

ENGLISH PP2 2024 KCSE MOCK

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ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 1 ENGLISH PP2 2024 TOP RANK KCSE MOCK

Instructions to candidates

- Write your name, index number, admission number and school in the spaces provided above.*
- Sign and write the date of examination in the spaces provided above.*
- Answer **all** the questions in this question paper.*
- All your answers must be written in the spaces provided in this question paper.*
- This paper consists of 10 printed pages.***
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*
- Candidates must answer the questions in English.*

FOR EXAMINERS USE ONLY

Question	Maximum Score	Candidates Score
1	20	
2	25	
3	20	
4	15	
Total Score		

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

Kenyan roads hold two things in equal measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the road presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does not happen; value of property appreciates a hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger by the day, and finally, they develop into the craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them, permanent scars and loss of lives. Right in front of our eyes, what held great promise and hope to us becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business in spite of the difficulties.

Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. When it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds.

Here are some thoughts to consider.

First, just like roads, relationships are necessary in spite of their challenges. People come into the relationship with expectations, some realistic, some unrealistic and everything in between them.

The backgrounds we come from inform those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family, wealth and so on. When these expectations are not met, disappointments are bound to occur.

Yet like the roads, relationships still hold great promise for happiness, health and wealth. Mark Gungor, the creator of the video. "Laugh your Way to a Better Marriage." Quotes research that says married people are happier, healthier and make more money on average

than singles, the challenges notwithstanding, am of the opinion that human beings have not yet discovered any other source of

Companionship, love friendship, and pleasure that is greater than that which is found in relationships.

Another thought is the permanent nature of roads. Every time I visit my home town, am amazed that

most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature.

In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans **pledge allegiance**. Unfortunately, these traditional ideals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be a difficult proposition for anyone.

The **proliferation** and acceptance of come-we-stay arrangements and other forms of non-committal type of unions is a challenge. This is because the roles that marriage plays in the society-producing and nurturing of children to maturity, providing companionship and building wealth, require a high level of permanency. The promise of relationships lies in commitment, and if approached from any other angle, relationships become unfulfilling.

(From: *The Daily Nation newspaper dated February 29th, 2012.*)

- a) Explain why people look to the construction of a new road with optimism. (3marks)

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- b) Identify **one** similarity between Kenyan roads and relationships. (2marks)

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c) What is the writer's take on Mark Gungor's position on relationships? (2marks)

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d) According to the passage, state why relationships should be permanent. (3marks)

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e) State the writer's attitude towards Kenyan roads as revealed in the passage. (2marks)

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g) In **note form**, give the consequences of poor road workmanship. (5marks)

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g) "Everyone is excited about the possibilities that the road presents."

(Rewrite beginning: Everyone's) (1mark)

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h) Explain what the following word and phrase mean as used in the passage. (2marks)

i) Proliferation

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ii) Pledge allegiance

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

President Bibo Dibonso was a forced to reckon with. Forty years of supremacy had turned power into a habit then into a toy, and Dibonso himself into a permanent bully. On that day, a new anger was troubling him. Its cause, also new, had come only that morning. He had slept like a log the night before and, like a log, woken up stiff. This was not new. He woke up stiff like a log often these days. So, that morning, he decided to loosen up, for all it was worth, by standing up then bending down and straightening up again, once. The cause of his new anger arose from that little workout. In a first sign of loss of self-control, something warm trickled down between his legs. This had never happened before; it was new. A bolt on some valve inside him had gone loose, basically owing to old age. Old age has uncanny ways of loosening bolts even on valves best left alone.

He showered, of course, but his self-image had already suffered a blow no shower could undo. Since that incident, all words he uttered had a new anger, a terror he unleashed to make up for a loss of self-worth caused by an internal valve gone haywire. That anger was in his every word now.

"You have been quite a disgrace, Mr Chairman," he began. This language was extreme, even by his extreme standards.

"What did you say, President Dibonso?" asked the Chair, pretending he had not heard.

"You've totally lost control of the summit, Mr Chairman."

"What exactly do you mean by that, President Dibonso?"

"This debate is supposed to be about Way Omega and path Alpha. yet didn't you just let someone raise an imaginary issue not in either of these documents?" President Dibonso was referring to President Ibarosa, another fire-eater, and dared not mention him by name. "And I'll tell you something else, Mr Chairman."

"Keep it, President Dibonso," said the Chair curtly.

President Wasiwasi Wesiga, an old hand who had anticipated many coups and nipped them in the bud before they got off the ground, was first to spot brewing trouble. He moved at

once to end it. "POINT OF ORDER," he shouted. He did not want trouble. CHAIRMAN, POINT OF ORDER!"

"Nonsense!" snapped the Chair at him. "What point of order?" Confused by his own fury after his clash with President Dibonso, he thought he was snapping at that President.

"Its about The Trick, Mr Chairman," said President Wesiga. He had taken no offence for being snapped at.

a) Place this excerpt in its immediate context. (5 marks)

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b) Discuss one thematic issue evident in this excerpt. (2 marks)

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c) Explain the imaginary issue that president Ibarosa raised, that was supposedly not in either of the documents. (2 marks)

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d) With clear illustrations, identify three styles used in this excerpt. (6 marks)

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e) How has president Dibonso been portrayed in this excerpt? (4 marks)

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f) Using information from elsewhere in the text, explain what The Trick is. (4 marks)

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g) Give the meaning of the following words as used in the excerpt.

(i) Bully

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(ii) Fire-eater

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3. ORAL LITERATURE

Read the oral narrative below and answer the questions that follow.

There was once only one wise being in all the world, and that was Kwaku Ananse, the spider .But Kwaku Ananse wished to keep all this wisdom to himself.

One day, bored with having to stay and guard his wisdom all day, Kwaku Ananse decided to store it away and hide it in a safe place. So he called his wife, Aso, and asked her to make him a big pot into which he could put all his wisdom.

Aso went down to the riverbank and collected clay .She carefully made a big pot - a great pot with a narrow opening at the top so it could be easily sealed. Then she put the pot out in the sun to bake, and with the remainder of the clay, fashioned a stopper.

When the pot was finished, Aso took it to her husband, who, after making sure that there were no cracks in it, gathered together all his wisdom and pushed it well down into the pot .He covered it with some cocoa-yam leaves, then put in the stopper and tied it on with some strong twine.

Now Kwaku Ananse had decided to hide the pot way up in the branches of a huge, silk-cotton tree that grew some distance away in the forest .It was over three metres wide, and the spikes on its trunk would stop all but the most intrepid spiders from climbing it.

Carrying the pot in front of him, he made his way through the forest, followed – unbeknown - by his small son, Ntikuma. At last he reached the great tree and started to attempt to climb it. He

hung the pot by a rope around his neck, with the stopper just below his nose so he could make quite sure it did not tip over.

Alas, try as he would ,Kwaku Ananse could not climb the tree ,for the pot kept getting in the way of his arms and he found he was unable to grip the trunk .He tried ,and tried, and tried, but with no success.

He grew hot and sticky and started to swear angrily.

Now, Ntikuma was watching his father from behind a tree, puzzled by his curious antics. At last, when Kwaku Ananse’s swearing grew really bad, he could stand it no longer and came up to his father timidly.

“Surely my father”, he said, “If you wish to take that pot up the tree you should tie it to your back, not your front. Then your hands would be free.”

Ananse was furious. Here was his small son teaching him a lesson – a lesson which he realized was only too true. Shaking with anger and exhaustion, he lifted the pot intending to take it off and chastise his son .His hands were slippery with sweat and the great pot was heavy. It slipped through his fingers and crashed to the ground. The pot burst open and the contents were scattered far and wide .There was a storm coming, and the wind swept through the forest, lifting the wisdom and carrying it on its way. The rain poured down and swept the wisdom into the steams, which carried it into the sea .Thus wisdom spread throughout the world.

(a) Giving a reason, identify the sub-genre of the above narrative. (2 marks)

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(b) Why did Kwaku Ananse decide to hide his wisdom? (2 marks)

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(c) How did Ananse make sure that his wisdom was sfe in the pot ? (2 marks)

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(d) Why was it difficult for Ananse to climb the tree with the pot? (2 marks)

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(e) Identify and illustrate one character trait of each of the following as brought out in the above narrative: (4 marks)

(i) Kwaku Ananse -

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(ii) Aso -

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(f) What two aspects of this narrative qualify it as oral? (4 marks)

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(g) Identify and illustrate one economic activity of the community from which this narrative was taken. (2 marks)

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(h) Which is the suitable audience for this story and why? (2 marks)

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4. GRAMMAR (15 marks)

i) **Rewrite the following sentences according to the instruction given.**

a) If he comes he will not be punished.

Begin: Unless

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b) The snail reached the ark only by perseverance.

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Begin: Only

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- c) They had just walked out of the building when the bomb went off.

Begin: No sooner

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- d) John told the principal that he needed to go and see the nurse because he was feeling unwell.

(Rewrite as direct speech)

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- e) These books belong to the daughter of our teacher.

Begin: These are

.....

.....

ii) Replace the underline words with phrasal verbs that begin with the words given in brackets. (3marks)

- a) Parents should not yield to their children's unreasonable demands.(give)

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- b) The officials cancelled the match because of the heavy rain. (call)

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- c) Disagreeing with his parents was his worst mistake. (fall)

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iii) Explain the difference in meaning of the following pair of sentence.

- a) I only heard the news in brief.

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b) I only heard the news briefly.

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iv) Change the following sentence into passive.

a) Njoroge wrote the best composition.

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.....
b) Sue bought the beautiful house in the hill.

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v) Complete the following sentence using the appropriate form of the word given in brackets.

a) Sophie's mother of Sophie wearing very tight clothes to church
(approve)

b) His..... Cost him his job (efficient)

c) The of the travel's was hindered by the poor roads (mobile)

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ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

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1	20	
2	25	
3	20	
4	15	
Total Score		

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

Certainly, national examinations are the most objective instrument for evaluating the quality of instructions learners get in a school over a given period of time. They help to determine, in the short term, how well schools have exposed learners to the prescribed curriculum.

An exam is a monitoring and evaluation tool of some sort; it helps the policy makers to determine how schools are implementing the curriculum.

There is, however, a big danger here. Over time, the public come to view examinations, tests, as indicators of how well schools are teaching. The better the results, the more the public believe that there is quality education a school is giving to its learners.

When society comes to idolize examinations and all that they can do- secure qualification for admission into competitive courses in universities or training- it makes the school and the teaching fraternity to narrow their perspective to nothing but examinations.

Some schools discard the professional integrity that has long defined the teaching profession over the years. Lest we have forgotten, education is the instrument by which the knowledge, skills and habits of the society is transmitted or transferred from generation to the next through teaching and research. Included in this is the knowledge, beliefs, art, law, morals, customs and other capabilities and habits mankind has acquired as a member of the society, to paraphrase a definition of culture by English anthropologist E.B. Tylor.

Pressed to produce excellent results, schools face the temptation of developing methods that can deliver those results with or without imparting the knowledge, skills and habits.

The core curriculum has been designed in such a way that it is sequentially covered within a period of eight years for primary and four years for secondary education. Build into the scope and sequential implementation of the curriculum are leading ideas of education psychologists on the nature of knowledge, how children learn, and how best they can learn the prescribed curriculum without stress.

The series of guidelines the Ministry of Education, Science and Technology has developed pre-scribing normal teaching and learning hours are informed by knowledge of educational psychology.

They seek to ensure that schools actually implement the curriculum as designed to allow children time to rest, to do their own reading after formal teaching hours during weekdays and over the weekends. The Kenya Institute of Curriculum Development (KICD) has sequenced the curriculum in such a way that students painstakingly build on previous concepts and ideas to reinforce their understandings and appreciation of the things they are learning.

This is the principle that underlies the ban against holiday tuition, and teaching outside official teaching hours including Saturday and Sundays. The Government wants quality curriculum delivery and control. It is not after getting sterling grades through hook or crook.

A highly valued method of imparting prescribed knowledge, skills and habits is through the development of and promotion of the use of effective learner- centred pedagogies, curriculum models/ resources and assessment mode to enhance learning in the cognitive, affective, physical and aesthetic domains.

(Adapted from Education Mews: April, 2014)

- a) According to the writer, why is an exam important to policy makers? (1 mark)

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- b) What misconceptions does the public have towards examinations? (2 marks)

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- c) In not more than 40 words. Write a summary on the effects of idolizing examinations by the society. (3 marks)

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d) According to E.B. Tylo, what is culture? (2 marks)

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e) According to the passage, what has influenced the designing and implementation of the curriculum? (2 marks)

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f) Why has the Ministry of Education, Science and Technology come up with guidelines on normal teaching and learning hours. (2 marks)

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g) "It is not after getting sterling grades through hook or crook". What is the meaning of the underlined statement? (1 mark)

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h) The government wants quality curriculum delivery and control.
Change above statement to an interrogative sentence. (1 mark)

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i) Provide a suitable title to the passage. (1 mark)

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j) Give the meaning of the following words as used in the passage. (5 marks)

a) Prescribed

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c) Implementing

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d) Idolize

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e) Anthropologist

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e) Sequenced

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Question 2: The Compulsory Set Text (25 Marks)

"Mathematics at a summit!" complained the other heads of state. "What next?"

The old rogue knew they were having trouble understanding his equations. Yet did he offer them any help? No. He wanted to enjoy the moment.

When he had enjoyed it for long enough, he offered the help he had withheld.

"Here is what those equations tell to you, Excellencies. They say you I will toss this coin twice.

"He held high the coin that he was talking about. "If coin land..."He broke off again. "How you say 'pile ou face' in English?

"Heads or tails," obliged President Gamlozi.

"Senks,"acknowledged the old man. "So, if coin land heads for first toss, then first equation - in first row, first column, of The Choice Matrix-is telling to you: Choose Way Omega for another toss and forget all about Path Alpha. But if coin land tails, then second equation- in first row, second column-is saying you: Choose Path Alpha and forget Way Omega instead."

The old man looked at his audience. "Questions?" he asked.

"YES!" shouted Minister Zinto, already up on his feet. "With all due respect, President Bangoura, I think what you are suggesting now is total nonsense."

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"QUOI? WHAT?"

"Mr President, real summits don't decide by flipping coins."

"I see. And I suppose, *Cher le Ministre*, Dear Minister, you going make same protestation, with as much vigour, when your Way Omega get win."

The summit hall rocked with laughter.

"Order!" demanded the Chair. "Order, Excellencies, order! We will have order. As for you, Minister Zinto, you will speak only when I say so. Do you understand-yes? Then sit down!"

The minister sat down.

Dr Afolabi rose. "Mr Chairman, I think the minister has a point," he said. "My advice here would be.

The old man cut him off. "Your advice here would be what? That we utilise your method of "this on one hand and that on other hand"? Ha! We would still be here next year, admiring our hands if we were to do so.

"Again the summit hall rocked with laughter"

"Order, please! Excellencies, order!" the Chair reminded everyone. "As for you, Dr Afolabi, if I find I need your

a) What happened immediately before this excerpt? (3 marks)

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b) What do we learn about African Heads of state in this excerpt? (4 marks)

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

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d) What does the chair mean when he asks Abiola if he wanted them to utilize his method hand

e) What happens immediately after this excerpt? (3 marks)

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f) Give the meaning of each of following words as used in this excerpt. (5 marks)

(i) Flipping

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.....

(ii) Rogue

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(iii) Protestation

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(iv) Utilize

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(v) obliged

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3: ORAL LITERATURE

(20marks)

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

Once upon a time, all animals in the jungle were of the same plain colour but when they were invited by king lion for his son's wedding, they decided to decorate themselves for the occasion. The tortoise was given the task of making the dye to be used. Though he was slow, he was the most intelligent.

The big day was fast approaching but the tortoise had only managed to make one big pot of black dye. He called a meeting and they all decided to use the available dye to make various patterns in their skins.

The leopard was allocated the job of painting the rest of the animals. The zebra was the first on queue followed by the giraffe, then the donkey and all the other animals were to follow. The giraffe and the zebra were painted and they looked very beautiful.

Then the donkey's turn came but he was undecided on the pattern to choose. The leopard decided to paint him like a zebra and got down to work. He had a long line along the donkey's spine from head towards the tail. On reaching the tail, the donkey started giggling. The leopard continued and the donkey jumped and threw him his hind legs saying the brush was tickling and he could not contain himself any longer.

He had thrown his hind legs so hard that he hit the pot containing the dye. The dye splattered all over the animals on the queue. The cheetah got speckles all over his body, the leopard got spotted and the crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him the whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

All the animals rushed to the stream to try and wash out the dye but it was already dried and had become permanent. Nobody could get off the spots, streaks, speckles and splotches. And that is how the donkey was responsible for the various patterns we see on animal's bodies today.

a) Classify the narrative above. (2marks)

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b) Identify and illustrate any two social aspects of society from which this narrative is taken (4 marks)

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c) Identify and illustrate any three features peculiar to oral narratives evident in this narrative. (6marks)

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d) Identify and illustrate any two character traits of the Leopard. (4 marks)

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e) Who would be the target audience of such a narrative (2marks)

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f) If you were to collect this narrative from the field, what preparations would you make before the actual field work (2marks)

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4. GRAMMAR (15 marks)

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

(i) We did not know that he was a thief. (Rewrite beginning: Little.....)

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(ii) My father would not allow us to go out at night under any circumstances.

(Begin: Under)

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.....
(iii) She does not like either of them. **(Rewrite to end by her)**
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(b) Fill in the blank spaces with the correct preposition.

(3 marks)

- (i) The doctor put me _____ these drugs.
(ii) Wife beaters have scant regard _____ women.
(iii) During the match between the national team and the visiting team, the field was filled _____ capacity.

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

(3 marks)

- (i) Her _____ (deceive) cost her two million US dollars.
(ii) The minister was impressed by the _____ (keen) with which the students carried the experiment. (iii) The teacher punished the student for _____ (spell) the word.

(d) Give two possible meanings for the following sentence.

(2 marks)

Flying planes can be dangerous.
.....
.....
.....

(e) Rewrite the following sentences in direct speech.

(2 marks)

- (i) The girls exclaimed that Miss Kenya was a beautiful lady.
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.....

- (ii) The teacher told Juma to go where she was.
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.....
(f) Fill in the blanks with the correct alternative from the choices given. (2 marks)

(i) The girl _____ her clothes yesterday. (hung/hanged)

(ii) The Chef _____ the mats on the table before serving the food.
(lay/laid)

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ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

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INSTRUCTIONS TO CANDIDATES

Answer all the questions in the spaces provided.

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Question	Max score	Candidates score
1.Comprehension	20	
2.Excerpt	25	
3.Oral narrative	20	
4.Grammar	15	
TOTAL	80	

1.COMPREHENSION

Read the passage below then answer the questions that follow(20mks)

From its Davos debut in January 2023, ChatGPT took just seven days to hit the million user mark, which a UBS report says took Facebook ten months and twitter almost twenty five months.the conversational AI model ChatGPT, a **nascent** piece of technology then, is now being referenced as the new **boogeyman**. It's not difficult to see why.

Concerns around AI, from its potential misuses and ethical implications to the balance of innovation versus disruption, have swirled since ChatGPT went mainstream. There is much unease at the thought of AI replacing jobs. Investment bank Goldman Sachs predicts that 300 million jobs will be lost or degraded by AI. The World Economic Forum found that the global economy will shed 14 million jobs over the next five years as the economy weakens and companies boost AI adoption.

Students have good reasons to be anxious. According to the Institute of the Future, 85% of the jobs that will exist in 2030 haven't been invented! While it is easy to speculate about the types of jobs automation will make obsolete, it is with no certainty that we can make any assumptions. A 2018 Elon Musk tweet balances the argument: "Excessive automation at Tesla was a mistake. To be precise, my mistake. Humans are underrated."

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AI will profoundly **impact** the future of work. Tech innovations of the past decade have made bank tellers, cashiers, telemarketers and travel agents relics. Generative AI has the potential to take over segments of marketing, copywriting, design, customer support, legal work and so on. It remains aware of its limitations though, and believes that “jobs that require a high degree of creativity or interpersonal skills are less likely to be replaced by AI.” These skills are innate to project managers. PMI’s Talent Gap predicts an increase in jobs requiring project management-oriented skills from higher demand due to economic growth and retirement rates. That will create a global need for 25 million new project professionals by 2030. That could result in a \$345.5 billion loss in global GDP.

Regardless of which way the pendulum swings, and which job AI swallows, youth must commit to lifelong learning and skilling. Joining a professional association is recommended for students and early career professionals. Staying informed about trends, access to learning resources and being intentional about professional development will give them a head start to the future of work.

Power or soft skills are one of the most essential skills a membership can help you sharpen. One can step into multiple ‘official’ roles, such as youth ambassador and student, coordinator, to develop power skills. Having real-world experience using power skills to accomplish goals or overcome obstacles gives one a tremendous edge when job hunting. AI might disrupt life and destroy the work we do. But as a student, you can be prepared, build your professional equity, network and find a mentor. Membership in an association can do all that.

(Ms. Baiduis youth lead, Sub-Saharan Africa, Project Management Institute (PMI). @PMI–Africa.)

QUESTIONS

a) What makes chatGPT unique? (2 marks)

b) What **three** concerns are raised around AI? (3 marks)

c) Outline the jobs that Generative AI is likely to make redundant. (5 marks)

d) **In about 40 words**, explain how the youth can cope with AI (6 marks)

Rough Draft

[illegible]

-Fair Copy

This image shows a full page of primary-ruled paper. It features ten sets of horizontal lines across the page. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend from the left margin to the right edge of the page. There are no margins or additional markings present.

e) Of what importance is a membership to professional bodies? (1 mark)

f) Explain the meaning of the following words and phrases as used in the passage (3 marks)

i) nascent –

ii) the new boogeyman –

iii) impact –

EXCERPT;

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."

"So 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?"

"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 a 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. "The man was claiming that I chided him for being drunk, when all he had had was a "Péisi." 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) Place the excerpt to its immediate context. (4 marks)

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- (ii) Discuss two-character traits of Abiola and one character trait of Fiona McKenzie. (6 marks)

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- (iii) (i) Why do people like to tell lies? (Report) (1 mark)

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(iv) (ii) The phone rang. (Add a question tag) (1 mark) iii) No, she divorced me last year.

(Rewrite in the passive) (1 mark)

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(v) Highlight two themes raised in the excerpt. (4 marks)

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(vi) Identify and illustrate two features of style used in the excerpt. (4 marks)

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(vii) Explain the meaning of the following words and phrase as used in the excerpt. (3 marks)

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3. ORAL NARRATIVE

Read the oral narrative below then answer the questions that follow. (20mks)

The entire world was filled with water when God decided to create the world. God sent His messenger Obatala to perform the task of creating the world. Obatala brought along his helper, a man named Oduduwa as well as a calabash full of earth and a chicken. Then they began their descent to earth from a rope.

Along the way, they stopped over at a feast where Obatala got drunk from drinking too much palm wine. Oduduwa, finding his master drunk, picked up the calabash and the chicken and

continued on the journey. When Oduduwa reached the earth, he sprinkled the earth from the calabash over the water and he dropped the chicken on the earth. The chicken then ran around the earth in every direction he moved until there was land. Oduduwa had now created earth from what used to be water.

Later when Obatala got out of his drunken haze, he discovered that Oduduwa had already performed his task and he was very upset. God however gave him another task to perform; to create people that would populate the earth.

And that was how the world was created in a place now called Ile-Ife.

QUESTIONS

a) With illustrations, classify the above narrative (3mks)

b) State **two** duties God gave Obatala according to the story (2mks)

c) Describe the **economic** activities of the people depicted in this narrative (4mks)

d) Using illustrations, comment on the character traits of the following characters in the narrative (6mks)

i. Obatala

ii. Oduduwa

[illegible]

a. Rewrite each of the following sentences according to the instructions after each. Do not change the meaning (3mks)

i. He was very sick and so he could not go to work. (Rewrite using “too...to”)

ii. Women have not had greater opportunities for following careers at any time in history than they have now (Begin: At....)

iii. Their proposal was not at all practicable. (Rewrite using: proposed)

b. Complete each of the following sentences with the correct form of the word in brackets (3mks)

i. Mark's ----- (decide) affected everybody.

ii. He was ----- (continue) from college after failing three times.

iii. You will not be allowed in without ----- (identity)

c. Choose the correct alternative from the brackets to complete each of the following sentences (3mks)

i. He is the longest serving of all Kenya's ----- (attorney generals, attorneys general)

ii. They have remained hopeful in spite of the many ----- (crises, crisis)

iii. ----- (Seem, Seems) this is one of those stories that have no ending.

d. Fill in the blank spaces in each of the following sentences with the appropriate preposition (3mks)

i. He took his clothes and dived ----- the pool.

ii. She will preside ----- the function.

iii. The exercise was conducted ----- the regulations.

e. Fill in the blank spaces with an appropriate pronoun (3mks)

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

ii. The organizers have invited Mwamburi and ----- but I don't intend to go.

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

THE END

NAME.....ADM.....

SCHOOL.....INDEX.....

DATE.....SIGN.....TARGET.....

ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 4 ENGLISH PP2 2024 TOP RANK KCSE MOCK

Kenya Certificate of Secondary Education (KCSE)

- a) Write your full name and admission number in the spaces provided above.
- b) Sign and write the date of examinations in the spaces provided above.
- c) Answer **all** questions in this paper.
- d) All your answers must be written in the spaces provided in this question paper.
- e) This paper consists of **13** printed pages.
- f) Candidates should check the question paper to ascertain that all the pages are printed as indicated and no questions are missing.
- g) Candidates must answer the questions in English.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
Total score	80	

Read the passage provided below and answer the questions that follow: (20 marks)

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

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

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

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

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

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

Questions

FOR MARKING SCHEME CALL SIR ABRAHAM **0729 125 181**

a) Why are the efforts to battle the virus bitter-sweet? (2 marks)

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b) What measures were put in place to contain the 2nd wave of infection? (2 marks)

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c) Explain these expressions as used in the passage; (2 marks)

i) Not out of the woods yet

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ii) Burning the midnight oil.

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d) What are the symptoms of Covid-19. (3 marks)

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e) Identify 2 instances of irony in the passage. (4 marks)

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f) In point form, summarise the lessons the pandemic has highlighted. (4 marks)

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

efficacy

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Asymptomatic

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Colossal

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2. EXERPT (25 MARKS)

Read the excerpt below and answer the questions that follow

Cute as a button and sharp as a needle, he thought. Her eyes were wide and white like a pair of moons. She continued. "My natural parents were Gambian, but I will never see them. are dead. Oh, well." She wriggled in her chair. "Goodness me, what am I doing? Dictating my autobiography?" She waved that idea away. "Let's talk business now, shall we?" She pulled out of her handbag a small device then switched it on. "Mind if I start recording?"

"You're a reporter?" He had not thought she was.

"Yes, for the Gambian News."

"I see. Now, how can I help you, Ms Mckenzie?"

"I'd like to ask you a few questions, if I may."

"Yes, you may. In fact, why don't I start you off? My name is Abiola Afolabi, which you seem to know already. But you can just call me Abiola, my first name. Take it from there."

"I will: you studied at Harvard University in the USA. Now you teach at the University of Ibadan in Nigeria." She smiled. "I got that from the cover of your book: Failure of States." He averted his eyes to enjoy this fame in the correct manner— with humility, he hoped she would easily see through. This black Scotswoman surely knew her tread, he thought.

"when I heard you were heard at The Seamount Hotel, Dr Afolabi, I decided to come and see you. So here I am. This is also funny."

"Funny?"

"Yes. I expected to see an academic scarecrow dressed in jeans. Instead, I see a well- dressed man who might well be a business person..."

QUESTIONS

- a) Explain what happens immediately g) Explain the meaning of the following before this excerpt. (4 marks)

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- b) Identify and illustrate two aspects of style in this excerpt. (4 marks)

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c) Discuss one theme evident in this excerpt. (2 marks)

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d) Discuss two-character traits of Fiona in the excerpt. (4 marks)

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e) Briefly explain what happens what happens after this excerpt. (2 marks)

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f) How are Afolabi's thoughts in his book fulfilled later in the book? Briefly explain(4marks)

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g) Explain the meaning of the following words as used in the excerpt. (5 marks)

i) Averted

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ii) Autobiography

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iii) Wiggled
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iv) Tread
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v) Menacingly
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Q3. Read the narrative below and answer the questions that follow. (20 marks)

At the beginning of creation, Mwene Nyaga. Ngai, the creator and provider for all mankind called one of his servants Gikuyu. He said to him, “My son Gikuyu, I am going to give you your share of land. The land I am going to give you is full of ravines, rivers, valleys, forests and plenty of game for you to hunt for your food. The land is fertile and your children and your children’s children will never go hungry if you till it well.

Gikuyu stood still with disbelief. Mwene Nyaga saw Gikuyu’s hesitation. He took him to his residence on top of the mountain of mystery, “kirinyanga” where He resided. From here, he commanded a good view of all his lands. He therefore, wanted Gikuyu to see for himself all the land he had been given. He showed him all the land and its beauty. He said, “My son, all this is yours.”. Then He sat back and watched Gikuyu’s happiness as he moved from place to place, trying to locate the boundaries to his land. But no matter how hard he looked, his land seemed to roll for miles and miles. Having inspected the panorama of his land, he quickly composed himself and ran to Mwene Nyaga’s feet and cried with happiness thanking Him for the great gift. He was sure that he would be happy ever after. But then, he felt a kind of loneliness and his happiness subsided. What would he do with all that land all by himself? Mwene Nyaga knew what was going on in Gikuyu’s mind. As he was leaving, Mwene Nyaga called him back and pointed to him a spot far, far off in the middle of the country, where a fig tree, Mukuyu, grew. He ordered Gikuyu to settle there and call this place; “Mukurwe wa Nyagathanga”. Whenever Gikuyu was in need of Mwene Nyaga’s help in whatever way, he should offer sacrifice to Him at the fig tree. He should raise his hands towards Kirinyaga, Mwene Nyaga’s residence, and state all his problems. Mwene Nyaga will definitely see him and come to his rescue. He also told him that he had given him a present, the most precious present in his life and that he would get

he presents on his arrival home, his new home.

Gikuyu thanked Mwene Nyaga and being unable to contain his curiosity any longer, he hurried straight to Mukurwe wa Nyagathanga. To his surprise, seated there was a young beautiful woman whom he called Mumbi (Moulder or creator). They lived together as man and his wife and were blessed with nine daughters but no sons. The daughters were: Wachera, Wanjiku, Wairimu, Wambui, Wangari, Wanjiru, Wangui, Mwithaga and Waithera. Gikuyu needed an heir and his not having a son disturbed him. He then remembered Mwene Nyaga's advice, "I'll come to your rescue".

He organized a sacrifice at the Mukuyu tree. He slaughtered a ram and a kid from his flock and poured their blood and fat on the trunk of a sacred tree. He went to his house and called Mumbi and their daughters. They roasted some meat and offered it to Mwene Nyaga. They raised their hands towards Kiringaga and prayed, "Thaai thathaiya Ngai thaai.....". "He later left and went home.

Mwene Nyaga quickly answered Gikuyu's prayers. On the following morning Gikuyu went to the sacred tree and he couldn't believe his eyes when he found seated near the tree, nine strong young men. He was overcome with joy and he looked up to the mountain and thanked Mwene Nyaga, his benefactor. He welcomed the nine young men and he took them to his home where he introduced them to his wife and daughters. Food was cooked for them and after bathing and eating they went to sleep.

The next morning, the nine men woke up early in the morning having had a good night's sleep. After the morning meal, Gikuyu called them outside to discuss marriage. He told them they would marry his daughters on one condition: they had to live with them in his land. By this time, the men had already made their choices. They were so fascinated by the daughter's beauty and the father's kindness that they agreed to his proposal. Gikuyu and Mumbi were overjoyed for they now had sons to inherit their vast lands. The daughters, on the other hand had already started to show their preference of the men. They were also happy when the men agreed to their father's wish for, they knew they now had men to protect them and give them company.

Gikuyu did not wait long before making arrangements for his daughters' wedding according to the Gikuyu customary laws. He did not ask for bride wealth from the young men for he knew they did not have any and in actual fact they were a blessing to him. They were, however, united under one name "Mbari ya Mumbi" which means Mumbi's family group. This was in honour of their mother Mumbi.

Gikuyu and Mumbi were the heads of "Mbari ya Mumbi" and the nine families remained under them. They are the mother and father of the Gikuyu people.

As the years passed, Gikuyu and Mumbi became older and older and eventually they died. Before they died, Gikuyu called all his daughters and their husbands. He told them, "My children, as you can see, your mother and I are about to leave you but before we go, we would like to leave you with these words. All the land and whatever else we possess is yours. Divide it equally among yourselves.

Remember that one finger cannot kill a louse"

With these words, Gikuyu and Mumbi breathed their last breath.

The nine families continued to live together but the number of their children and grandchildren were increasing. They became so many that it was impossible for the families to live together anymore. They called a meeting where they resolved that each family should call together all its children and grandchildren and live together as one clan (Muhiriga). The

FOR MARKING SCHEME CALL SIR ABRAHAM **0729 125 181**

clans were to be called after the nine daughters of Gikuyu and Mumbi. This decision is the basis of the nine principal Gikuyu clans. They are Acheera, Atachiko, Airimo (or Agathigia), Ambui, Agari, Anjiru, Ethaga, and Aitherando. The nine clans lived in Gikuyu's land but they occupied different parts of it.

Questions

(a) Classify the above narrative fully. (2 marks)

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(b) Gikuyu received his gift with mixed feelings. Why? (4 marks)

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(c) "Divine intervention is real" how true is this statement in light of what happens in the narrative. (3 marks)

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(d) Comment on the use of at least one feature of style in this narrative (2 marks)

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(e) Gikuyu thanked Mwene Nyaga and being unable to contain his curiosity any longer, he hurried straight to MukurwowaNyagathanga

(Begin: Having

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(1 mark)

(f). Give and illustrate at least two-character traits of Mwene Nyaga. (4 marks)

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(g). With illustrations, identify two themes evident from this tale. (4 marks)

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Q. 4 GRAMMAR (15 MARKS)

(a) Rewrite the following sentences according to the instructions given (3 marks)

(i) if I were the president, I would ensure all the bandits were rounded up. (Begin 'Were....')

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(ii) I like Nairobi more than Machakos (Use prefer)

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(iii) The army has rounded all the bandits (Rewrite in passive)

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(b) Use the correct form of the words in brackets. (3 marks)

(i) The rebels were subjected to (relent) bombarding by the
loyal soldiers.

(ii) The(certain) of the petition outcome has made him very nervous.

(iii) No single female candidate won theseat in the recently
conducted elections (Governor)

(c) Replace the following phrasal verbs with one word (2 marks)

(i) Mosonik rarely had fare home because he was wasteful in spending
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.....

(ii) Take care of the utensils, they are easily broken
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(d) Fill in the blanks spaces in each sentence with the most appropriate choices of word
from those

Provided (3
marks)

(i) Odongo introduced Apundo and(her/she) to his
father

(ii) Mrs. Swazuri sent two students(i/me) and John
out of her class.

(iii) We are better than(they/them)

(e) Complete the following sentences with the correct form of the verbs in bracket. (3 marks)

- (i) A concerted effort from all stakeholdersneeded for good parenting. (be)
- (ii) The tourthe luggage amid protests (fling)
- (iii) The counselors havean extensive healing programme (Begin)

(f) Rewrite the following sentences according to the instructions given after each. Do not change

the meaning of the sentence.

- (i) Taiyo was very beautiful and permuat could not help admiring her. (Begin so.....)

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SCHOOL.....INDEX.....
DATE.....SIGN.....TARGET.....

ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 5 ENGLISH PP2 2024 TOP RANK KCSE MOCK

INSTRUCTIONS TO CANDIDATES.

- Write your name, class and admission number in the spaces provided above.
- Sign and write the date of examination in the spaces provided above.
- All answers must be written in the spaces provided.
- All your answers must be written in English.

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
	TOTAL SCORE	

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

It is lonely at the lands where people go to plough. These lands are vast clearings in the bush, and the wild bush is lonely too. Nearly all the lands are within walking distance from the village. In some parts of the bush where the underground water is very near the surface, people made little rest camps for themselves and dug shallow wells to quench their thirst while on their journey to their own lands.

They experienced all kind of things once they left the village. They could rest at shady watering places full of lush, tangled trees with delicate pale-gold and purple wild flowers springing up between soft green moss and the children could hunt around for wild figs and any berries that might be in season. But from 1958, a seven-year drought fell upon the land and even the watering places began to look as dismal as the dry open thorn-bush country; the leaves of the trees curled up and withered; the moss became dry and hard and, under the shade of the tangled trees, the ground turned a powdery black and white, because there was no rain. People said rather humorously that if you tried to catch the rain in a cup, it would only fill a teaspoon. Towards the beginning of the seventh year of drought, the summer had become an **anguish** to live through. The air was so dry and moist-free that it **burned** the skin. No one knew what to do to escape the heat and tragedy was in the air. At the beginning of that summer, a number of men went out of their homes and hung themselves to death from trees. The majority of the people had lived off drops, but for two past years they had all returned from the lands with only their milled-skin blankets and cooking utensils. Only the charlatans, enchanters and witchdoctors made a pile of money during this time because people were always turning to them in desperation for little talismans and herbs to rub on the plough for the crops to grow and the rain to fall.

The rains were late that year. They came in early November, with a promise of good rain. It wasn't the full, steady downpour of the years of the good rain, but thin, scanty, misty rain. It softened the earth and a rich growth of green things sprang up everywhere for the animals to eat. People were called to the village to hear the **proclamation** of the beginning of the ploughing season; they stirred themselves and whole families began to move off to the lands to plough.

(Adapted from ***Looking for a Rain God and Other Short Stories*** by Bessie Head. Macmillan Kenya Publishers)

Question

- a) Where did people dig shallow wells? (2mks)

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b) What happened to the watering places from 1958? (2mks)

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c) Why was summer an anguish to live through? (2mks)

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d) Why do you think the men committed suicide? (2mks)

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e) How did the people feel after the rains returned? (2mks)

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f) Identify an instance of comic relief in the passage. (2mks)

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g) What shows that the people in the passage were superstitious? (2mks)

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h) Suggest **three** ways through which the disaster faced by people in the passage could be averted in future. (3mks)

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

Anguish

Burned

Proclamation

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

Professor Kimani joined the University of Nairobi directly as a senior lecturer. Even before taking off, he was already flying. There was a reason. Kenya, Tanzania, and Uganda had just dismantled their University of East Africa. Kenya's part of the university, now renamed the University of Nairobi, found itself with a vacancy it had to fill immediately in its Institute of Development Studies.

Professor Kimani, who had just completed his studies at the University of Oxford, wrote from there to say he wanted to fill it. To ensure he came and filled it for sure, the University of Nairobi raised his entry point from that of a lecturer to that of a senior lecturer.

He came. Only a month after his arrival, he launched a noisy debate in which he demanded that the University of Nairobi henceforth strive for relevance to the society rather than simply excellence of its work. It was not clear exactly what he meant by relevance to the society rather than simply excellence of its work. It was not clear exactly what he meant by relevance to the society. However, a short six months later, he prevailed. The university's official motto became, 'Relevance to the society'.

After winning this war, he started another war which was even noisier. Now he wanted the university to be an agent of change, not a mere spectator of it. This was when people still thought this view was too radical and ridiculed it as simple-minded. So, not surprising, some of his colleagues, puzzled by his refusal to see that it was simple-minded, did or said little,

convinced that he would fall on his face before long and self-destruct on his own without their help.

He did not care. After all, his antics in wars that he had started, and won, had also won him the heart of a campus beauty queen. Her name was Asiya Omondi. He married her on a rainy but approving Saturday, to claps of thunder and flashes of lightning. How marriage then accelerated academic success! A professorship soon followed. After that achievement, he felt fulfilled. His persona now was complete. Had anyone told him this happiness would one day end as it did, he would have laughed himself upside down.

QUESTIONS

- a. After Kimani fills a vacancy in University of Nairobi's Institute of Development Studies, he demands for two changes at the university in quick succession. What are these changes? (2 marks)

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- b. Identify and illustrate three characters traits of Kimani brought out in this excerpt. (6marks)

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- c. Discuss three themes raised in the excerpt. (6 marks)

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3) (i) To ensure he came and filled it for sure, the University of Nairobi raised his entry point from that of a lecturer to that of a senior lecturer. (Write beginning with the main clause). (1 mark)

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ii) His persona now was complete. (1 mark)

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a. Identify one stylistic device used in the excerpt. (4 marks)

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b. Explain the meaning of the following words used in the excerpt. (4 marks)

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a.). The writer says, 'Had anyone told him this happiness would one day end as it did, he would have laughed himself upside down.' What later happened to Professor Kimani in the text? (2 marks)

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4) Read the following narrative and answer the questions that follow. (20mks)
FOR MARKING SCHEME CALL SIR ABRAHAM **0729 125 181**

Once upon a time, before the coming of the white people, there lived a great Luo military leader called Luanda Magere. Luanda was a fierce leader and always led his army to victory against their enemies.

The surprising thing about Luanda was that no matter how many spears and arrows were shot at him, they never seemed to go through his body. He was unbeatable. His enemies visited many diviners to find out his secret but without success. They had begun to despair about ever defeating Luanda Magere when one of them came up with a bright idea. They went to Luanda Magere, pretending to negotiate for peace, and offered one of their women as a token of reconciliation. Luanda Magere fell for the trick and with time he became very fond of his new wife. Though the woman was under strict instructions from her people to try and extract the secret of Luanda's greatness from her husband, he kept the secret hidden from her. He resisted revealing his secret to her for a long time.

If at any time Luanda fell ill, only his first wife, *mikayi*, would nurse him. However, one time Luanda fell ill and his young wife was the most loving nurse. The kind of medicine he needed was to be rubbed on incisions made on specific parts of his body. Luanda Magere's wife took a sharp knife to make incisions on his body in order to rub the medicine in. She tried and tried but the sharp knife could not cut into his skin. She found this very strange.

"How will I rub the medicine in when I can't make an incision?" she asked her sick husband.

"Oh," he groaned, "if you want to cut my body, you make the cuts on my shadow."

She smiled inwardly and began making cuts on the shadow. She noticed that when she cut on the shadow, Luanda's body would bleed on the same spot as she had cut on the shadow. She had gotten the secret! For several days she nursed her sick husband until he got well, then one day she got an excuse to visit her people, and she passed on the secret.

Within a short time, war broke out between Luanda Magere's people and their enemies. This time the enemies knew what to do. One warrior from the enemy side managed to sneak near Luanda Magere and drove his spear through the great warrior's shadow. Instantly, Luanda dropped dead. But what was amazing is that he did not just die; he turned into a huge rock that can be seen even today.

It is said that weapons that are sharpened on this rock become quite **lethal**.

Questions

a) With a reason for your answer, say what kind of a narrative this is. (2mks)

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b) Explain three features typical of oral narratives found in this tale. (6mks)

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c) State two elements of fantasy in this narrative. (2mks)

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d) Mention two possible challenges you would encounter in the field if you went to collect this oral item and the possible remedies. (4mks)

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e) “How will I rub the medicine in when I can’t make an incision?” she asked her sick husband.
(Write in reported speech) 1mk

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f) Describe the character trait of the enemies in the narrative and that of Luanda Magere. (4mks)

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g) Provide a synonym for **lethal** as used in the passage. (1)

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4) GRAMMAR (15mks)

i) Answer the questions according to the instructions given. (3mks)

- a) I do not know the man's name. I do not know where he comes from.
(Combine using: ... neither ... nor ...)

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.....
.....
Will you take tea? Will you take coffee? (Combine using: 'or'.

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.....
The train left immediately we boarded it. (begin: Barely ...)

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ii) Fill in the blanks with the appropriate prepositions. (3mks)

- a) He was charged murder.
b) Grace deals groceries.
c) The chief guest commended us our good performance.

iii) Give two meanings from the sentence below. (2mks)

FOR MARKING SCHEME CALL SIR ABRAHAM **0729 125 181**

- a) Old men and women attended the ball at The Stenborgs.

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iv) Replace the underlined words with the correct phrasal verbs. (3mks)

- a) The twins resemble their maternal grandmother.

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- b) We should not despise the less fortunate in society.

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- c) His car was destroyed after the accident.

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v) Fill the blanks with the correct form of the words in brackets. (3mks)

- a) The couple adopted the little girl. (child)
- b) Who does not like an judge? (corrupt)
- c) Nobody knows the day. (depart)

vi) Use a reflexive pronoun to fill in the blank space. (1mk)

- a) The weather cannot allow for outdoor activities.

NAME.....ADM.....
 SCHOOL.....INDEX.....
 DATE.....SIGN.....TARGET.....

ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 6 ENGLISH PP2 2024 TOP RANK KCSE MOCK

INSTRUCTIONS TO THE CANDIDATES

- Write your **name**, **index number** and the name of your **school** in the spaces provided above.
- **Sign** and write **date** of examination in the spaces provided above.
- Answer **all the questions** in this question paper.
- All your answers **must** be written in the spaces provided in this question paper.

For Exam
in er's Use
On ly:

Comprehension	20	
Excerpt	25	
Poetry	30	

Grammar	45	
TOTAL SCORE	80	

This paper consists of 10 printed pages.

Candidates should check the question paper to ascertain that all pages are printed as indicated.

And that no questions are missing.

1. COMPREHENSION (20MARKS) Read the passage below and answer the question that follow.

America has a long tradition of creativity. The expression Yankee **ingenuity** is an acknowledgement of this trait present Americans with a novel problem, especially technological and they are likely to come up with the solution sooner rather than later.

That is the positive side. The downside is that in policy matters, Americans sometime come up with the solutions and then look for personal problems on which to test them. Washington D.C , perhaps more than any other city in the world, has many solutions seeking problems to lock onto.

If the solution are successful, domestically or internationally, you can expect any amount of excitement and chest thumping, which is another **hallmark** of the American character. Modesty is frowned upon as something for sissies or failures. Countries and people are ready paradigm of

winners and losers. Woe unto you if are a 'loser'. You will endure all manner of taunts and putdowns.

To escape this fate, most Americans-including those who are demonstrably poor, call themselves middle class, which probably they are when compared to the poor in other places. But poverty is relative to immediate environment not to some distant places.

One of the more recent American inventions is spinning not as in making clothes (the American textile industry has long being outsourced, notably from China another low wage country), but rather as in using words and other symbols amplified by the media to paint a picture of anything and everything in alight favorable to the presenter's side.

This past week, the world witnessed, yet again this peculiar American habit of hype and more hype, in this instance, designed to drive the point home that America's declared

policy to force-feed democracy to recalcitrant societies has just scored a **humongous** victory. Following the Iraqi elections the turn out in particular, has been hailed as a stunning victory of American policy. Pitted against Iraqi Jihadists who are waging a relentless and ruthless insurgency, a

scintilla of validation of America's Iraqi policy was all that was all necessary to set off celebratory fireworks.

To those who recount narratives (the spinners), whose job it is to put a bright glass on things a clear picture of winners and losers are the Neanderthals; " thugs and assassins" in the words of the newly sworn in secretary of state Condoleezza Rice-the insurgents who threatened to wreak havoc on election day in Iraq but were thwarted.

The high turnout was read as a violation of many things that were most likely absent from the minds of those Iraqi voters who cast their ballots. Before it was even known whom they had voted for

and why, the whole enterprise was turned into cause for chest thumping by some American politicians, prompting John Kerry the loser in the November presidential race, to warn against hyping the Iraqi election.

Who will listen to a loser? This is America! By the time Kerry spoke, the spinning was in full gear. It was another turning point, declared elated talking heads. Never mind that there have been numerous "turning points" in Iraq's tortured post-invasion experience. The winners were emerging.

A few voices have urged caution but they are drowned out by the self-congratulation that has **engulfed** just about every major media outlet here.

It is reminiscent of the chatter that followed Saddam Hussein's capture. That was another turning point. The irony is that America has been through this before, in a different place, with almost the exact same headlines. In the late 1967, many American newspapers published flowery and upbeat stories on the elections held in South Vietnam at the height of the war. The turnout was nearly 83% despite Vietcong terror. The election was declared a success and a turning point that would lead to stabilization of the country and eventual defeat of the insurgents. Of course, nothing of the sort happened.

History does not **invariably** repeat itself. Sometimes it does. Whatever one might think of it, history does always serve up many lessons. One of them is that a dose of modesty is always in order when confronted with vast historical forces or when seeking to rearrange complex societies their go hundreds, if not thousands, of years back.

What may look like victory at first sight may turn out to be another opening to a complex and trying situation that could produce winners or losers. It looks like this what is emerging in Iraq. The millions who headed to the polls on the instruction of their electrical leaders (remember Grand Ayatollah Sistani declared it a religious duty to vote? May or may not have had a clear idea of what society were hoping to create. Their leaders probably do.

Iraqis voted and they are justifiably proud of it. However, this should not be made to look like a first in the Islamic world, as it is being painted in the media. Not too long ago, an Islamic party had won a clear and convincing victory in free and fair election in Algeria. It was never allowed to

assume power. The international authorities desisted from calling the denial an affront to democratic practice. The man who cancelled the Algerian election results is feted in the very same quarter that now preach democracy.

Society's broken tyranny, war, fragmentation and other ills are not served by putdowns of important segments within them.

The approach may produce winners in the short term but for more losers in the end. Moreover, here we are talking of those who could lose everything, including their lives, on a mass scale. A little modesty may just be what is needed to get people across the divide talking. After all, in the end, we are all losers.

Questions

a) What is the negative side of America's long tradition of creativity? (2marks)

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b) "Woe unto you if you are a loser." What does the author mean by this statement? (2marks)

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c) Identify and explain an instance of irony in this passage. (3marks)

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d) What is the author's attitude towards the Americans? Give reason for your answer. (2marks)

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e) '...and the losers are Neanderthals;...' Explain how the Neanderthals became losers according to this passage. (2marks)

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f) What according to the passage is referred to as spinning? (2marks)

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g) Identify one American policy discussed in this passage. (2marks)

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h) Explain the meaning of the following words as used in the passage. (5marks)

i)Ingenuity.....

ii)Hallmark.....

iii) Engulfed.....

iv) Humongous.....

v) Invariably.....

Question 2

Read the following excerpt and answer the questions that follow. "Believe me, officer," he told the youth.

"Without this medicine, I couldn't live a day."

"Is that right?" The youth yawned, making even more obvious his indifference to what he had just heard.

"I wouldn't know, sir," he added, meaning he could not be any less interested, his interest being zero already. Then, suddenly, he snapped to alert. He had remembered something. "Hey! You could hurt other people with that."

"With this needle?"

"Yes, with that needle."

"And what would I use for my next shot?" "Just as I thought. What next shot?"

"Officer, let me ask you something. How old do you think I am? seventy?"

"Yes, plus or minus five."

"That's correct. Now, out of every one hundred people in that age range, thirty of us are diabetic. We are unable to regulate the sugar level in our blood, and that kills most of us. This medicine is what keeps those of us who survive alive." He brandished his cellophane pouch again. "We shoot it into our veins with needles like that one."

"That may be so, sir. But you cannot take that stuff in. Leave it here with me."

"I'll do no such thing if I have to wait here until the cows come home."

"What cows? Sir, you are holding up the line." "This needle is my life, officer."

QUESTIONS

a) Place the excerpt in its immediate 4mks

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b) Discuss three major issues in this excerpt 6mks

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c) Discuss two-character traits of Comrade Melusi in this excerpt. (4 marks)

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d) "I wouldn't know, sir." Add a question tag. (1 mark)

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e) Discuss any three aspects of style in this excerpt. (6 marks)

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f) Explain the meaning of the following expressions from the excerpt. (4 marks)

i) Yearned

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ii) Brandished

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iii) Holding up

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iv) Indifference

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Question 3

Oral Narrative

Read the following narrative and answer the questions that follows.

(20marks)

A long time ago, there were two men who had been friends for many years. They were like brothers. Now , there came a time when they both wanted to get married. They decided would marry one woman with whom they had both fallen in love.

Between the two of them they had enough bride wealth to pay for the woman, because each of them had half the required bride price. The woman's father accepted the bride wealth and gave permission for his daughter to get married to the two young men. The made an agreement among

themselves and laid down conditions that were going to guide them in sharing this woman as a wife . One of the friends chose to have exclusive right to the woman's **from** the waist to the legs while the other one chose from the waist upwards to the head.

Whenever the man who had chosen the upper part desired the woman, he called her into his house and had a pat on her and that was all. The other man who had chosen the lower parts took the woman to his house for the night.

This arrangement worked until the woman became pregnant.

"After delivery.' The friend who owned the upper part said to the woman, "I won't allow you to breastfeed because the baby isn't mine."

The woman objected loudly saying , "But the baby is mine and the breast are also mine so I'll have to breast feed it.

" No, and yes, the baby is yours and my friends, but the breasts happen to be yours and mine, so you and my friends should try to get milk for your baby from elsewhere. I don't want you to feed it from your breasts," The man was serious and the woman got very worried.

"Perhaps my friend who owns your upper part can pay me back the part of the bride wealth I paid for you then he can have you as his wife and you won't have to be a wife to both of us," the other husband offered. However, he knew very well that his friend had neither money, cattle nor anything else which he could refund to him as part of the bride wealth he had paid for their wife.

The matter was taken to the elders for discussion and settlement. After much consultations, it was decided that, that woman should be married to the man who owned the upper part of the body as the baby had to be fed. The friends disagreed and had their first serious quarrel.

The situation was critical, so the father of the baby conceded and allowed his friend to refund the share of the bride wealth he had paid. It was then agreed by the elders that the woman should be

exclusively married to the man who owned the breasts. This development marked the end of the friendship between the two young men.

QUESTIONS

a) Classify the above genre

(2marks)

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b) Identify the typical features of oral narrative evident in the genre above.

(4marks)

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c) What makes relationship between the two friends ironical?

(2marks)

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d) Comment on the character traits of the two husbands.

(4marks)

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e) Which is the most appropriate audience for the above oral narrative? (2marks)

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f) Highlight two social activities evident in the above oral narrative. (2marks)

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g) What is the attitude of this society towards women?

(3marks)

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h) The situation was critical, so the father of the baby conceded and allowed his friend to refund the share of the bride wealth he had paid. (Begin: So.....)

(1mark)

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GRAMMAR

(15MARKS)

1. Use the correct form of the words in brackets to fill in the blank space.

(3marks)

i) Jane was.....about taking up the job (decide) ii) I told her that I wasfor her help. (gratitude) iii) There is little evidence of(diligent)

2. Underline the main clause in the following sentences.

(2marks)

i) I saw the woman who gave birth to twins.

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ii) If you work hard you will pass your examinations

3 Use the most appropriate choice to fill in the blank spaces. (2marks)

i)Mr Kantai sent two students(I, me) and John out of his class. ii)
Kemunto introduced Wafula andto his father(her,she)

4. Underline the gerund in the following sentence. (1mark)

Diana is studying but swimming is her hobby.

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5 .Rewrite the following sentences as instructed. (3marks)

i). He was obviously angry with you. (Begin His...)

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ii) He did not apply for the job. He did not get it (Begin: Had

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.....

iii) James wondered how the accused will clear their names. (Rewrite in direct speech)

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6. *Explain the difference between the following sentences.* (2marks)

Has the donkey eaten Mary?

Has the donkey eaten,

Mary?

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7. *Rephrase the phrasal verb underlined with one word similar in meaning.* (2marks)

a) The project has really eaten into my savings.

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b) He had his dog put down because it was in a lot of pain from its tumors.

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FOR MARKING SCHEME CALL SIR ABRAHAM **0729 125 181**

NAME.....ADM.....

SCHOOL.....INDEX.....

DATE.....SIGN.....TARGET.....

ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 7 ENGLISH PP2 2024 TOP RANK KCSE MOCK

INSTRUCTIONS TO CANDIDATES

Write your name, school and Index number in the spaces provided above.

Answer ALL the questions in the spaces provided

For Examiners Use Only

FOR EXAMINER'S USE ONLY

Questions	1	2	3	4
Maximum score	20	25	20	15
Candidates score				

This paper consists of 12 printed pages. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing.

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

When Google hosted a boot camp in California this month for its Android operating system, there were some new faces in the room: auto manufacturers. They made the trip to learn about Android Auto, a new dashboard system meant to let a smartphone power a car's center screen. Tasks as varied as navigation, communication and music apps, all constantly talking to the cloud. And to the driver. A similar scene is playing out just a few miles down the road at Apple, where a rival system, Car Play, has been developed for iPhone users.

After years of being treated as an interesting side business, autos have become the latest obsession for Silicon Valley, with Apple assigning about 200 engineers to work on

electric vehicle technology and Google saying it envisions the public using driverless cars within five years. But nowhere is that obsession playing out more immediately than in the battle to develop the next generation of cars' dashboard systems.

In the coming weeks and months, dealerships around the country will begin selling vehicles capable of running Android Auto, Apple Car Play, or both. The systems go far beyond currently available Bluetooth pairing for playing music or making a hands-free call, and allow for Google's or Apple's operating system to essentially take over the center screen and certain buttons within the car. "Consumers have spoken," said John Maddox, assistant director of the University of Michigan's Mobility Transformation Center.

"They expect to have coordination between their phone and their vehicle." Here at Google's headquarters, Android Auto is about to make its debut in Americans' cars after two years in development. Plug in a smartphone with a USB cord and the system powers up on a car's screen. The phone's screen, meanwhile, goes dark, not to be touched while driving. Apple's Car Play works similarly, with bubbly icons for phone calls, music, maps, messaging and other apps appearing on the car's center screen. (Apple declined to comment for this article.)

While the idea of constantly connected drivers zipping along roads raises concerns about distracted driving, both companies say their systems are designed with the opposite goal: to make cellphone-toting drivers safer. "We looked at what people do with their phones in the car, and it was scary," said Andrew Brenner, who heads Google's Android Auto team. "You want to say to them, 'Yikes, no, don't do that.'"

Brenner said his team tried to figure out how to minimize distraction during tasks people frequently do while driving, while also deciding what should be prevented in the car altogether. Google even built its own driver-distraction lab, to test different variations.

Android Auto, for example, has no "back" button like the smartphone version. No "recents" button either. Google Maps has been adjusted to make fonts bigger and streets less detailed, for easier reading while driving. No action should take more than two seconds — consistent with the Transportation Department's voluntary guidelines.

“Things that we don’t show are just as important as what we do show,” Brenner said.

Music is most definitely in. Streaming video? Most definitely not.

Most social media will also be blocked, and texts can be sent only with voice commands.

Apps on the screen are optimized for speed: glance, touch and eyes back to the road. “It’s these little glances at the screen that people do in a car,” he said.

“We want something that’s very glanceable, that can be seen and done quickly.” When the Android Auto project began, it included a core group of automakers like General Motors, Audi, Honda and Hyundai. Now, as it prepares for its debut, roughly two dozen car brands have signed on to offer it soon. Apple has teamed up with roughly the same number of brands, many of which will offer both systems. Most automakers are staying mum on their exact start dates, but Hyundai is expected to act shortly, and Volkswagen has indicated availability for its next Golf. GM has said the same about its Spark subcompact. One of the most widespread adopters will be Ford, which this year will begin offering both Android Auto and Car Play in conjunction with the revamping of the automaker’s much-criticized Sync system.

By the end of 2016, they will be available on all Fords sold in the United States. “We don’t want people to have to make a vehicle choice based on which mobile phone they have,” said Don Butler, Ford’s executive director for connected vehicles and services.

“We want to accommodate all customers and their devices.”

Fiat-Chrysler, considered to have one of the better infotainment platforms on the market, has signed on to support Google’s and Apple’s systems. But a bit of lament is evident.

“We’re confident that our systems deliver a good experience for our customers,” said Eric Mayne, a spokesman at Chrysler. “But we’re not standing still either.”

a) Why did Auto manufacturing companies make the trip to California? (2mks)

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b)What according to the passage shows the seriousness that companies have autos have attached to autos?

c)What does the expression “Consumers have spoken,” imply? (2mks)

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d)Briefly explain how the system works? (2mks)

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e)Why in your opinion do social media have to be blocked? (3mks)

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f)In point form, summarize how developers have tried to minimize distractions that may arise out of the new developments. (5mks)

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g) **Rewrite the following in reported speech.** (1 mark)

“We’re confident that our systems deliver a good experience for our customers,” said Eric Mayne, a spokesman at Chrysler.

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h) **What do the following words mean as used in the passage?** (3 marks)

i) **Debut**

.....
.....

ii) **Mum**

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.....

iii) **Infotainment**

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.....

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

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

When all four were back at their seats, the Chair began to wrap up.

"Excellencies, we've come to the end of our summit." He smiled, and why not? Had The Trick not saved the day? Had it not eliminated the need for the consensus he could not achieve?

"Go back home safely, Excellencies. As we say in my country, travel like lions, without fear of attack or worry about supper. And, speaking about supper, the Pinnacle informs me that, to cap our summit, it has organised a closing ceremony on the mezzanine floor. Things will start sizzling in thirty minutes. So we'll meet there soon." Gavel hit wood. Bang. "I now declare the summit itself formally closed." Bang. Bang.

President Dibonso sprang to hit feet at once. "Mr Chairman, don't insult our intelligence with that rubbish." His voice was grating on all ears with tones of rage.

"What rubbish are you referring to? President Dibonso?" asked the Chair. He was rising to the challenge.

"The Choice Matrix indeed! Do you really expect us to buy into that madness? Can't you see that some of us are not senile? We reject the matrix, lock, stock and barrel."

"I said the summit stands closed," insisted the Chair. Bang. Bang.

"And I say it is open again," retorted President Dibonso.

"But, President Dibonso, you do not have the power to do so."

"Who says I do not have the power to do so? See this?" He pulled out a pistol, pocket-size.

The other heads of state scrambled to hide under their desks.

"President Dibonso, put that thing away!" demanded the Chair.

"Make me!" retorted President Dibonso,

The pistol clicked, It was ready to start spitting fire at the Chaire

QUESTIONS

Briefly explain what happens just before the excerpt. (4 marks)

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a)

b) Identify and illustrate two-character traits of the Summit Chair and one of President Dibonso. (6 marks)

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c) What two themes come out in the excerpt? (4 marks)

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d) (i) We reject the matrix, lock, stock and barrel. (Write beginning with "Lock") (1 mark)

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Discuss two stylistic devices used in the excerpt. (4 marks)

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e)

f) I said the summit is closed. (Rewrite using a question tag) (1 mark)

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

i. Consensus

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ii. cap

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iii. sizzling

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

The Crop Thieves

Tswiri tswiri! I the person, I suspect?
What have you heard that makes you suspicious?
I heard things said, rumours of weaver birds;
They ate corn in Lesiba's field and finished it.
And when they left they sounded hummmmm-
They said, "Listen to the numerous weaver birds, sons of Mosima;s family.
Children of the horse that ate the courtyards and the times,
It is the numerous weaverbirds,
The grey ones that go about in swarms,
Children with the little red beaks,
Children that make a noise in the mimosa trees,
Tupu-tupu! The smoke comes out while the dew still glitters.

Howaaa! Sweaaa! – is heard in the early morning
They are finishing the corn, the numerous weaver birds.
Children with the little red beaks.
At home, it is yo! yo!
The children are crying,
Their mothers have gone to the fields to the birds,
It is the Zulus that have entered the country,
Take axes and loop the tree branches,
Yo! This year we shall eat five,
We shall lack even a blue-tongued goat!
It is numerous weaverbirds, the grey ones that go about in swarms.

Questions

i) What kind of oral poem is this? (2 marks)

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ii) Explain two functions of the above oral poem (2 marks)

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iii) Identify and illustrate two oral features of this poem (4 marks)

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iv) What does the poem tell us about the character trait of the weaverbirds. (2 marks)

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v) Which lines show that people will keep on suffering if they don't keep the birds away? (2 marks)

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vi) Identify and illustrate two economic activities practiced in this community. (4 marks)

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vii) What is the attitude of the singer towards the weaverbirds? (2 marks)

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viii) *Explain the meaning of the following lines as used in the song.* (2marks)

We shall lack even a blue-tongued goat.

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.....
ix) It is the Zulus that have entered the country.

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4.GRAMMAR. (15MKS)

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

i) Juma did not do the assignment. He did not report to the teacher. (Rewrite into one sentence using a correlative conjunction)

.....
.....
ii) *Complete with the correct alternative.*

They won the match because they had enough.....

(Practice/practise)

iii) I like to swim. (change the infinitive into a gerund)

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.....
iv) My examination results were released only after I had cleared the fee balance.(Begin: Not until.....)

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

- i) He was relieved when the three left his compound.
(passerby)
- ii) The inmates took advantage of the to escape
from custody. (confuse)
- iii) The film, though poor in artistic value, was a success.
(finance)

c) Complete the following sentences using an appropriate preposition. (3mks)

- i) It is improper to hurl abuses people.
- ii) The principal was very happy her students.
- iii) Mueni and her family had lived in Mombasa twenty years.

d) Replace the underlined phrasal verb in each of the following sentences with an appropriate word.

(3mks)

- i) Juma always calls in on us during meals.
- ii) We felt completely let down by her performance.

**XXXXXXXXX THIS IS THE LAST PRINTED PAGE
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NAME.....ADM.....

SCHOOL.....INDEX.....

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ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 8 ENGLISH PP2 2024 TOP RANK KCSE MOCK

Instructions to the candidates.

- a) Ensure you write **your name, admission number and class** in the spaces provided above.
- b) All questions in this paper are **compulsory**.
- c) Answer **ALL** questions in the spaces provided.

For Official use only

Question	Maximum Score	Candidate's Score
1. Comprehension	20	
2. Excerpt	25	
3. Poetry	20	
4. Grammar	15	
TOTAL	80	

This paper consists of **12** printed pages. Students should check the question paper to ensure that

all pages are Printed as indicated and that no questions are missing.

1. COMPREHENSION (20 MARKS)

Read the comprehension below and answer the questions that follow

People must be careful the kind of personal information they post on sites. It is difficult to imagine life in what seems like a century ago without the internet and the cell phone. Just how did we manage our lives before the age of instant communication at a fraction of the cost of the landline?

As a little child in 1960s, I could not visualize what my teenage sons do with technology today.

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

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

I have even seen some grown men behaving like teenagers with iPods! Last year, a person was killed by a vehicle that spun out of control and hit him as he crossed the road somewhere in the United States. The footage showed clearly that the victim could have heard or seen the rogue vehicle had his ears not been plugged up to loud music.

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

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

To be sure I cannot gainsay the benefits of new technologies. The computer and the internet are without doubt the greatest inventions of our age. Information and knowledge that was inaccessible just several decades ago is now a click away even in the remotest village in the world. And it is all quite cheap. Access to information and knowledge is being democratized in a way that was unthinkable just a few decades ago. Think about the revolution of the cell

phone for the individual communication and business transactions. Landlines are becoming virtually obsolete. It is this revolution that should lift millions out of poverty in the near future.

But these advances come with perilous clouds over them. I particularly, I want to focus on social networking sites and the dangers of the instant transmission of information and images. We have known for a long time that the internet is the new Wild West where everything goes.

Countries that are afraid of democracy and dissent, like China or Syria, limit, monitor, control, censure or deny access to the internet. They claim they must keep at bay pornography and sexual predators like pedophiles who troll the interment with demonic schemes. These are real problems, but do not think that censorship is the answer. Cyber surveillance by law enforcement and the prosecution of these malignant forces is the only effective and civilized response.

But individuals must themselves act responsibly. Ultimately, the **pivot** of any democracy responsible citizen action. This is where parents, civil society and the media come in. Take Face Book, the wildly popular social networking site, for example. Some of the things I have seen there are downright stupid, dangerous, malevolent or just plain crazy. Teenagers on these sites sometimes communicate with imposters bent on luring the naïve to a dead end. How many times have we seen reports of some sixty-year-old pervert posing as a teen? Even scarier, how many times have we read about such rendezvous ending in a fatality? There are other less deadly, but very destructive dangers. Prospective employers are increasingly looking into social networking sites for personal information about applicants. Even some colleges are snooping around for information about prospective students. There are reports that some people have been rejected because of the personal information they posted to the sites. Such information has ranged from **lurid** pictures to abusive language.

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

Questions

1. What does the writer find puzzling before the coming of technology? (2mks)

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

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

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

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

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6. What is implied by the expression “perilous clouds” (2mks)

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

I wonder whether capitalism can be more devious!

.....

.....

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

i) Lurid

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.....
ii) Pivot
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.....

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iii) Sexting
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iv) Ubiquitous
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3. EXERPT

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

"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 up 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 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 should not 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 presept 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

Briefly explain what happens before the excerpt. (3 marks)

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(a)

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

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(c) Highlight two themes evident in the excerpt. (4 marks)

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(d) (i) It's on the tip of my tongue. (Add a question tag) (1 mark)

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iii) Unless there is will to change, there will be no change. (Rewrite using "if") (1mark)

.....

.....

Identify two stylistic devices used in the excerpt. (4 marks)

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(e)

(f) (F) Explain the meaning of the following words and expressions used in the excerpt. (4 marks)

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3. ORAL POETRY (20MKS)

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

Adieu

It's two months today

And the absence looks eternity
But the memories and experiences-still very fresh
Thought we'd have many more years
And so much more time together
I was wrong
But the last day laughers, dances, sharing...
Then the silence
The many tubes
The complex machines
The silent prayers and tears
And then the ambulance
At one in the night
Miles away from home
These...these shall be my keepsakes
You were my son
My friend
My love
Still you are and I wanted you to know that
Until that day we meet again, nind gi kue Thura
For I can't forget about you yet
And I will not
Just not now!

a) What type of an oral poem is this? Explain your answer. (2mks)

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b) Identify three stylistic devices employed in the above genre. (6marks)

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c) Explain the relevance of the title ‘Adieu’. (1marks)

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d) Identify the persona in the above genre. (2marks)

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e) Explain the mood of the oral poem above. (2marks)

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f) Explain two functions of this specific genre. (1marks)

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h) Explain any character trait of the persona (2marks)

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i) Explain one social aspect of the society from which the genre is drawn. (2marks)

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j) Give the meaning of the following expressions: (2marks)

1. These...these shall be my keepsakes

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2. The silent prayers and tears

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4. GRAMMAR (15MKS)

A Use the correct form of each of the words in brackets to fill in the blank space. (3mks)

i) They were given a warm (receive)

ii) Maarifa is praised for his in approaching issues. (sober)

iii) I don't understand why Eunice had to be giventreatment (prefer)

B Rewrite the following sentences as instructed. Do not change the meaning (4mks)

i)I don't know how it happened. (Rewrite using the word "idea.")

.....

.....

ii) Apart from James, they all took the same subjects. (Begin: save.....)

.....

.....

iii) We only recognized the visitor when she spoke (Begin: it wasn't.....)

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.....

iv) The candidates did the exams. They hoped for the best.(End with the word "exams")

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.....

C Fill in the gaps with the correct preposition (3mks)

(i) I hope your friend does not dealstolen cars.

(ii) Mwema's conduct is reproach.

(iii) Unfortunately, the airplane plungedthe ocean.

D Replace the underlined words with phrasal verbs (3mks)

- (i) It is unfortunate that the talks have collapsed

.....

.....

- ii) I felt ignored the entire time they talked.

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.....

- iv) Will the meeting begin in the chair's absence?

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E Rewrite the following sentences in indirect speech (2mks)

- (i) "Wanjiru, please help me get away from here," Caroline Mueni said.

.....

.....

- (ii) "Can you remind me what your name is?" John asked Treza.

.....

.....

NAME.....ADM.....
SCHOOL.....INDEX.....
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ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 9 ENGLISH PP2 2024 TOP RANK KCSE MOCK

Instructions to students

- ❖ Write your **name**, **admission number** and **class** in the spaces provided.
- ❖ Sign and write the date of the examination in the spaces provided.
- ❖ Answer **all** questions in the spaces provided
- ❖ All your answers must be written in the spaces provided in this question paper.
- ❖ This paper consists of **10 printed** pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing
- ❖ Candidates must answer all questions in English

Question	Maximum Score	Student's Score	Examiner's Initials
1. COMPREHENSION	20		
2. EXCERPT	25		
3. ORAL LITERATURE	20		
4. GRAMMAR	15		
TOTAL	80		

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

20 marks

Have you ever come across classmates who can't resist the urge to steal? The urge could be so strong that they steal things they don't even need. They might steal a book that they already have or steal items even though they have the option of borrowing or even buying.

A mental disorder called Kleptomania was uncovered in 1816 after experts discovered that a small group of thieves were stealing things that could be obtained easily without engaging in the **criminal** act. It was also noted that they stealing was impulsive (not planned for) and somehow compulsive.

One difference between Kleptomania and other types of stealing is that kleptomaniacs struggle with other underlying disorders such as anxiety, depression or substance abuse and they use theft as a way to "treat" or soothe themselves. A lot of people who suffer from the disorder report experiencing some sort of excitement after stealing but they also feel guilty and ashamed afterward. They are likely to steal more often when they are feeling stressed than when they are emotionally fine. Another difference is that, unlike other types of thieves, Kleptomaniacs tend to **discard**, give away or just keep the stolen items without ever using them.

In addition to shame and guilt, Kleptomania causes those suffering from it to isolate themselves as they lost the trust of friends and family. They end up hurting those they steal from, thus breaking relationships with people who matter. In extreme cases, they could be arrested or taken to jail.

It's been more than two centuries since the condition was discovered, which means psychiatrists and other experts have had a lot of time to **innovate** treatment for the disorder. Though there is no cure, therapy and some types of medication can help treat the underlying conditions that cause one to steal. Going through treatment helps one overcome the urge to take things that do not belong to them and live a healthier lifestyle.

Unfortunately, a lot of experts say that Kleptomaniacs do not seek treatment and live with the condition secretly due to the shame attached to it. But if you are struggling with this condition, coming clean and seeking help early will help you prevent more problems in the future. You should **consider** talking to a parent about it and requesting to see a specialist.

You could also try to manage the condition by identifying the things that push you to steal and adopt healthy ways to deal with stress and anxiety, such as joining sports club, exercising often and exploring your talents.

1. According to the passage, what was the discovery of experts in 1816? (3 marks)

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2. Make notes on the differences between Kleptomaniacs and other types of thieves. (4 marks)

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3. What are the characteristics exhibited by those suffering from Kleptomania. (2 marks)

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4. Why do Kleptomaniacs fail to seek for treatment? (1 mark)

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5. Comment on the use of one aspect of style in paragraph 1. (3 marks)

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6. Give two ways in which Kleptomaniacs can manage their condition. (2 marks)

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7. It's been more than two centuries since the condition was discovered. (Rewrite adding a question tag). (1 mark)

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.....

8. Give the meanings of the following words as used in the passage:

a) Criminal

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.....

b) Discard

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.....

c) Innovate

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.....

d) consider...

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.....

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

"Then, answer my question."

"I see I had totally misjudged you, Ms. McKenzie." He had seen a lamb: vulnerable. Now he saw a lioness: dangerous. "I thought you were a proper good-mannered journalist. Instead, I just see one of those fire eaters who confuse journalism with bad manners."

"Dr. Afolabi, you haven't answered my..."

"What joy do you get out of being rude to those you interview? You like watching them explode from anger and then bleed, is that it? Fine, but we have just met? What did I do that offended you?"

"Let me put my question another way, Dr. Afolabi; Why did you come to this summit?"

"Correction: I didn't come; I was invited. That means presidents wanted me here, Repeat: presidents. They saw merit in the book you dismiss as pessimistic and wanted me to assure them that Way Omega agrees with it. So who cares what you think? What do you know about books, anyway? Let me tell you something else, Ms.

McKenzie..." He changed his mind-a voice inside him was saying he had become too defensive. "On further thought, let me not. I don't think I have to defend my book before anyone, least of all before a third-rate reporter for the *Zambian News*:

"Gambian, she said.

'Whatever!'

"All right, Dr. Afolabi. Now can you think through your book and give me an example, a specific example, on which Way Omega agrees with your book?"

'Yes, I can.'

.'Then answer my question.'

i. Which question has Ms. McKenzie asked Dr. Afolabi? (2 marks)

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ii. Dr. Afolabi says that he does not think he has to defend his book before anyone. What is the title of his book? (1 mark)

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iii. From the information in this excerpt, describe the character of Dr. Afolabi. (6 marks)

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iv. Using clear illustrations, identify two styles used in the excerpt. (4 marks)

v. What is Dr. Afolabi's role during the heads of state summit? (2 marks)

vi. From what Dr. Afolabi explains to Ms. McKenzie, describe what Way Omega entails. (3 marks)

vii. What happens immediately after this excerpt? (3 marks)

viii. Give the meaning of the following words as used in the excerpt. (4 marks)

(i) Vulnerable

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(ii) Pessimistic

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(iii) Defensive

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(iv) Third-rate

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

There was a great famine in the land where Obunde and his wife, Oswera, lived with their nine children. The only creatures who had some food were the ogres and before they would part with their food, they demanded a lot of things.

One day, Oswera went to one Ogre's home and asked him for some food, for by then her children were almost dying of hunger.

'I have no more food except sweet potatoes,' the ogre told her.

'I shall be happy to have the potatoes. We have nothing, not a grain of food at my house and the children are starving. Please let me have some and I shall repay you after the harvest.

'No, if you want food you must exchange with something right now. Will you give me one of your children in exchange for my potatoes?' Oswera hesitated, her children were dear to her, but then they would die without food.

'Yes, I shall let you have one of them for his meal, if only you could let us have some potatoes,' Oswera answered. Then she took a big basket full of potatoes and told the ogre the exact time he could go to her home to collect one of her children for a meal.

Oswera thought hard and she decided she would not give a single one of her children to the ogre for a meal. She therefore cut young banana stalks and cooked them nicely.

When the ogre came, she gave them to him and the beast greedily went away satisfied. Soon the potatoes were finished and she had to go to the ogre again.

Oswera and Obunde, her husband kept on cooking banana stalks for the ogre each time he came for one of their children, until one day, she had no more banana stalks to cook for the animal.

“You have now eaten all my children, yet we still need the potatoes. What shall we give you now?” Oswera asked in despair.

‘Then I shall come for you and your husband,’ the ogre replied angrily as he helped Oswera to load her basket of potatoes on her head.

‘Yes come tomorrow at the usual time in the afternoon and get me. I shall have cooked myself for you,’ Oswera said calmly.

The following day the ogre went promptly as Oswera had told him and he found the home almost deserted. He looked everywhere but a part from Obunde there was no trace of anybody. Then he looked at the usual place and found a huge bowl of a big meal Oswera had cooked for him. The ogre did not realize they had prepared a dog instead of Oswera. When he had eaten the ogre told Obunde he would come for him the following day. Obunde got very worried and that night he could not sleep. The following day he started crying:

“Ah Oswera my wife, how did you cook yourself and how shall I cook myself for the ogre?” He sat down in the dust of his compound and wept. Oswera became very annoyed with her husband.

“You, you stupid, foolish man! Why sit and cry there all day long? How do you think I cooked myself? Take one of the dogs and quickly prepare it for the ogre!”

Very quickly Obunde got up, caught, killed and prepared a dog for the ogre. Then he joined his wife and children in a huge hollow part of a tree in his compound where they had hidden. That day the ogre knew he was going to have his last meal of juicy human flesh. Being a generous and unselfish ogre, he brought many of his fellow ogres. They were going to have a feast.

Suddenly as they were eating, they heard a man singing very happily. No, they could not believe it! It was Obunde singing! And he was boasting of how he had cheated the ogre.

The greedy ogre ate banana stalks
Not my family;
The greedy ogre ate a dog
Not Obunde Magoro!
The greedy ogre ate banana stalks
Not my family;
Now come and get Obunde,
His children and wife.

Obunde sang the words and the ogres got very angry. The first ogre rushed into the hollow of the tree, but Oswera had heated a long piece of iron until it was white. She pushed the iron into the ogre’s mouth. The beast fell down dead. The next one rushed into the hollow and Oswera killed him in the same way. In this way she killed all the ogres and saved her husband and all their children. My story ends there.

(a) Classify the above narrative. (2marks)

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(b) What are the functions of the formulae used in this story? (2marks)

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(c) Identify and illustrate the character traits of the following. (4 marks)

i) Oswera

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.....
.....
ii) The Ogre

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.....
(d) How is song used as a stylistic device in this narrative? Use two illustrations to support your answer. (4marks)

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.....
(e) Illustrate **two** features of the story that makes it an oral narrative. (4marks)

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.....
(f) State and explain one theme of this narrative. (2marks)

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.....
(g) Identify and explain one economic activity of the community in this narrative. (2 marks)

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

i) The tourist knows some Kiswahili. He understands what I say. (Rewrite as one sentence using ‘enough’)

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ii) He drank water yesterday. (Begin: The water.....)

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iii) Boys are playful and quick on their feet. They are also curious and like to explore.
(Combine using: Not only.....)

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.....

iv) Letting is the best athlete in the school. (Begin: No.....)

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b) Replace the underlined words with a suitable phrasal verb. *(3 marks)*

i) I was completely deceived by the thief.

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ii) The teacher ordered the students to submit their scripts at the end of exam.

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iii) I will visit you if I got time.

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.....
c) *Fill* in the blank spaces with the correct preposition. (3 marks)

i) Every member is entitled one acre of land.

ii) John is very excited going to India.

iii) She has been down Malaria for the last three days.

d) Complete each of the following sentences by filling in the blank space with the correct form of the word in brackets. (4 marks)

i) Expectant mothers should not do work (strain)

ii) Your explanation is based on too many (presume)

iii) We wanted the option that would give us the (little) trouble.

iv) I could not remember the(define) of the word

e) Rewrite the sentence below replacing the underlined idiomatic expression with words of similar meaning. (1 mark)

Kibet lives from hand to mouth.

.....
.....

NAME.....ADM.....
SCHOOL.....INDEX.....
DATE.....SIGN.....TARGET.....

ENGLISH 101/2

PAPER 2

(Comprehension, Literary Appreciation, Grammar)

Time:2 hours 30 minutes

SERIES 10 ENGLISH PP2 2024 TOP RANK KCSE MOCK

Instructions to the candidates.

- a) Ensure you write **your name, admission number and class** in the spaces provided above.
- b) All questions in this paper are **compulsory**.
- c) Answer **ALL** questions in the spaces provided.

For Official use only

Question	Maximum Score	Candidate's Score
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2. Excerpt	25	
3. Poetry	20	
4. Grammar	15	
TOTAL	80	

This paper consists of **12** printed pages. Students should check the question paper to ensure that
all pages are Printed as indicated and no questions are missing

1. Reading Comprehension

20 marks

Read the following passage and then attempt the questions that follow

Africa possesses incredible resilience as a race and has the potential to effectively utilize its abundant natural resources to enhance its quality of life. However, the key challenge lies in identifying strategies to create a conducive environment that promotes development across the continent. One crucial approach would involve establishing political structures and government institutions capable of formulating and implementing **genuine poverty alleviation strategies**. Revamping or eliminating administrative arrangements that no longer serve our needs is essential. The government should facilitate the exploitation and management of natural resources by fostering an enabling environment. While having a stable government is important, it is imperative to fight corruption. Leaders and government officials must be held accountable to the taxpayers, and the public should be educated on the harmful effects of corruption. Those who have stolen public funds should be compelled to return them and face legal consequences. Likewise, individuals known for hoarding money in foreign banks should be obligated to repatriate those funds to boost our economies.

Furthermore, Africa must find ways to resolve internal conflicts without relying on international intervention, recognizing that we are all united by a common purpose. Emphasizing the importance of unity and functioning as a unified entity should take precedence over tribal or clan sentiments that fuel animosity. Strengthening the African Union to effectively mediate both intra and inter-state disputes will pave the way for peace, creating an ideal environment for economic growth, recovery, and prosperity.

Another solution involves developing rural-based economies, considering that a significant portion of the population resides in rural areas. Industries that process agricultural products and manufacture farm inputs, machinery, and equipment should be strategically located in rural regions. Similarly, mining companies should establish processing plants near the mines. Such industries will naturally employ local labour, reducing the incidence of rural-urban migration. Establishing industries in rural areas will require the development of infrastructure, opening up these regions for business activities. Consequently, this will promote expansion, increase food production, and counter the persistent food shortages in Africa. For instance, developing dairy and beef processing industries in rural areas will encourage sustainable livestock keeping and mitigate losses due to drought. A rural-based economy will uplift the income of rural populations and narrow the wealth gap.

Introducing appropriate technology for resource exploitation and wealth creation is also crucial. Instead of relying on expensive imported technologies, Africa should leverage local expertise to develop technologies that align with our specific needs. Home-grown technology can significantly address Africa's food security by utilizing river and lake water for irrigation and harnessing wind and solar energy.

Lastly, our economic blocs such as ECOWAS, SADC, and EAC should evolve into common markets by eliminating unnecessary tariffs on goods at various entry points, thereby reaping the benefits of a unified market. The people of Africa should continuously strive for a better life. We possess abundant resources, a skilled workforce, and the capacity to drive progress forward.

a) What should African countries do to fight corruption based on the information contained in the passage? (2 marks)

b) Explain how Africans can open up rural areas. (2 marks)

c) What do you understand by the term 'genuine poverty alleviation strategies'? (2 marks)

d) How can we reduce the incidence of rural–urban migration? (2 marks)

e) Why is appropriate technology useful? (1 mark)

f) In not more than **fifty** words, write a summary of the various ways of fostering development in African countries. (5 marks)

Rough copy

Fair copy

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- g) What is the tone of the last paragraph of this passage concerning the future of Africa?
(3 marks)

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- h) The public should be educated on the ills of corruption. (Add a question tag.) (1 mark)

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- i) Explain the meaning of the following words as used in the passage. (2 marks)

- j) Stashed

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- iii) Disparity

2. EXCERPT.

"Why do you want to steal my wife?"

"The word I used is 'marry'. You prefer 'steal'?"

"What good is she to you?" Kimani cursed himself for that wording: he had degraded not only his wife but also himself, and in the same breath, upgraded his foe.

"What good is she to me? Because she is much older than I am? — is that what you mean? Then hear my answer. Old is gold."

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's opponents continued. "As for what you call 'stealing', a professor in Texas says that lots of people do it. He threw in a Swahili to support his claim.

"Na hivyo ndivyo ilivyo." To help it along, he gave an appropriate English equivalent. "And that's how the cookie crumbles."

That was mockery Professor Kimani felt had to reject. "You have three beautiful wives," he began. This was a silly start, as even he realised. Had he not sounded like an envious loser? Nonetheless, he went on. "All of them are young."

"And young they'll still be the day I die," Walomu added.

"Karanja, you know the saying: 'A real bull dies with green grass in its mouth'."

QUESTIONS

Briefly explain what happens just before this excerpt. (3 marks)

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a)

b) Identify and illustrate two-character traits of Walomu in the excerpt. (4 marks)

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c) Then hear my answer. (Add a question tag) (1 mark).

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d) Discuss two themes raised in the excerpt. (4 marks)

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e) Identify and illustrate three stylistic devices used in the excerpt. (6 marks)

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f) To help it along, he gave an approximate English equivalent. (Rewrite beginning with the main clause) (1 mark).

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3. ORAL NARRATIVE

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

20 marks

Once upon a time, there was the man who had a wife who was barren after giving birth to an only boy. After consulting a witch doctor, he went in search of an ogre's tail as he had been instructed. After a long and hazardous journey through unknown lands, he came into a country of the ogres. That day the ogres were celebrating the installation of a new king. He joined in their beer party and the ogres welcomed him though they had difficulty in restraining their deep desire to eat him.

When all ogres went to bed, the man with his knife in his hand stealthily crept to the bed chamber of the new king. Overcome with too much beer, the king was sleeping too heavily to notice that his tail was being slashed off. When he woke up the following morning, he found the other ogres dancing and singing:

Omwami kenyalile The king has urinated

Khane omwami kenyalanga So the king urinates

He looked about him and saw blood, then he noticed that his tail was missing. The visitor was also missing!

The king then changed himself into a beautiful woman. After a long journey, she came upon herds boys playing Lifundo with a ball made out of banana leaves. The beautiful woman asked each herds boy in turn what great thing his father had done. One said, "My father killed an elephant." Another said that his father had killed a troop of ten Teso warriors. The third said, "My father cut off the tail of an ogre." The woman rejoiced and asked the boy to take her to his father's home. The man, struck by her great beauty, made her his wife the same day.

That night the woman tried to change into an ogre but the man's two dogs, Kutubi and Mulikho, barked at her fiercely and she gave up the attempt. The following day she told the man that she wanted some firewood from the forest. She told him to tie the dogs in heavy chains. She then led him deep into the forest, and then asked him to climb one of the trees that were dry. "I will hand the axe to you when you are up," she said.

But as soon as the man was up the tree, she turned into an ogre, "Now I have got you," the ogre said and started cutting down the tree. The man started calling for his dogs:

"Asa, asa, mbwa change Kutubi na Mulikho." ("Come, come, my dogs Kutubi and

Mulikho.") Each time the tree showed signs of falling, a dove on a nearby tree

said,

"Kurr Murongoro kwa seyi lilisia." ("Kurr, my tree. Regain your former state.") The ogre in a fury chased away the dove, which returned almost immediately.

In the meantime, the dogs after the struggle had cut their chains and came at breakneck speed as their master kept calling. When they arrived, the ogre threw away the axe, turned into the same beautiful woman and begged for mercy. But the dogs did not stop their onslaught until she was completely dead. My story ends there.

QUESTIONS

a.) State two characteristics of ogre stories evident in the above narrative. (2marks)

b.) From the story, do you think the wife was cured of her illness? Explain your answer.

(2marks)

c.) Identify and illustrate two character traits of the man?

(4marks)

d.) With an illustration, identify one way in which the narrator has achieved the use of suspense in the above narrative. (2marks)

e.) State any three features of oral narrative evident in the above narrative (3marks)

f.) State any two functions of the song used in the narrative.

(2marks)

g.) What moral lesson do you learn from the above narrative?

(2marks)

4. GRAMMAR

15 MARKS

(a) Rewrite the following sentences based on the instruction given after each. (2 marks)

- (i) He understood why people had been laughing after he realized the ugliness of his headgear.
(*Rewrite using present participle*).

- (ii) The President-elect was sworn in only after the Supreme Court had validated the Presidential result. (*Begin: Not until...*)

- (b).** (i) The maid had prepared supper by the time we got home.

(*Rewrite to remove gender bias*).

(1 mark)

- (ii) I have been studying in this school for four years complained the student but I have never scored one hundred per cent in any subject. (*Punctuate correctly*) (1 mark)

(iii) Chinua Achebe one of Africa's greatest writers passed on nine years ago.

(Rewrite using parenthesis).

(1 mark)

(c.) Use the correct form of the word given in the brackets.

(3 marks)

- a) The _____ between them is sickening (enemy)
ii) She was sacked due to chronic _____ (absent)
iii) Laziness is a _____ to success (hinder)

(d.) Fill the blanks with the most suitable prepositions.

(3 marks)

- (viii) He was sentenced to life imprisonment _____ the law.
(ix) Unemployed youth often subscribe _____ illegal gangs.
(x) They attended the party dressed _____ smart casual.

(e.) Using the words in brackets, complete the following sentences with the most appropriate phrasal verbs.

(3 marks)

- (i) My parents managed to _____ high school although with difficulty.
(see)
(ii) I was _____ by his childish behaviour during the academic parade.
(take)
(iii) The new students could not _____ their way to the dormitory.
(make)

(f.) His decision was a typical case of putting the ox before the cart.

(Correct the idiomatic expression).

(1 mark)
