlined. (2mks)

Father , this , tenth , those

/ θ /	/ ð /
-------	-------

c) i) Imagine you have been invited to attend an interview for your first job. How would you prepare to emerge the best ? (3mks)

.....

ii) Imagine the Form Four class were having a discussion in their class. As a member, what three initiatives would you take to make the discussion fruitful? (3mks)

.....

iii) Your classmate was asked to do a presentation. During his speech, he appeared nervous and was sweating profusely. State any three ways he would have overcome that (3mks)

.....

.....

d) Read the conversation below then answer the questions that follow .

Narrator : I salute you young men and women of this school ?

Audience : We salute you too ...

Narrator ; Is this where you study ?

Audience : Yes, this is where we get knowledge Narrator

: Shall I tell you a story ?

Audience : Yeees.

Narrator : A good one or a bad one ?

Audience : A good one !

Narrator : Long , long time ago, in the days of the ogres.....

Questions

i) Give two reasons why the narrator uses the above introduction (2mks)

.....

ii) How can the audience contribute towards the successful delivery of the introduced narrative? (3mks)

.....

PREDICTION 12

PAPER 2

1. COMPREHENSION

Read the passage below and answer the questions that follow

Kenya has faced a myriad challenges in recent years in its sociopolitical landscape shaping. Yet a most troubling trend has emerged : Proliferation of counterfeit goods has infiltrated every aspect of daily life, threatening the integrity of the Kenyan economy and society.

The widespread availability of fake products poses a multifaceted threat with far-reaching consequences. It undermines consumer confidence, erodes trust in institutions and stifles economic growth. It poses significant health, safety and economic risks to unsuspecting consumers with counterfeit medicines, in particular, being a grave threat to human health.

One of the most worrying aspects of the counterfeit crisis is its pervasiveness. From bustling marketplaces to reputable retail outlets, counterfeits have found their way into the hands of unwitting consumers, often masquerading as genuine articles.

This deceptive practice not only cheats consumers out of their hard-earned money but also deprives legitimate businesses of revenue, undercutting their ability to compete in the marketplace fairly. The problem extends beyond physical goods to include documents and certificates, undermining the credibility of institutions and jeopardizing the integrity of vital processes such as education, governance and commerce. Counterfeit academic certificates devalue legitimate qualifications, eroding trust in the education system and hindering opportunities for genuine students and job seekers. Similarly, counterfeit government documents undermine the rule of law, impeding efforts to combat corruption and maintain public trust in state institutions.

Addressing the crisis requires a multifaceted approach encompassing stringent enforcement measures, public awareness campaigns and collaboration between government agencies, industry stakeholders, law enforcement bodies and civil society. Strengthening regulatory frameworks and enhancing surveillance mechanisms can help to curb the production and distribution of counterfeits while robust enforcement actions must be taken against those involved in their production and trade.

Public education and awareness campaigns are essential to empower consumers to identify counterfeits and make informed purchasing decisions. By fostering a culture of vigilance and accountability, we can mitigate the spread of counterfeits and safeguard our health, safety and economic well-being. The crisis presents a significant threat to economic prosperity, public health and societal integrity. Tackling it requires concerted efforts at the local, national and international levels to combat illicit trade, strengthen regulatory frameworks and empower consumers with the knowledge and tools to identify and avoid counterfeit products.

The assertion that “everybody in Kenya is fake” would be a sweeping generalization that fails to capture the complexity and diversity of the society. Within the vibrant tapestry of the society that is Kenya, home to over 50 million people from diverse ethnic, cultural and socioeconomic backgrounds are individuals who exemplify integrity, honesty and authenticity in their actions and interactions. To categorize all Kenyans as “fake” due to the actions of a few is to overlook the countless individuals who contribute positively to society, uphold moral values and strive for genuine progress and development.

Every society has its share of individuals who engage in deceitful or unethical behavior. Attributing such behavior to an entire population based on nationality or ethnicity is unjust and perpetuates harmful stereotypes.

Socioeconomic disparities, lack of access to quality education, and inadequate governance structures are among the factors that can create conditions conducive to fraud or corruption. Addressing these root causes requires targeted interventions and systematic reforms.

Moreover, it is essential to recognize the resilience, creativity and innovation that characterize many Kenyan communities. Despite numerous challenges, Kenyans have demonstrated remarkable resourcefulness and determination in overcoming adversity and driving positive change in their society.
(Adapted from The Daily Nation, 4th June, 2024)

Questions

- a) According to the passage, what is the biggest challenge Kenya has faced in the recent past? (2mks)

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

- b) What are the threats of widespread availability of fake products, according to this passage? (3mks)

.....
.....

- c) Make notes on ways of curbing the crisis of counterfeit goods (5mks)

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

- d) Identify and illustrate the writer's attitude towards counterfeit goods (3mk)

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

- e) Addressing these root causes requires targeted interventions and systematic reforms.

(Add a question tag) (1mk)

.....
.....

- f) Why is the assertion that "everybody in Kenya is fake " false ? (3mks)

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

- i grave.....
- ii jeopardizing
- iii mitigate

2.EXCERPT; FATHERS OF NATIONS – PAUL B. VITTA (25 mks)

Read the following excerpt and then answer the questions that follow

Forty-nine heads of state were in Banjul for the summit. All looked happy, and why not ? Had they not escaped from trouble makers in their home countries? They saw ahead of them a stay free from trouble here, in the Gambia, a country everyone kept calling “The Land of Kunta Kinteh”. All hoped to get from their stay as much rest as possible. Of course, at some point they would each take the floor and, as fans back home expected, address the summit, but this was something that they could do with little or no effort at all.

For Gambians , though , the presence of so many visiting dignitaries was not fun. True, forty-nine heads of state could give a hosting country good publicity, but heads of state are a huge inconvenience. So this publicity comes at a high price.

Nowhere is the price higher than it is in Africa. Here, before the dignitaries arrive, bulldozers dispatched at night in slum-clearance ‘exercises’ demolish roadside kiosks on which whole families depend for their livelihood. This way, the dignitaries will see that a few streets once had sidewalks. Roads get rare layers of tarmac at times of maximum traffic. This way, the motorists come to a standstill when it really hurts. Checkpoints sprout everywhere. This way, guards get even more bases for extorting bribes from passers-by. When the dignitaries finally arrive, water taps at which whole neighbourhoods queue to get just buckets of water dry up, because now all water has to go to new water fountains built to mesmerize visitors.

Catastrophes can happen even at summits. At the Banjul summit, preventing them from happening was a joint responsibility of the Ministry of Internal Security and the Ministry of Defence. This meant both the police and the army played major roles. They came up with a very effective way of assuring that all heads of state would be safe. It was this : all heads of state, including the host, would stay in one place, the Pinnacle Hotel, located on the exclusive outskirts of Banjul. What this did was to reduce the fifty problems of assuring the safety of fifty guests scattered in fifty different locations to just one problem: that of assuring the safety of fifty guests concentrated at only one point. Security now became no more than the elementary task of ensuring that the Pinnacle became and remained an impenetrable fortress.

This approach rested on two pillars – intelligence and combat. Intelligence meant secret agents melting into every hideout in Banjul. Their assignment was to investigate all rumours about plans to storm the Pinnacle and harm its new guests. That duty went to the police.

Combat meant trained soldiers would engage in battle with any unauthorized person who did as much as come near the Pinnacle. This duty fell on the army. The army was very clever about it. First, it ringed the perimeter fence encircling the Pinnacle with a thousand soldiers. Then, it deployed a hundred commandos in the compound inside the fence. Each of these soldiers and commandos, outside the fence and in the compound within, carried a real gun. So, while the sky above may have remained open, the ground below was fully covered. This was very clever.

Questions

a) Explain the events leading to this excerpt (3mks)

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

b) Identify and illustrate any two social issues evident in the excerpt (4mks)

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

c) From your knowledge of the whole text, mention two documents that were later on tabled for debate at this summit. (2mks)

.....
.....

d) Comment on the author's tone as seen in this excerpt (3mks)

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

d) That duty went to the police. (Rewrite endingwent). (1mk)

.....
.....

e) Identify two character traits of the African heads of state as seen in this excerpt (4mks)

.....
.....

f) Identify and explain any two styles used in the excerpt (6mks)

.....
.....

g) Explain the meaning of the following words as used in the excerpt (2mks)

mesmerize

catastrophes

3. POETRY (20mks)

Read the poem below and answer the questions that follow

THE SMILING ORPHAN

And when she passed away,
They came,
Kinsmen came,
Friends came,
Everybody came to mourn her,
Hospitalized for five months
The ward was her world
Fellow patients her compatriots
The meager hospital supply – her diet

When she was dying,
Her son was on an official duty
The state demanded his services
Her only daughter, uneducated,
Sat by her,
Crying, praying, waiting for an answer
From God far above
Wishing she spoke the language
Figures in white coats do understand
They matched, the figures did,
Stiff, numb and deaf, to cries and wishes
Of her dying mother

As she was dying
Friends and kinsmen talked of her
How good, how helpful, a very practical woman,
None reached her, they were too busy, there was no money
Who would look after their homes? Was it so crucial, their
presence?
When she passed away, they came,
Kinsmen came, friends hired cars to come,
Neighbours gathered to mourn her,
They ought to be there for the funeral,
So they swore

The mourners shrieked out cries
As they arrived in the busy compound of the dead
Memories of loved ones no more
Stimulated the tears of many
They cried dutiful tears for the deceased

Now stretching their hands all over to help
The daughter looked at them

With dry eyes, quiet , blank
The mourners pinched each other
Shocked by the stone heartedness
Of the orphan

She sat, watching the tears soak their garments
Or in the soil around them; wasted

That night, she went to her love
In the freshly made emergency grass hut
And let loose all ties of the conventional dress she wore
Submitting to the great power, she whispered

Now...
You and I must know now...
Tomorrow you might never understand Unable
to lick my tears

And there was light
In the darkness of the hut
While outside
The mourners cried
Louder than the orphan

Questions

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

.....
.....

b) Explain what this poem is about? (4mks)

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

c) Identify one character trait of the following :- (4mks)

i) The orphan

.....
.....

ii) The mourners

.....

.....
.....
.....
.....
d) Describe the mood of the poem (3mks)

.....
.....
.....
f) Identify and illustrate any two stylistic devices used in the poem (4mks)

.....
.....
.....
i) According to the poem, explain one negative effect of education on people (2mks)

j) What do you think is meant by the line ; (1mk)
They cried dutiful tears for the deceased

4. GRAMMAR (15 MARKS)

a) Rewrite the following sentences as instructed. Do not change the meaning. (4mks)

i) I did not know that there was trouble ahead (Begin: Little...)

.....
.....

ii) He agreed to pay the workers when he saw the work they had done. (Rewrite using present participle)

.....

iii) The girl was very angry. She would have gone home if I had not talked her out of it (Begin : So.....)

.....
.....

iv) Do you live in kisumu ? asked catherine (Punctuate appropriately)

.....
b) Fill in the blanks below with the correct form of the words in brackets (3mks)

- i) The plane flew(east)
- ii) The candidate was punished for treating the old couple(respect)
- iii) You will hardly find my desk mate in a quarrel. He is aperson.
(peace)

c) Replace the underlined phrasal verbs in the sentences below with one appropriate word (2mks)

- i) He chose to hit back when his boss reprimanded him
-

- ii) He is fond of looking down on the less fortunate.
-

d) Fill in the blanks in the following sentences with suitable prepositions (2mks)

- i) The man wanted to rest the shade iii) He was sentenced in accordance the laid down laws.

e) Fill the blank spaces below with the correct alternative from the choices given in brackets (2mks)

- i) Are there (anymore/ any more) text books left on the shelf ?
- ii) The winners received(compliments/complements) on a job well done

e) Complete the sentences below giving the missing part of the idiom (2mks)

- i) The house proved to be very expensive ; it cost us an arm and a to acquire it.
- ii) No one is born with a spoon in his mouth.

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PREDICTION 12

PAPER 3

1. IMAGINATIVE COMPOSITION (COMPULSORY) - 20 marks

Either

- a) Write a story that includes the following: - a mobile phone, principal, punishment, police

Or

- b) Write a composition explaining the **devastating effects of floods**

2. THE COMPULSORY SET TEXT - 20 marks

John Lara , The Samaritan

Technology can be used to expose vices done by some individuals in the society. Write an essay basing your illustrations from John Lara's play The Samaritan.

3. THE OPTIONAL SET TEXT - 20 marks

a) The Short Story

Godwin Siundu (Ed.) , A Silent Song and Other Stories

Sins that a father commits to a child can destroy their personality. Using relevant illustrations from the short story The Sins of the Fathers by Charles Mungoshi, write an essay in support of this statement.

Or

b) Drama : Adipo Sidang' , Parliament of Owls

Women play a vital role in bringing positive changes in a failed leadership system.

Drawing relevant illustrations from the play Parliament of Owls, write an essay to show the truth of this statement.

Or

c) The Novel : Kazuo Ishiguro , An Artist of the Floating World

The generational clash between the old and the young leads to strained relationship.

Write an essay to show the truth of this statement drawing illustrations from Kazuo Ishiguro's , An Artist of The Floating World.

PREDICTION 13

PAPER 1

Q1. Imagine that you are the School President of your school: **JITAHIDI HIGH**, and there is an upcoming AGM cum Prize Giving Day. Do write a letter through your principal to the Chairperson Board of Management of your school requesting him/her to confirm the specific details concerning the event. Remember also to request the guest list.
(20 marks)

Q2. Read the passage below and fill in each blank space with the most appropriate word.(10 marks)

Flood is one of the most dangerous natural (i) ----- . It happens when excessive water is collected in any (ii) ----- . It usually happens due to heavy rainfall. India is highly (iii) ----- to floods. There are many regions in the country that face this natural disaster because of the overflowing of rivers. (iv) ----- , it also happens because of the melting of snow. Another reason (v) ----- ----- floods is when the dam breaks down. If we look at the Coastal areas, the (vi) ----- and tsunamis are held responsible for causing floods.

In other words, (vii) ----- the cause may be, it is equally dangerous. (viii) ----- has a lot of harmful consequences. Floods damage the (ix) ----- conditions and it takes a lot of time to recover from the disaster. Therefore, the consequences of floods must be known and (x) ----- must be taken to prevent it.

Q3 a) Read the following genre and answer the questions that follow.

There once lived a wicked chief. Nobody liked him because of his wickedness. He was wicked to the old men and women. By pretending to be kind he tried to be popular with all the young men who lived in the country. When the chief won over the young men they liked him.

One day the chief called all the young men and told them, ‘My friends don’t you see?’

They asked ‘What?’

‘You should kill all of them. Everybody should kill his father!’

As a result, everybody whose father was old brought him to be killed. This one went and brought him to be killed, the other one went and brought his father to be killed. They killed all the old men, leaving only one.

- i) Giving a reason, classify this genre. (2 marks)
- ii) 1) Pick out a pair of homophones from this piece (1mk)

2) The following words have been used in the genre. Give another word that can be pronounced as each of them.

I) see

II) to

(2 marks)

iii) How would you perform the line '*They killed all the old men, leaving only one*'.

(2 marks)

iv) You have been tasked to perform this piece before an audience, how would you capture their attention? (3 marks)

a) Indicate the intonation in the following sentences (3 marks)

i) That is when I knew he was taking me for granted

ii) I am sorry, did I hurt you?

iii) What do you think?

b) Underline the silent letter in the following words. (4marks)

i) Honorarium

ii) Little

iii) Rendezvous

iv) Guarantee

c) You attend a talk in which one of your friends is giving a presentation.

i) While he/ she is presenting you notice that the audience is inactive. What do you think has led to this state? (3 marks)

ii) State three pieces of advice that you would give him/her later. (3 marks)

d) The following conversation is between a teacher and a candidate on exam preparedness. Fill in the missing parts with appropriate responses.

Teacher: Good afternoon, Jeremy. How are you?

Jeremy: (1 mark)

Teacher: Good to hear that. So, how's your revision going?

Jeremy:
.....

..... (1mark)

Teacher:

..... (1mark)

Jeremy: Madam, I am not ready, but I'm working round the clock. I know I'll manage.

Teacher:

.....

..... (2marks)

Jeremy: English and Chemistry, Madam, I need to delve a bit into the compulsory novel.

Would you spare a couple of minutes for some discussion?

Teacher:

.....

..... (1mark)

Jeremy: Okay I will see you in the evening. Thank you.

Teacher:

..... (1mark)

PREDICTION 13

PAPER 2

1. COMPREHENSION

Read the passage below then answer the questions below it.(20mks)

Life is full of reminders of what we lack. There is always someone who is more successful, more talented, more attractive, or more advanced in meeting **milestones** than we are. We encounter these people every day- in fact, they are often our friends, family members, and colleagues. Sometimes these encounters can leave us with a bitter taste in our mouths and a green glow in our eyes. Envy is a state of desiring something that someone else possesses. It's a vicious emotion that can crush self-esteem, inspire efforts to undermine others' successes, or even cause people to lash out violently. It also just feels horrible. So to disarm the **green-eyed monster**, here is how: First, acknowledge envy. Admitting that we are experiencing envy can be very threatening, because it means acknowledging our own weakness and insecurity. We are better off unraveling this form of vague resentment and identifying its green-colored root before it gets the better of us and damages our relationships.

Second, recognize that pride is just the flip side of the envy coin. It is tempting – but generally unhelpful- to try to counteract envy with pride. In other words, reassuring ourselves about our own enviable traits is unlikely to be sustainable, and it maintains the same unstable social comparison hierarchy where someone else needs to be put down in order for us to feel boosted up, and vice versa. Instead of responding to the pain of envy with efforts to bolster your self-esteem, try self-compassion instead.

Also, replace envy with compassion. Although envy seems almost like a compliment, it can be quiet dehumanizing. It reduces the object of envy to something very narrow and masks the full picture of who they are and what their life is like. Have you ever envied someone who seemed to have the perfect life, only to find out later that they were in fact suffering in a very major way? These cases are more common than we might think-we just don't have the opportunity to learn about someone's difficulties when we're **mired** in envy of their seemingly charmed life(New research finds Facebook does not help things, by the way.) Appreciating a person in their fullness can also help us feel genuinely happy for their successes, a form of positive support called "capitalization" that has been shown to promote relationship well-being.

Moreso, let envy fuel self-improvement when appropriate. When our envy is rooted in things we cannot change about ourselves, such as a difficult childhood, a traumatic event, or certain health conditions and disabilities, using envy to motivate self-improvement is more likely to dig us deeper into frustration and self-blame. But sometimes envy alerts us to things that we want in life that are potentially attainable, if we're willing to make certain changes. Lastly, don't forget to count your own blessings. As the saying goes, envy is counting the other fellow's blessings instead of your own. Counting our blessings isn't the same as boosting our ego by reminding ourselves how we're better than others. It's more about refocusing on what is really important in life, and on the sometimes intangible or invisible things we do possess-and that are less dependent on social comparisons, like a strong spirit, a diversity of life experiences, or just the simple fact of being alive.

The bottom line: Envy drains our happiness and saps our energy. It's appreciation that reveals abundance in places where we might have failed to look.

QUESTIONS

- a) How does life remind us what we lack? (2 marks)
- b) In which two ways do people react to life's reminders? (2 marks)
- c) In about 50 words **Summarise** the suggestions made on how to disarm envy. (5 marks)
- d) What is the **tone** of the writer in the passage (3 marks)
- e) According to the passage, how can envy be utilized despite it being negative energy? (2 marks)

- f) ‘Have you ever envied someone who seemed to have the perfect life, only to find out later that they were in fact suffering in a very major way?’ (*Begin: You might.....*) (1 mark)
- g) What is the **irony** in the passage? (2 marks)
- h) Give the meaning of the following words and phrases as used in the passage:
- Milestones –
 - Green-eyed monster –
 - Mired –

2. EXCERPT (20 MARKS)

Read the excerpt below then answer the questions that follow:

“I’m sorry I’ve disappointed you, Ms McKenzie.”

“Forty?”

“What?”

“Your age: forty?”

“No, forty-five.”

“To my thirty-five, imagine that! Go have your picture taken right now, Dr Afolabi. You won’t always look this good. I am not joking. Go.”

“Ms McKenzie, was there something else you wanted us to talk about?”

She slapped herself on one cheek as if to punish herself.” I was beginning to ramble on, wasn’t I? Enough! Now then, Africa’s heads of state will soon start a debate at the Pinacle Hotel, two streets from here, and I’ll be covering the debate for the *Gambian News*. I understand you will be an advisor to the heads of states during the debate. Could you give me some background? What will be the heart of their debate?”

“They will be debating a document titled *Way Omega*. You see, not long ago, twenty Nobel laureates discovered a way to develop Africa and then published that discovery in a document with that title. Africa’s ministers for planning had a look at it. They liked it. Now Africa’s heads of state are in Banjul to adopt it as a common development strategy for all of Africa. That’s the background, Ms McKenzie. Or did you want actual content?”

She shook her head. “What are your expectations of the summit, Dr Afolabi?”

“What are my expectations? Please don’t get me started! I expect the summit to be a historic moment. If adopted, *Way Omega* will change African politics dramatically. Just think: no more military coups; no more rigged elections; well, no more foul play, period.”

“Dr Afolabi, not all of the heads of state assembled here are fair players. In fact, a few are out-and-out foul players- they rose to power through military coups or rigged elections. Those won’t be walking along *Way Omega* any time soon, will they?”

“Change is always like that, Ms McKenzie. One side of it has **defenders** of existing arrangements. These, sure about their loss if those arrangements end, fight tooth and nail to keep them. The other side has **challengers** of existing arrangements, do not fight so hard to win them.”

“Huh? What did you say, Dr Afolabi?”

“You are not listening to me anymore, are you, Ms McKenzie? Anyway, I was saying *Way Omega* will put Africa on a new course, free from the obstacles that have defeated its past efforts. Imagine this, Ms McKenzie: Africa without coups, without civil wars, without...” He stopped himself. “Look who is rambling on now, Ms McKenzie?

Yet can you blame me? I told you not to get me started, remember?”

“Yes I remember, and yet we have your book: *Failure of States*. Dr Afolabi, may I ask you something? What makes you this optimistic about Africa’s future now, when in that book you were very pessimistic? Is it the content of *Way Omega* or the prestige of its authors?”

QUESTIONS

- a) What were Ms. Mckenzie’s expectations as she reveals just before this excerpt. (2 marks)
- b) According to this excerpt, why are heads of states meeting in Banjul? (2 marks)
- c) Describe the current political environment of Africa from Dr. Afolabi’s point of view (4marks)
- d) State and illustrate two other **themes** that can be inferred from the excerpt. (4 marks)
- e) Illustrate the **styles** used in this excerpt. (6 marks)
- f) Give the meaning of the following words used in the excerpt. (2 marks)
 - i) defenders –
 - ii) challengers –

POETRY

Read the poem below then answer questions that follow:

Mother

Thank you for the trees and the seas,
Thank you for the birds we see,
For the animals in the wild and at home,
For the rain that grows our crops
And the sun that dries our clothes.

Mother Nature,
We have forgotten how to be good guests,
To live in harmony with all your wonders,
We pollute and destroy,
When we should protect and give you joy,
And live in harmony with all creatures.

Oh Mother Nature,
We children of the earth,
Do not hear the pleas of the oceans,
We have blocked its voice with plastic,
You who preserves our heritage,
We have forgotten how to preserve your life.

Dear Mother Nature,
We should learn to love and conserve,
As you provide us with our basic needs,
And though we build cities of steel,
You give us a chance to redeem ourselves,
For the earth does not belong to us.

Mother Nature,
I shall plant a tree in your honour,
For the food you have provided,
I shall not litter, for the earth is not a bin,
By protecting you Mother Earth,
I know that you will protect your guests.

For we only exist for a short time,
But the earth remembers it all,
Mother nature will remember your good deeds,
By giving you a healthy life,
In order to see the moon and the stars,
And the wonders that the earth holds.

By Irene Cookie.

QUESTIONS

- a. The persona appreciates Mother Nature for various things, mention 3 of them (3mks)
- b. Outline four ways in which humans disgrace Mother Nature (4mks)
- c. What is the **attitude** of the persona towards Mother Nature (3mks)
- d. Identify and illustrate any **2 styles** used in the poem (4mks)
- e. Using illustrations, which two activities suggested in the poem can help to honor Mother Nature? (2 mks)

Explain the meaning of the following words and phrases as used in the poem (4mks)

- i) in harmony -
- ii) blocked -
- iii) conserve -
- iv) But the earth remembers it all -

4. GRAMMAR

a. Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4mks)

- i) They worked harder. They were motivated by the performance of the team .(*Join into one sentence beginning: Motivated...*)
- ii) She won the admiration of the judges and was awarded the coveted trophy. (*Begin: Not only...*)
- iii) She decided to surrender the phone only after she was threatened. (*Begin: Not until...*)
- iv) I will give you the money if you tell me the truth. (*Begin: Only if...*)

b. Choose the correct pronoun for each gap from among the following: him, I, me, his, she, hers (3mks)

- i) Although Joseph and I disagreed over the matter, I am still a friend of _____.
- ii) She asked _____ if _____ had sought permission from the Teacher on Duty.

c. Fill in each blank space with the correct alternative from the given choices (3mks)

- i) Many workers did not realize that the strike would lead to _____ (*this/these*) problems.
- ii) The bodyguard stands _____ (*besides/beside*) the president in public meetings.
- iii) The childless couple _____ (*adapted/adopted*) a child.

d. Fill in the blank spaces with the correct form of the word in brackets (3mks)

- i) A nurse ought to be _____ (*respond*) to the needs of the patients.
- ii) Many _____ (*spell*) made the work difficult to understand.
- iii) Such negative _____ (*utter*) may put you in serious trouble.

e. Rewrite the following sentences putting the word in brackets in the most appropriate position (2mks)

- i) The tourists have been stopping here every month (*briefly*)
- ii) I have wondered where the treasure is hidden. (*often*)

THE END

PREDICTION 13

PAPER 3

1. Imaginative Composition (20 marks)

Either

- a) Write a story beginning with the sentence:

When I saw James rushing towards me, I sensed that something was amiss...

Or

- b) Write a composition to show how the Kenyan youth can contribute towards environmental conservation.

2. The Compulsory Set Text (20 marks)

The Samaritan; John Lara

It is always good to defend what is right even if it means standing alone since it eventually pays. Using Nicole in *The Samaritan*, justify this statement.

3. Optional Set Texts (20 marks)

Answer one question only

Either

The Short Story: A Silent Song and Other Stories (ed) Siundu Godwin

- a) People's cultural practices are hard to alter. Citing relevant illustrations from the story Ivory Bangles by Erick Ng'maryo, write a composition to illustrate this assertion.

Or

b) The Play; Adipo Sidang'; Parliament of Owls

For every decision we make we should always prepare to face the consequences.

Using valid illustrations from the play *Parliament of Owls*, write an essay to support this statement.

Or

c) The Novel: Kazuo Ishiguro; An Artist of the Floating World

Whenever countries fight a lot of damage happens. Show the truth of this statement using relevant examples from *An Artist of the Floating World* by Ishiguro Kazuo

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PREDICTION 14**PAPER 1****1. FUNCTIONAL SKILLS**

You enjoyed the play ‘The Samaritan’ by John Lara and are now ready to tackle it in KCSE. You overheard form three students complaining that it should not be their compulsory text question in KCSE exams. Write a book review encouraging them to read since it will be examined in their year. (20marks)

2. CLOZE PASSAGE**(10 MARKS)**

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

In both men and women, smoking increases the chances of an individual getting heart disease. It does so by causing high blood pressure and clogging arteries. This (i) leads to a heart attack or stroke. Emphysema is another condition brought about by smoking. This is a progressive respiratory disease (ii) by coughing incessantly, shortness of breath and (iii). These can lead to extreme difficulty in breathing, a situation that may cause disability and death. (iv), smokers have twice the risk of developing cataracts in (v) eyes than non-smokers. A cataract is the (vi) of the eye lens thereby blocking (vii) light and causing blindness. Smoking can also lead to premature loss of the ability to see fine details and differentiate colours. All (viii) is brought about by the constant irritation of the eyes by tobacco smoke. (ix) another medical condition associated with smoking is Burger’s disease. Here, blood vessels get blocked thereby cutting off blood flow to certain parts of the body. The affected areas are (x) starved to death leading to amputation of legs and hands.

3a. Read the poem and answer the questions.

Beneath the sky so blue,

Birds sing a song anew.

The sun shines bright today,
Children laugh and play.

Green fields stretch so wide,
Breezes brush the tide.
Flowers bloom and grow,
In gardens, row by row.

Stars twinkle in the night,
Moon's a glowing light.
Dreams take flight, unseen,
In the calm, serene.

Hearts are full of cheer,
Loved ones always near.
Joy and love abound,
In this world around.

- a) i) Comment on the rhyme scheme of the poem? (2marks)
- ii) Apart from rhyme, how else has rhythm been achieved? (2marks)
- iii) Which words would you stress in the first line and why? (2 marks)

- b) **Underline the word where the vowel sound given has been used.** (3marks)

- a) /ʊ/ - foot, could, pull, pool
- b) /ɜ:/ - butt, nun, burn
- c) /æ/ - barn cat, bag, ankle

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- c) Underline the stressed syllable in the following words. (3marks)
- a) Try to **contact** your parents before the due date.
- b) I can **reward** the class should it win the prize.
- c) The weathermen will **forecast** tomorrow's weather.
- d) Consider the riddling session below and answer the questions that follow: (3 marks)

Challenger: I have a riddle. Are you ready for it?

Audience: Yes, give us the challenge.

Challenger: I have a wife who never returns to where she came from

Audience: The waters of a stream.

Challenger: No

Audience: Rain.

Challenger: No, give me a city

Audience: Mombasa

Audience: fine, I will settle in Mombasa. The answer is the leaf of a tree.

a) How is the audience's attention captured before the riddling session in the riddle provided above?

- e) Read the paragraph below and respond to questions based on it. (4 marks)

“Who do you want to see so badly? The nurse was back.

“December Shikongo.”

The nurse raised her curved eyebrows. “Are you family?”

“I am her brother.”

“December doesn't have a brother.”

“Are you saying I am a ghost?”

There was silence for a while.

“There is no brother listed in her file,” the nurse said. “Only a grandfather.”

When September broke the news to his grandfather that he was going to study abroad two and a half years earlier, Ezekiel had been happy. September had cried, "My sister."

The old man reassured him. "I will take care of her." December showed her his student card. "I am a student. I flew three days ago from the UK." The nurse softened a bit. "I will get her. But you only get 20 minutes. September sat back on the bench.

- a) Identify **four** negotiation skills employed by the nurse in the given excerpt.
- h) You are a deputy principal in your school. A student comes to let you know that a student has broken into another student's desk. What signposting signals does the student employ that enable you to get the details? (3marks)

i)Provide the response that would be the most appropriate in the given situations. (4marks)

- a) A student goes to seek permission from a teacher who cannot grant the permission. What would be the teacher's response to your request?
- b) You are looking for a sitting space in the library. You notice some space is unoccupied but a student has placed her books on it. What would tell the student so as to enable you use the space?
- c) You want a classmate to guide you on how to go about a given calculation but you find him engaged in another activity. Before he engages in the explanation, what would say to him?
- d) During a lesson a teacher gives instructions to follow as you engage in a discussion later in the day. Unfortunately, you miss out on some of them. What would you say as you request the teacher to repeat the instructions?
- e) You are queueing for your lunch but one of your classmates keeps annoying you as you make the queue. Name **two** things, she may have done that triggered the annoyance. (2 marks)
- f) Lucy was given directions by John but she did not get to the destination. John did not succeed in giving directions clearly. What are the guidelines of giving good directions? (2marks)

PREDICTION 14

PAPER 2

1. Read the passage below and then answer the questions that follow. (20 marks)

It is a matter of time before more ex-convicts are offloaded back into communities as authorities try to decongest prisons whose populations are above the recommended capacity. Subject to the advice and recommendations of the power of Mercy advisory Committee (POMAC), about 900 “reformed” hardcore convicts will be released. This will be in addition to 3,908 petty offenders released since June 1, through a presidential pardon. The release of the huge number of prisoners comes at a time when police officers are **grappling** with insecurity challenges. When not on standby to deal with incidents of electoral violence, the cops have to keep tabs on criminal’s gangs that have resurfaced ahead of the General election. Already these vicious gangs have wreaked havoc in Ongata Rongai, Mombasa and Nakuru where cops are struggling to tame them. The presence of ex-convicts among communities is, therefore, likely to make a bad situation worse. From previous experience, some of pardoned prisoners find engaging in violent robbery, burglary, motor vehicle or livestock theft irresistible. Cops generally fear the next lot of ex-convicts coming out of prisons will relapse into crime, making their work more difficult. “Our worry is that many of them will go back into crime, this is not farfetched but a common trend based on past experiences. Once these guys are set free, the impact will be instant with crimes shooting up” says a senior police officer, who spoke to the media, representing the views of some of his colleagues. But police spokesman Bruno Shiosso says there is no cause for alarm since officers are trained on how to deal with lawbreakers, and that ex-convicts are no exception when it comes to enforcing law and order. He said they are certain that prisons authorities will only let out those who proved beyond doubt that they have reformed and become responsible citizens. “But for those who think they will go back to crime, we shall deal with them within the realms of the law,” noted Shioso. The police fear is understandable since recently, a former convict bludgeoned his mother to death in Riagicheru Village of Kirinyaga County. Barely days after being released from jail last month Ephantus Kiura shocked locals when he allegedly killed Grace Muthoni Ndambiri on June 12 by hitting the elderly woman with a blunt object. Kiura had been imprisoned at the Gathigiriri Prison by a court in Mwea for torching his 76-year old mother’s house. Upon earning freedom through a presidential pardon, the man brutally killed his mother. He was among the 3,908 petty offenders released from prison in a decongestion programme.

Kiura was a beneficiary of the community service order. However, he never waited to serve the noncustodial sentence and is now staring at life behind bars for the alleged murder. Petty offenders put on this form of light punishment are required to perform a specified number of hours of unpaid work in the community. This, however, does not apply to prisoners serving jail for capital offences. Authorities admit that it is often difficult to ascertain the prisoners who correctly merit release. Some of those who make it to the freedom list either fake having

reformed or bribe prison officials-ultimately leading to the wrong individuals being reintegrated back into communities. Though stake holders have no **right prescription** for selecting the right convicts for pardon, the general feeling is that more attention should be put on rehabilitation of inmates to achieve the desired change. “Prisons have turned into containment facilities as opposed to rehabilitation centres where inmates and convicts are turned into responsible citizens” states Ambrose Ngare, a former prisons boss. According to Ngare, now executive director of Africa Institute of Criminology, a non-governmental organization dealing in restorative justice, it is pointless releasing prisoners without first endeavouring to reconcile them with the victims they wronged.

Questions.

- a) What is the main reason the advisory committee gives for the release of convicts? (1mark)
- b) Give the main concerns of the police officers in connection to the release of the ex-convicts. (2marks)
- c) State the crimes the offenders have been accused of engaging in. (3 marks)
- d) Give the total number of ex-convicts the police officers expects in the communities. (1mark)
- e) In note form, chronologically summarise the criminal life of Ephantus Kiura. (5 marks)
- f) Cops generally fear the next lot of ex-convicts will relapse into crime. Identify the phrasal quantifier in the sentence. (1 mark)
- g) “Kiura shocked locals when he allegedly killed Grace Muthoni Ndambiri on June 12th...” Identify and explain the mood of the locals towards the event. (3 marks)
- h) What does the writer mean by:- (2 marks)
 - I. grappling
 - II. right prescription

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

Comrade Melusi picked up from where he had left off. “In the end, I just couldn’t resist it”, he said. “I mean the temptation to annoy ‘the bomber’, which is what everyone had taken to calling the new ruler because he was bombing the country’s economy back to the Stone Age. I decide to irritate him in a small yet definite way. Goodness, was I naïve!”

“Don’t you mean brave?”

“No, I mean naive. This is Africa, my friend. You do not go around irritating a head of state in Africa unless you are naive.”

“So why did you do it?”

“Mr. Longway, I’ve just told you why I did it: I was naive. Anyway, I formed an opposition group: the New Independence Party. NIP.”

The visitor liked that. “You mean there was a nip in the air?” he joked, but the joke went completely over Comrade Melusi’s head. Still, the visitor pressed on. “Then what did you do?”

“I ran for president. Save your breath. There is no prize for guessing what followed.”

“I’ll guess anyway-the bomber won.”

“Yes, by ninety-nine percent of the votes. I and the other candidates shared one percent. Now, we knew we’d lose. We were naïve, not stupid, but we didn’t know we’d lose that badly. Yes, we did lose, comprehensively, in fact. But we did not lose that badly.”

“Were you angry, after you lost?

Yes, but not so much at my enemy as at my allies.” “Wait, why were you angry at your allies? “Because we could have defeated our man, but only if we had fought him together.”

“What had soured matters up against him so much for you to think so?”

“You mean what had soured matters against him. First, there was a drought, the worst in a century. It had hit Zimbabwe so badly that the bomber himself had declared it a national disaster. Second, there was the international community. It had come and clamped on Zimbabwe a programme it aptly called SAP.”

“SAP?”

“Structural Adjustment Programme,” explained Comrade Melusi.

“What did it want? “

“It wanted to revive Zimbabwe’s economy by restructuring it.”

” Did it succeed? “

” Certainly not!” said Comrade Melusi emphatically. Then he sighed.” Oh well.”

- a) Place the excerpt in its immediate context. (4 marks)

- b) "You do not go around irritating a head of state in Africa unless you are naïve." While drawing illustrations from the life of the urban poor, prove this statement. (3marks)
- c) While using details in the excerpt and elsewhere in the novel, outline factors that led to the opposition losing the elections. (3 marks)
- d) Describe the attitude Comrade Melusi has towards the subject addressed in the excerpt. (3 marks)
- e) Pick out the dominant issue discussed in the excerpt. (2 marks)
- f) How is Comrade Melusi portrayed in the excerpt? (4 marks)
- g) Comment on the dominant aspect of writing employed in the excerpt. (3 marks)
- h) The bomber himself had declared it a national disaster. (Rewrite to end in:- himself) (1 mark)
- i) Explain the meaning of the following words and expressions as used in the excerpt. (2 marks)
- a. Soured matters against
 - b. Clamped

3. Read the poem below and answer questions based on it. (20 marks)

In Spite of War

1. In spite of war, in spite of death,
In spite of all man's sufferings,
Something within me laughs and sings
And I must praise with all my breath.

In spite of war, in spite of hate
Lilacs are blooming at my gate,
Tulips are tripping down the path
In spite of war, in spite of wrath.

"Courage!" the morning-glory saith;
"Rejoice!" the daisy murmureth,
And just to live is so divine
When pansies lift their eyes to mine.

2. The clouds are romping with the sea,
And flashing waves call back to me
That naught is real but what is fair,
That everywhere and everywhere
A glory liveth through despair.

Though guns may roar and cannon boom,
Roses are born and gardens bloom;
My spirit still may light its flame
At that same torch whence poppies came.

Where morning's altar whitely burns
Lilies may lift their silver urns
In spite of war, in spite of shame.
3. And in my ear a whispering breath,
"Wake from the nightmare! Look and see
That life is naught but ecstasy
In spite of war, in spite of death!"
- a) What is the poem about? (3 marks)
- b) Explain the figures of speech used by the poet in the second stanza. (4 marks)
- c) Outline the deterrents described in stanza one. (3 marks)
- d) Describe the quality of voice the speaker uses to address the subject matter in the poem. (3 marks)
- e) What lesson is put across by the poet? (2 marks)
- f) Comment on the significance of the last two lines. (3 marks)

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

- i. romping
- ii. pansies

4. GRAMMAR

(15 MARKS)

1. Rewrite the sentences below according to the instructions given (5marks)

- a) He would rather pay the fine than be imprisoned. (Use prefer)
- b) There isn't enough time. (Add question tag)
- c) She opened the door and greeted me with a smile. (Use a gerund)
- d) Who saw it? (Change into passive)
- e) certainly said Mayo I will see the manuscript next week. (Punctuate correctly)

2. Use the correct form of the words in bracket to complete each of the following sentences. (4marks)

- a) Justin was suspended from his job because hiswas questionable. (sober)
- b) Theof the title deed was a great achievement to him. (acquire)
- c) The floodsdestroyed lots of lives and property. (cruel)
- d) The.....between the two clans has caused more harm than good. (enemy)

3. Complete the sentences below by filling in the correct preposition. (3marks)

- a) Kamau deals.....groceries
- b) Solomon was famous.....his wisdom.
- c) She guessedthe answer.

4. Complete the following sentence with the correct order of adjective. (1mark)

- a) I had to wear.....jacket. (Grey, woolen, executive)

5. Rewrite the following sentences replacing the underlined idiomatic expression with one word that gives the same meaning. (2marks)

- a) The student complained that his father is close fisted.

.....

- b) She was completely at sea when the president visited her restaurant.

.....

PREDICTION 14

PAPER 3

1. Imaginative Composition.

(20 marks)

Either

- a) Write a story ending:-

".....That was an experience she would wish to blank from her memory."

Or

- b) Write a composition to argue for or against the idea that Competency Based Curriculum should be disbanded.

2. Compulsory Set Text

(20 marks)

John Lara, *The Samaritan*

Mossi is to blame for the challenges faced by the people of Maracas municipality, Justify this assertion.

3. Optional Set Text.

(20 marks)

Godwin Siundu, ED. *A Silent Song and other Stories*

Parents should desist from deeds that haunt their children. Using specific illustrations from “The Sins of the Fathers” by Charles Mungoshi, write a composition in support of this statement.