

KCSE ENGLISH REVISION

PAPER 2 REVISION GUIDE

*Compilation of 10 Possible Testable Paper 2 Model
Trial Questions Likely to be Examined in KCSE.*

ENGLISH

SERIES 2

For Marking Schemes

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MWALIMU CONSULTANCY

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KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 1

Read the passage below and answer all the questions that follow

Society has the obligation to provide young people with the right knowledge and skills to become productive workers, good parents and responsible citizens, according a World Bank Report, Development and the Next Generation. It is through education that the young develops their ability to be productive workers, good parents and responsible citizens, World Development Report, 2007, authored by World Bank notes.

The report says that effective investments need to happen during childhood and adolescence for it to bear fruits. Investments in adolescence are needed to make earlier investments during childhood pay off a hundred fold. The report underscores the need to establish a strong secondary education that will further strengthen the capabilities that primary education established.

It stresses the need to improve the relevance and quality of post primary education by teaching students the practical knowledge, thinking and behavioral skills demanded by the labour market. To achieve this, the education system must promote a teaching method that leads to high learning achievement and blends the academic and vocational curricular. It should link what happens in school to local economy.

To improve the relevance of education to the learners, the report says, education must produce peep with strong thinking and interpersonal skills because job tasks are increasingly requiring problem solving, and communication skills. Entrepreneurs are also increasingly demanding thinking skills and problem and behavioral skills such as self-confidence and leadership.

In a nutshell, what are the types of skills that a topnotch education system requires? It requires two basic types of skills: thinking skills and behavioral skills. Thinking skills include conceptual, critical and creative skills. High quality education develops learners with superior conceptual,

analytical and critical skills – skills that condition the learner to be curious,. Inquisitive and always posing and seeking answers to problem situations or processes. Behavioral skills include such traits as perseverance, self-discipline, teamwork, the ability to negotiate risks.

The report also still highlights the enduring role of what it terms basic skills which is literacy and numeracy-ability to read, write and count. These basic skills are needed for further learning, work and life. The report also identifies what it terms post basic skills-the higher order thinking skills, and higher order behavioural skills such as decision-making skills, team work, the ability to negotiate conflict and manage risks and specific knowledge applied to real-life situations, and vocational skills. The foregoing demonstrates the integral role of Early Childhood and Primary and Secondary cycle plays in crating the foundation for higher education in tertiary and Universality education. The quality of higher education is as good as the primary and secondary education.

(Adapted FromElimu News. A Newsletter of Ministry of Education. Issue No. 7 Dec. 2012)

QUESTIONS

- a) According to the passage what is the role of the society in the development of an individual? **(2 marks)**
- b) In what ways can an education system attain the demands of the job market? **(3 marks)**
- c) Contrast thinking and behavioural skills **(4 marks)**
- d) In not more than 40 words, summarize what is expected of a person who has attained post basic skills **(5 marks)**
- e) Explain the relationship between primary and secondary education **(2 marks)**
- f) The report says that effective investments need to happen during childhood and adolescence for it to bear fruits, (Rewrite using a conditional) **(1 mark)**
- g) How does post secondary education benefit from lower levels of education? **(1 mark)**
- h) Explain the meaning of the following words as used in the passage **(3 marks)**
- a. Underscores.....
- b. Blends.....
- c. Topnotch.....

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

Nora: Should? He did sign them.

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

Nora: Yes, I think I remember—

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

Nora: Yes.

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

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

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

Nora: It was, indeed.

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

Nora: He was very near his end.

Krogstad: And died soon afterwards?

Nora: Yes:

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

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

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

Nora: What discrepancy? I don't know—

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

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

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

(NORA is silent) It is a remarkable thing, too, that the words '2nd of October,' as well as the year, are not written in your father's handwriting but in one that I think I know. Well, of course it can

be explained; your father may have forgotten to date his signature, and someone else may have dated it haphazard before they knew of his death. There is no harm in that. It all depends on the signature of the name; and that is genuine. I suppose, Mrs. Helmer? It was your father himself who signed his name here?

QUESTIONS.

- a) What is it that Nora claims to have signed? Explain. **4mks**
- b) What does this excerpt reveal about Krogstad's character? **8 mks**
- c) Explain key theme brought out in the excerpt? **4mks.**
- d) Why did Nora forge her father's signature? **4mks**
- e) What is the meaning of the following words as used in the excerpt? 3mks
- I. Ascertained
 - II. Discrepancy
 - III. Genuine
- f) Papa died on the 29th of September (Add a question tag.) **2 mks**

Read the poem below and answer the questions that follow

AN ELEGY

When he was here

We planned each tomorrow

With him in mind

For we saw no parting

Looming in the horizon

When he was here,

We joke and laughed together

And no fleeting shadow of a ghost

Ever crossed our paths

Day by day we lived

On this side of the mist

And there was never a sign
That his hours were running fast

When he was gone,
Through glazed eyes we searched
Beyond the mist and shadows
For we couldn't believe he was nowhere
We couldn't believe he was dead

(Laban Erapu)

QUESTIONS

- a) What is the message of this poem? **(4 marks)**
- b) Comment on the use of repetition in line 1 of stanza 1 and 2 **(2 marks)**
- c) What is the significance of the last line of poem? **(2 marks)**
- d) What would the persona miss in his friend's absence? **(2 marks)**
- e) Describe the mood of this poem **(3 marks)**
- f) Paraphrase the following line: Through glazed eyes we searched **(2 marks)**
- g) Which two lines in the poem show that the persona has nostalgic tone? **(2 marks)**
- h) Explain the meaning of the following lines as used in the poem.
- i. Ghost (1 mark)
- ii. And there was never a sign: that his hours were running fast (2 marks)
- 4. (a)** Rewrite the following sentences according to instruction given in brackets **(4 marks)**
- i. John never reported late to work last year. (Not once...)
- ii. His excuse was flimsy. He ended up in jail. (Combine the two sentences beginning: so...)
- iii. If I had not missed the plane last night, I.....(give) my first lecture now.
(Use the correct tense of the verb in brackets)
- iv. As soon as the sun rose, they set out. (Begin: no sooner).....
- (b)** Fill in the blanks with the correct word chosen from the ones given brackets after each sentences **(2 marks)**

- i. The bride was looking forward to walking down the.....on her wedding day
(aisle/isle)
- ii. We cannot accommodate another person there is Space left (little/a little).

(c) Use the correct form of the words in brackets to fill the blanks **(2 marks)**

- i. The modern world today has manyforms of communication
(sophistication)
- ii. The gas was stored in acontainer (pressure)

(d) Fill in using appropriate prepositions **(3 marks)**

- i.** Many people claim that girls are good arts subjects
- ii.** Unemployed youths often subscribe Illegal groups.
- iii.** They attended the party dressedsmart casuals

(e) Explain the meaning of the following idiomatic expressions **(2 marks)**

- i.** **Face** the music.....
- ii.** From the horse's mouth

(f) Replace the underlined word(s) with a phrasal verb that has the same meaning as the underlined **(2 marks)**

- i. The nurse couldn't **tolerate** the noise
- ii. The mayor assumed that the problem had been **got rid of**.

KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 2

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

The recent claim by scientists at Egerton University that the water table in the South Rift is dropping is alarming. The researchers have noted with great concern that several boreholes in the region have dried up and water volume in several rivers has rapidly reduced as a result of clearing of trees in the Mau forest. This significantly affects Lake Nakuru as its shoreline has noticeably been receding over time. We are being told this at a time when the Ministry of Natural Resources has already laid down plans to clear gazetted forests saying it to settle landless people. We cannot allow this to happen. In the past, we have watched influential people plunder Karura, Aberdares and Mt. Kenya forests. Marmanet forest in Laikipia is no more after several farmers were allocated the public land. We cannot afford to interfere with the water catchment areas of the great rivers of this country because they are our lifeline. Not so long ago, this country suffered crippling power rationing regime for more than six months, seriously hampering economic growth. Industries ground to a halt, laying off a number of employees; complicating an already worse unemployment crisis. This should have woken us up from the deep slumber that “all is well.”

Ours is a tale of unfettered impunity. Throughout the country, we read of owners of large flower farmers who have diverted the river course into their farms to irrigate their crops, denying those living downstream a source of water. Others are busy clearing wetlands, seriously interfering with nature’s ecological balance. We hear of industries shamelessly emptying their waste into rivers. Apart from that, influential transporters ferry truckloads of charcoal and the precious sandalwood under the noses of the police. More often than not, apart from empty rhetoric, we never get to hear that those responsible have been punished.

When the government kicked off the drive to reclaim the Mau forest, there was a flurry of activities from all and sundry. All came together in a massive tree planting exercise. However, the politicization of the compensation claims put forward by large estate owners with the Mau

Complex, brought things to a halt. The enthusiasm has since died and no one knows when the matter will be brought to a conclusion.

We depend too much on our rivers to allow any selfish individual to interfere with their watershed. Needless to say, our complacent attitude towards environmental issues has made environmental problems uncontrollable. It is the high time we came together and took care of our environment. The government through National Environment Management Authority (NEMA) , NGO's and environmental lobby groups should step up efforts to sensitize people of all walks of life on the need to conserve our natural heritage for the future generations. This should be coupled with replanting of trees on all deforested government land and intensified practice in agro-forestry. The ban on cultivation along river banks and indiscriminate felling of trees for charcoal burning must be enforced.

Apart from that, steps should be put in place towards revocation of all irregular allocation of government forests to individuals. Government officers suspected of abetting land grabbing must face the full force of the law. Industries that dispose off toxic or untreated waste into the environment should also be dealt with firmly.

It's time we took a step towards safeguarding our environment. There is need to develop a sense of collective responsibility. Considering the fact that the United States rejected the Kyoto Protocol of 1997, we should be even more vigilant and jealously safeguard what nature has provided. It's our environment, our country, our heritage. We need it to pass it on to our descendants.

QUESTIONS

- (a) What evidence is given in paragraph 1 to show that the water table in the South Rift is falling? (2 mks)
- (b) What excuse is the government giving for its plans to clear gazetted forests? (1mk)
- (c) Using information in the second paragraph, summarize how impunity, has led to environmental degradation. (4 mks)
- (d) How does power rationing affect economic growth? (2 mks)
- (e) What halted the reclaiming of the Mau Complex? (2 mks)

(f) Why is the shoreline of Lake Nakuru receding? (1mk)

(g) What should the government do to address the environmental problems? Write your answer in note

Form

(4mks)

(h) Explain the following words as used in the passage. (4 mks)

(i) Rapidly _____

(ii) Plunder _____

(iii) Intensified _____

(iv) Safeguard _____

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

Nora: (drops her cloak) Someone is coming now! (Goes to the door and listens.) No — it is no one. Of course, no one will come today. Christmas Day — nor tomorrow either. But perhaps— (opens the door and looks out.) No, nothing in the letterbox; it is quite empty. (comes forward) What rubbish! Of course, he can't be in earnest about it. Such a thing couldn't happen: it is impossible — I have three little children. (enter the NURSE from the room on the left, carrying a big cardboard box)

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

Nora: Thanks; put it on the table.

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

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

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

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

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

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

Nurse: The poor little souls are playing with their Christmas presents, but —

Nora: Do they ask much for me?

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

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

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

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

Nurse: Good heavens! - Went away altogether?

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

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

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

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

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

Nurse: No, indeed she hasn't. She wrote to me when she was confirmed, and when she was married.

Nora: (putting her arms round her neck) Dear old Anne, you were a good mother to me when I was little.

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

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

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

QUESTIONS

- a) Why is Nora looking worried that someone might be at the door? 4mks
- b) The nurse reveals that she had to leave her daughter behind in order to serve as Nora's nurse. Explain the theme brought out from this revelation. 6mks
- c) What does this conversation between Nora and the Nurse foreshadow? 4mks
- d) Other than foreshadow, give another styles that is brought out in the excerpt 4mks
- e) Someone is coming now! (Change into a negative sentence). 3mk

3. POETRY

I AM TIRED OF TALKING IN METAPHORS

I will talk plainly

Because I am moved to abandon riddles

I will tell you of how

We held our heads in our hands

Because the owl hooted all night

And the dogs howled as if mourning

We awaited the bad news

We received it:

Our mother blinded in one eye

Crippled in the right leg

Because she did not vote

For her husband's candidate

I will remind you

Of when the peeled plantains

Stood upright in the cooking pot:

We slaughtered a cock,

Anticipating an important visitor

We got her:

Our daughter – pieces of flesh in a sack

Our present from her husband.

No! I will not use metaphors

I will just talk to you:

I do not fight to take your place

Or to constantly wave my fist in your face

I refuse to argue about

Your “manly pact”

With my father
You're buying me for a bag of potatoes
And pepper
All I want
Is for you to stop denying me
My presence needs no metaphors

I am here
Just as you are
I am not a machine
To dismantle whenever you whim
I demand my human dignity

QUESTIONS

- (a) Who is the persona in this poem? (2 mks)
- (b) What is the message of this poem? (4 mks)
- (c) Explain the speaker's attitude towards the subject matter. (2mks)
- (d) Give one character trait of the speaker. (2 mks)
- (e) Discuss two elements of tradition highlighted in the poem. (4 mks)
- (f) Identify two poetic features of style used in the poem. (4 mks)
- (g) I am not a machine. (Rewrite adding a question tag.) (1mk)

4. GRAMMAR

- (a) Rewrite the following sentences according to the instructions given after each. (3 mks)
- (i) The young man was very hungry. He swallowed the food without chewing it. (Begin: So.....)
- (ii) The oil company has established petrol station here. (Rewrite beginning: A petrol station)
- (iii) The principal advised the students to consider the consequences of their behavior. (Rewrite in direct speech.)

(b) Fill the blanks with suitable prepositions. (3 mks)

(i) Mwendu is indebted _____ him for the help he gave me.

(ii) The thief who snatched my bag walked _____ a limp.

(iii) Harambee stars won because the spectators cheered them _____

(c) Replace the underlined phrasal verb with word of the same meaning. (3 mks)

(i) The student kept breaking in on our conversation.

(ii) We stood up for what they believed.

(iii) We must pull together to make sure our team wins

(d) Explain the meanings of the following sentences.

(i) Only Mutungi spoke to him.

(ii) Mutungi spoke to him only.

(iii) Mutungi only spoke to him.

(e) Rewrite the following sentence replacing the underlined words with a gender word.

(i) Our maid stole money from my mother's purse.

(ii) The firemen took a long time to arrive at the scene of the accident.

(iii) Mankind thrives on cooperation.

KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 3

1. COMPREHENSION.

(20 MARKS)

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

As a matter of courtesy, we had decided we would not eat until he arrived. Although he was expected at six o'clock in the evening, it was not until two hours later that he showed up. Not only had we grown impatient and irritated, but our attitude towards him was also becoming hostile. We had looked forward to his coming because those among us who knew him had spoken highly of him. But doubtful thoughts now crept into our minds and we resented his apparent lack of consideration. The aroma of freshly cooked dishes gradually disappeared as our keen appetites intensified our restlessness.

A screech of brakes, a sudden buzz of activity and a group of solemn looking officials walking briskly into the hall announced his arrival. He was dressed in full uniform which was awe-inspiring, with his tall, well-proportioned figure, he was quite imposing. We immediately settled down to the now cold meal which we ate sparingly and in silence. Then the ceremony began.

The chairman made a brief introductory speech and then invited the guest speaker to address us. We clapped politely. He stood up, looked around the room and before he began to speak, glanced and smiled at each person in turn. His warm and sincere manner disarmed us and dissolved our hostility. The reasons for his lateness were so genuine that we felt ashamed of our ill- feelings towards him. We accepted his apology gladly.

No sooner had he begun his address than we realized that we had an interesting and thought -provoking evening ahead of us. Instead of the usual state pronouncements of administrators like himself, he spoke about real issues that face our generation and which few people have the courage or the conviction to discuss. But he warned that we should not be completely satisfied because there were areas where we had done very little. He said that we needed a sense of discipline in our national affairs. His talk was illustrated with descriptions of our disregard for traffic regulations. My colleagues nodded in agreement.

My mind began wandering. I thought of many drunken drivers I had seen and the numerous grisly accidents I had witnessed. The speaker was right. I remembered the scenes at bus stations and ‘matatu’ stands at peak hours and at the end of the month. I recalled the pushing, jostling and scrambling crowds struggling for a place .It then dawned on me that we often thought only of our comfort and convenience. We ignored the desperate, beseeching eyes of the children, the weak and the handicapped.

I woke from my day dream. The speaker was now expressing his concern about poor use of leisure time. After work, bars were full to overflowing while in homes wives remained without husbands and children without fathers. Free time was used unproductively. In conclusion he stressed the dangers of behaving irresponsibly and deplored the bad use of public facilities. He cited the examples of careless garbage disposal and thoughtless use of public toilets. Wasn’t it ironical to hear people complaining when the outcome of their own misdeeds inconvenienced them or posed danger to their health? He sat amidst hearty applause. We scrambled to shake his hands and assured him that his talk had inspired and encouraged us to exercise discipline in our own lives.

- i) Why were the people disappointed and angry? (2 marks)
- ii) Why do you think the food was eaten sparingly and in silence? (2marks)
- iii) Explain the reason for the change of attitude towards the guest speaker. (3 marks)
- iv) On what lines did the narrator’s mind wander in the course of the speech? (2 marks)
- v) What factors was the speaker highlighting when the narrator came out of his reverie? (1mark)
- vi) According to the passage, lack of discipline in different areas leads to undesirable results. What are the results of the following?
- i) Disregard for traffic regulations. (2marks)
- ii) Concern only for personal convenience. (2marks)
- iii) Poor use of leisure time. (2 marks)
- vii) Explain the meaning of the following words and phrases as used in the passage.
- i) had spoken highly of him. (1mark)

- ii) disarmed (1mark)
- iii) beseeching. (1 mark)
- iv) dawned on me. (1 mark)

2. SET TEXT. DOLL'S HOUSE

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

Rank: Is there anything wrong?

Nora: No, no, not in the least. It is only something it is my new dress —

Rank: What? Your new dress is lying there.

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

Rank: Oho! Then that was the great secret.

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

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

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

Maid: Yes, he came up the back stairs.

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

Maid: Yes, but it was no good.

Nora: He won't go away?

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

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

Maid: Yes, ma'am, i quite understand. (Exit)

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

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

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste then. What is it?

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

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

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

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

QUESTIONS:

- a) Place the excerpt in its immediate context. **6mks**
- b) What is it that Nora claims to be another that she ordered? What does it reveal about her character trait? **4mks**
- c) This dreadful thing is going to happen! What is it that Nora fears will happen? **5mks**
- d) What character trait of Nora is brought out in the excerpt? **4mks**
- e) What is the presentation of Rank in the excerpt? **2mks**
- f) What major theme comes out in the excerpt? **2mks**
- g) What is the meaning of the following words as used in the excerpt? **2mks**

3. “NATURALLY”

I fear the workers: they writhe in bristling grass
And wormy mud: out with dawn, back with dusk.
Depart with seed, and return with fat- bursting fruits.
And I ate the fruit.

And still they toil at boiling point,
in head – splitting noise and threatening saws:
They suck their energy from slimy cassava
And age – rusty water taps: till they make a Benz

And I ride in the benz: festooned with
stripped rags and python copper coiling monsters
While the workers clap their blistered hands
And I overrun their kids.

They build their hives: often out
of broken bones of fallen mates
And I drone in them – “state house”
Them, “collegize” them, officialize them.

And I..... I whore their daughters
Raised in litter – rotting hovels
And desiring a quickquickhighhighlifelife
To break the bond.

And I tell the workers to unite:
knowing well that they can’t see, hear or understand:
what with sweat and grim sealing their ears
And eyes already blasted with welding sparks,
And me speaking a colourless tongue

But one day a rainstorm shall flood
The litter rotten hovels and
wash the workers’ ears and eyes clean,
Refresh the tattered muscles for a long – delayed blow

QUESTIONS

- a) Describe the working conditions of the workers as depicted in stanza 1 and 2. (4 marks)
- b) The persona assumes different roles in stanza 3, 4 and 6. With illustrations explain these roles. (6 marks)
- c) Identify and explain 2 images from the poem (4marks)
- d) Which bond do the girls want to break in stanza 5 and how do they do it. (2marks)
- e) What reasons are given for the workers’ inability to understand the persona? (2 marks)
- f) What is the poem suggesting in the last stanza? (2 marks)

4. GRAMMAR 15 MARKS

a) Rewrite the following sentences as instructed without changing the meaning.

i) Is she the only entrant for the 100-metre race? (Begin: aren't...)

ii) The second meal she cooked was even less successful than the first.

(Rewrite using asas.....)

iii) I expect you to do well in this exam if you follow the instructions (Rewrite using unless instead of if)

b) Fill the blanks with the correct form of the words in brackets (2 marks)

The chief (shrink)from taking the (decide)..... step.

c) Replace the underlined words with gender - friendly words. (2 marks)

i) The spokesman of the government was at the function.

ii) The Musyokis have a very hard - working house girl.

d) Replace the underlined words with one word that means the same as the underlined

phrase. (2marks)

i) The city council pulled down all the structures on road reserves.

ii) He passed out during his grandmother's funeral.

e) Choose the correct pronoun to fill in the blanks (2marks)

i) He was asked to choose between John and (I /me)

ii) I have forgotten I gave my book. (who/whom)

f) Fill the blanks with the most suitable prepositions (2marks)

i) Can you complete the teacher's assignmenttomorrow.

ii) We have lived in this village independence.

g) Add the appropriate question tag (2marks)

i) I am early

ii) Go and get me a cup of coffee

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KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 4

Read the following passage and then answer the question that follow

Africa are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of life. The biggest challenge, however, is to identify ways and means of creating an environment that is likely to encourage development in Africa. Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement 'genuine poverty alleviation strategies'. Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Government should foster exploitation and management of natural resources by providing an enabling environment. Having stable government may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the tax payer. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return them and face the full force of the law. Again, people known to have stashed money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, Africa must find a way of solving their internal conflicts without involving the international community. After all, we are all brothers with a common cause. The need to unite and exist as unitary state should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The Africa union should be strengthened to enable it to arbitrate intra and inter-state disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity. Another solution would be to develop rural-based economies, since the bulk of our population live in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in the rural areas. Similarly mining concerns should establish processing plants near the mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of rural-urban migration. Setting up industries in the rural

areas will necessitate development of infrastructures which will open up rural areas for business. This will further encourage expansion and increase food production to counter perennial food shortage in Africa. For instances development of dairy and beef processing industry in the rural areas will encourage sustainable livestock keeping and probably bring to an end loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the disparity between the rich and the poor.

We should also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africa should tap local expertise to develop technologies appropriate to our needs. Home grown technology should enable us alleviate Africa's food security by utilizing river and lake water for irrigation and by harnessing wind and solar energy.

Lastly our economic units such as ECOWAS, SADC, and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market. The people of Africa should continually seek a better life. We have the resources; we have the manpower, and the capacity to make things move.

QUESTIONS

- a) What should African countries do to fight corruption? (2Marks)
- b) Explain how Africans can open up rural areas. (2Marks)
- c) What do you understand by the term 'genuine poverty alleviation strategies'? (1Mark)
- d) How can we reduce the incidence of rural –urban migration? (2Marks)
- e) Why is appropriate technology useful? (1Mark)
- f) How can African government improve cash flow in their economies (2Marks)
- g) In not more than fifty words write a summary on the various ways of fostering development in African countries. (5Marks)

Rough copy

Fair copy

- h) What is the tone of the last paragraph of this passage concerning the future of Africa?(2Mks)
- i) The public should be educated on the ills of corruption. (Add a question tag) (1Mark)
- j) Explain the meaning of the following words and phrase as used in the passage. (2Marks)
- i) Stashed

ii) Disparity

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

Helmer: (walking about the room) What a horrible awakening! — All these eight years- she who was my joy and pride — a hypocrite, a liar— worse, worse —a criminal! The unutterable ugliness of it all! — For shame! For shame! (NORA is silent and looks steadily at him. He stops in front of her.) I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All your father's want of principle — be silent! — all your father's want of principle has come out in you. No religion, no morality, no sense of duty-. How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

Nora: Yes, that's just it.

Helmer: Now you have destroyed all my happiness. You have ruined all my future. It is horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me orders he pleases — I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman!

Nora: When I am out of the way, you will be free.

Helmer: No fine speeches, please. Your father had always plenty of those ready, too. What good would it be to me if you were out of the Way, as you say? Not the slightest. He can make the affair known everywhere; and if he does, I may be falsely suspected of having been a party to your criminal action. Very likely people will think I was behind it all —that it was I who prompted you! And I have to thank you for all this you whom I have cherished during the whole of our married life. Do you understand now what it is you have done for me?

Nora: (coldly and quietly) Yes.

Helmer: It is so incredible that I can't take it in. But we must come to some understanding. Take off that shawl. Take it off, I tell you. I must try and appease him some way or another. The matter must be hushed up at any cost. And as for you and me, it must appear as if everything between us were just as before — but naturally only in the eyes of the world. You will still remain in my house that is a matter of course. But I shall not allow you to bring up the children; I dare not trust them to you. To think that I should be obliged to say so to one whom I have loved so dearly, and who, I still No, that is all over. From this moment happiness is not the question; all fragments, the appearance. (A ring is heard at the front-door bell)

QUESTIONS:

- a) Briefly explain the events that lead to this excerpt. **6mks**
- b) What is so ironical about Helmer's reaction after reading Krogstad's letter? **4mks**
- c) Give and illustrate two themes brought out in the excerpt **4mks**
- d) What is it that Nora did that makes Helmer so angry? **4mks**
- e) What does Helmer's reaction reveal about him? **2mks**
- f) What happens immediately after the excerpt? **3mks**
- g) When am out of the way, you will be free. (Add a question tag) **2 mks**

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

Long time ago, there lived wild animals and domestic animals. They all lived together peacefully .No animal tried to send their friends back to the creator. Their vicinity was beautiful; And greenish. Food was adequate for all animals to eat. Everything was alright .The creator of everything on earth was called by the king of the jungle to have a word with him. He did not reject the invitation and so he went and had a meeting with him. He was startled because of lion's ideas. Lion the king said God, for how long will we live this peaceful life? He said that the animals should be separated into two groups, the wild animals and domestic animals. He also suggested that the animals should be eating predators. In Gods utter shock, he was surprised to hear that lion never wanted peace. Lion told God if he would refuse they would go on riot.

God agonized on what to do. His mind served him right that he was the creator of everything but he allowed lion to do whatever he wanted .Their meeting with God ended after spurs of minutes. He called animals and he was filled with ecstasy to announce that report.

When animals got the report they dreaded that they would be killed .There was going to be no peace and harmony. This made them unhappy but they would do nothing because it was already signed by the king and creator.

Hyena asked lion how he would do such a thing but lion asked him in a hoarse voice. What will you do? He was filled with anger and thought he would beat lion .He was shoved on the ground and given a hefty blow that made him fall on the ground with a thud. He woke and that made him nose bleed .When the other animals saw that there was a fight, they took to their heels.

Lion beat black and blues and told him that he would beat him to death. A group of elephants came from the blue and were surrounding, cheering that the lion would win, Although hyena fought tooth and nail, he became weak and weaker such that he would not go on with the fight . Lion asked for a sword from his older son to send hyena back to his creator .Hyena was filled with trickles of perspiration that he almost fainted. This was only to scare him but not to kill him .He was confused .It is my end, but why? he soliloquized.

He was frog-matched to the den. All animals ran away from the forest. He was released and asked to go back to his home at two past midnight. All the night he did not sleep praying that lion’s mind would fail him. It was that very night that most animals fled the jungle to live with man since they were not safe near the king lion, who had ill motive.

QUESTIONS

- (a) Giving a reason, classify the above narrative. **(2Marks)**
- (b) Identify and illustrate any two oral features that make the above form an oral narrative. **(2Marks)**
- (c) Identify and illustrate two character traits of the lion. **(4Marks)**
- (d) Identify one social activity and one political activity of the community referred to in this narrative. **(2Marks)**
- (e) Illustrate the use of the following stylistic devices in this narrative. **(3Marks)**
 - (i) Personification
 - (ii) Soliloquy
 - (iii) Onomatopoeia
- (f) Complete the following sentence with an appropriate question tag.
There was going to be no peace and harmony,.....?(1Mark)
- (g) Give two reasons why the narrator used the phrase “long time ago...” **(2Marks)**
- (h) State and illustrate one moral lesson from this oral narrative. **(2Marks)**

- i) Explain the meaning of the following phrases as used in the narrative. **(2Marks)**
 - (i) Spurs of minutes.
 - (ii) To send hyena back to his creator.

4. GRAMMAR

(a) Write the following sentences according to the instructions given. Do not change their meaning. (3Marks)

(i) We had just alighted from the car when it began raining.

(Begin:Hardly.....)

(ii) Mothers should not abandon their babies under any circumstances.

(Begin: under.....)

(iii) My title deed was released only after I cleared the outstanding balance.

(Begin: Not until

(b) Fill the blanks with the correct form of the verb in brackets. (3Marks)

(i) Majority of the _____ are yet to receive their pension. (**retire**).

(ii) Client _____ is crucial in solving issues (**confidence**)

(iii) The items on the agenda were not _____ discussed (**exhaust**)

(c) Fill the blanks with the appropriate prepositions. (3Marks)

(i) The disgruntled members could not agree _____ a common stand.

(ii) My son's preference _____ toy cars is alarming.

(iii) It is advisable to pay _____ cheque to avoid fraud.

(d) Fill in the blanks with the correct word from the brackets. (3Marks)

(i) All the guests will be _____ (**dining/dinning**) with the queen tonight.

(ii) The people of Kameno shunned Chege's _____ (**prophecy/prophesy**) about the coming of the white men.

(iii) Children should always listen to their parents pieces of _____ (**advise/advice**)

(e) Punctuate the following sentences appropriately. (3Marks)

(i) Certainly said Mayo I will see the manuscript next week.

(ii) Do you live in Kitale asked msafiri.

(iii) In case of any misunderstanding the teacher said consult the head boy.

KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 5

COMPREHENSION

Read the passage and then answer the questions that follow;

(20 marks)

Two weeks before the fateful examination began; I was indiscreet enough to fight the principal's son. He was a fellow fifth former with whom, up till then, I had no quarrel at all. He was inclined to be a little overbearing at times; but then a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerant disposition. I suppose as the examination drew nearer, our nerves became tauter and our tempers shorter. When, during a discussion in our classroom about careers Samuel declared unnecessarily loudly that he believed all persons who came from North should return to it to find employment, I suddenly felt my anger rising like a column of mercury. I asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagrosan proverb whose meaning was roughly that even a man who does not know where he is going to ought, at least, to know where he has come from: and the gentle laughter, which greeted it brought my temper to boiling point. I was tall and well built, but so was he. Three strides took me beside him and by the time the class prefect succeeded in separating us, Sagrosan blood and Lokko blood had mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical and a torrent of abuse directed mainly against the other's antecedents was flowing out of each battered mouth.

We were bloody, sweaty, and dusty when it was over but still only partly through our respective stocks of abuse. Nothing more than a heightened respect each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately for both of us, however, he lived very much under his august father's eye and the marks I had succeeded in leaving on his face were too distinctive to be hidden by any sort of artifice. I prepared for the worst (prepared in spirit that is, for physical preparations were known to be unavailing at such times.) The summons to the principal's office duly came after lunch the same day.

He was quite impartial, I'll say that for him. We were both arched over his desk and inscribed across our rumps with two dozen strokes of a bamboo four-footer. Then we were made to shake hands with each other and sent off for walk together along the beach and back (this was the principal's usual way of dealing with a pair of fighters, and one which usually made bosom friends of them.) That thrashing and the walk which followed, gave me the moments of deepest mortification I have experienced, and drove home to me the utter futility and wastefulness of making issue of tribal divisions, in a land where much else required our attentions and our energies. Having heard from us how the fight started, the principal might so early have wasted our time and his reading us along patriotic sermon on the essential brotherhood of all the people of Songhai.

Such a theme would have made him appear to me hypocrite and to Samuel a traitor –for we both knew only too well that the difference between us were real, if not deep. Instead, we were made to share a fellowship of misery and humiliation which linked us together more effectively than any half-believed fiction about cultural or ethnic affinities could have succeeded in doing.

QUESTIONS:

- (a) What was the cause of the fight? (2 marks)
- (b) Show how the statement “A flint needs contact with another flint in order to spark” is applicable to this story? (2marks)
- (c) With illustrations show the difference in character between the narrator and his classmates? (4marks)
- (d) What is the narrator's attitude towards the head teacher? (3marks)
- (e) Identify three phrases in the passage to describe the fierce nature of the fight? (3marks)
- (f) Identify two images that are used to show the extent of the narrator's anger? (2marks)
- (g) Identify a case of parenthesis in paragraph one? (1mark)
- (h) Get a quotation from the passage that shows the fight did not end the tribal differences between the two groups? (1mark)
- (i) Explain the meaning of the following phrases as used in passage: (2marks)
- (i) bosom friends
- (ii) Patriotic sermon

2. DOLL'S HOUSE

Read the excerpt below and answer the questions that follow.

Nora: Yes, read it.

Helmer: (standing by the lamp) I scarcely have the courage to do it. It may mean ruin for both of us. No, I must know. (Tears open the letter, runs his eye over a few lines, looks at a paper enclosed, and gives a shout of joy) Nora! — No, I must read it once again Yes, it is true! I am saved! Nora, I am

Nora: And I?

Helmer: You too, of course; we are both saved, both you and I. Look, he sends you your bond back. he says he regrets and repents —that a happy change in his life -- never mine what he says! We are saved, Nora! No one can do anything to you, Oh, Nora, — no, first I must destroy these hateful things. Let me see - . (takes a look at the bond) No, no, I won't look at it. The whole thing shall be nothing but a bad dream to me. (Tears up the bond and both letters, throws them all into the stove and watches them burn.) There — now it doesn't exist any longer. He says that since Christmas Eve you —These must have been three dreadful days for you, Nora.

Nora: I have fought a hard fight these three days.

Helmer: And suffered agonies, and seen no way out but-. No, we won't call any of the horror to mind. We will only shout with joy, and keep saying, 'It's all over! It's all over!' Listen to me, Nora. You don't seem to realize that it is all over. What is this? — Such a cold, set face! My poor little Nora, I quite understand; you don't feel as if you could believe that I have forgiven you. But it is true, Nora, I swear it. I have forgiven you everything. I know that what you did, you did out of love for me.

Nora: That is true.

Helmer: You have loved me as a wife ought to love her husband. Only you had not sufficient knowledge to judge of the means you used. But do you suppose you are any the less dear to me, because you don't understand how to act on your own responsibility? No, no; only lean on me; I will advise you and direct you. I should not be a man if this Womanly helplessness did not just give you a double attractiveness in my eyes. You must not think any more about the hard things I said in my first moment of consternation, when I thought everything was going to overwhelm me. I have forgiven you, Nora; I swear to you I have forgiven you.

Nora: Thank you for your forgiveness. (She goes out through the door to the right.)

QUESTIONS:

- a) What is it that Nora asks Helmer to read? **4mks**
- b) After reading the letter, Helmer exclaims. 'I am saved!' What does this reveal about him?' **3mks**
- c) What style is brought out when Helmer says, 'I know that what you did, you did out of love for me.' **2mks.**
- d) Explain what happens after the excerpt. **6mks**
- e) From your knowledge of the play what made Krogstad change his stand. **4mks**
- f) Thank you for your forgiveness. (Use the word appreciate instead of thank you) **2 mks**
- g) What is the meaning of the following words as used in the excerpt? **4mks**

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 ,KwakuAnanse 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.

QUESTIONS

- (a) Giving a reason, identify the sub-genre of the above narrative. (2 marks)
- (b) Why did Kwaku Ananse decide to hide his wisdom? (2 marks)
- (c) How did Ananse make sure that his wisdom was safe in the pot ? (2 marks)
- (d) Why was it difficult for Ananse to climb the tree with the pot? (2 marks)
- (e) Identify and illustrate one character trait of each of the following as brought out in the above narrative: (4 marks)
- (i) Kwaku Ananse -
- (ii) Aso -
- (f) What two aspects of this narrative qualify it as oral? (4 marks)
- (g) Identify and illustrate one economic activity of the community from which this narrative was taken. (2 marks)
- (h) Which is the suitable audience for this story and why? (2 marks)

4. GRAMMAR

(15 marks)

- (a) Rewrite the following sentences according to the instructions given after each .Do not change the meaning.
- (i) Lillian Gilbreth invented the step - on garbage can. Her children wrote about her life.

(Join into one sentence using 'whose')

- (ii) My brother and me have been taking piano lessons for six years. (Rewrite correctly)
- (iii) Is this the only blue car in your showroom?
(Begin: Aren't)

(b) Punctuate the following sentences correctly: (2 marks)

- (i) The frog states an old African proverb does not jump without a reason
- (ii) The principal said thank you for the information Mrs. Mulwa.

(c) Rewrite the following in passive voice:

- (i) People say this new material is very good.
- (ii) A student dentist took two of my teeth out.
- (iii) A guide took me round Fort Jesus.

(d) Fill in the blanks with the correct form of the words given in brackets: (2 marks)

- (i) In some areas the wildlife has had difficulty _____ (adopting/adapting) to the presence of tourists.
- (ii) The graceful movements of the horse create the _____ (illusion/allusion) of a four-legged ballet.

(e) Replace the underlined words in each sentence with one word which has the same meaning. (2 marks)

- (i) The police arrested the man whom they thought had committed the crime.
- (ii) The man who fells trees injured himself and was rushed to hospital.

(f) Fill the blanks with the correct preposition:

- (i) The accused was so confused that he was lost _____ words.
- (ii) A friend is someone you should be able to count _____ when you are in difficulties.
- (iii) The county Director of education conferred _____ the class teacher before entering the class.

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KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 6

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

Africans are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of life. The biggest challenge however, is to identify ways and means of creating an environment that is likely to encourage development in Africa.

Perhaps the greatest strategy would be to develop political structures and government institutions that have the capacity to formulate and implement genuine poverty alleviation strategies.

Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Governments should foster exploitation and management of natural resources by providing an enabling environment. Having stable governments may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the taxpayers. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return it or face the full force of the law. Again, people known to have **stashed** money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, African countries must find a way of solving their internal conflicts without involving the international community; after all, we are all brothers with a common cause. The need to unite and exist as unitary states should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The African union should be strengthened to enable it to arbitrate intra and inter – states disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity.

Another solution would be to develop rural –based economies since the bulk of our population lives in the rural areas. Industries that process farm produce and those that manufacture farm inputs, machinery and implements should be located in rural areas. Similarly, mining concerns

should establish processing plants near mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of rural – urban migration. Setting up industries in the rural areas will necessitate development of infrastructure, which will open up the rural areas for business. This will further encourage agricultural expansion and increase food production to counter perennial food shortages in Africa. For instance, development of dairy and beef processing industry in the rural areas will encourage development of sustainable livestock keeping and probably bring to an end the loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the **disparity** between the rich and the poor.

We could also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africans should tap the local expertise to develop technologies appropriate to our needs. Home – grown technology should enable us alleviate Africans food insecurity for utilizing river and lake water for irrigation and by harvesting wind and solar energy.

Lastly, our regional economic units such as ECOWAS, SADC and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry points so as to realize the benefits of a common market.

The people of Africa should continually seek a better life. We have the resources; the manpower and the capacity to make things move.

QUESTIONS

- a) From paragraph 1, what is the author’s opinion of Africans? (2marks)
- b) What should African countries do to fight corruption? (3marks)
- c) Explain how Africans can open up rural areas (3marks)
- d) We have the resources; the manpower and the capacity to make things move.
(Rewrite adding a question tag) (1mark)
- e) Using information in the passage, summarize the ways of fostering development in African countries in **not more** than 50 words. (5 marks)

- f) What is the tone of the last paragraph of this passage? Give reasons from the passage to support your answer. (3marks)
- g) Explain the meaning of each of the following expressions as used in the passage. (3marks)
- i) stashed
- ii) disparity
- iii) fuel animosity.

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

Helmer: What sort of an expression is that to use about our marriage?

Nora: (undisturbed) I mean that I was simply transferred from papa's hands into yours. You arranged everything according to your own taste, and so I got the same tastes as yours or else I pretended to, I am really not quite sure which — I think sometimes the one and sometimes the other. When I look back on it, it seems to me as if I had been living here like a poor woman — just from hand to mouth. I have existed merely to perform tricks for you, Torvald. But you would have it so. You and papa have committed a great sin against me. It is your fault that I have made nothing of my life.

Helmer: How unreasonable and how ungrateful you are, Nora! Have you not been happy here?

Nora: No, I have never been happy. I thought I was, but it has never really been so.

Helmer: Not — not happy!

Nora: No, only merry. And you have always been so kind to me. But our home has been nothing but a playroom. I have been your doll-wife, just as at home I was papa's doll-child; and here the children have been my dolls. I thought it great fun when you played with me, just as they thought it great fun when I played with them. That is what our marriage has been Torvald.

Helmer: There is some truth in what you say — exaggerated and strained as your view of it is. But for the future it shall be different. Playtime shall be over, and lesson-time shall begin.

Nora: Whose lessons? Mine, or the children's?

Helmer: Both yours and the children's my darling Nora.

Nora: Alas, Torvald, you are not the man to educate me into being a proper wife for you.

Helmer: And you can say that!

Nora: And I — how am I fitted to bring up the children?

Helmer: Nora!

Nora: Didn't you say so yourself a little while ago — that you dare not trust me to bring them up?

Helmer: In a moment of anger! Why do you pay any heed to that?

Nora: Indeed, you were perfectly right. I am not fit for the task. There is another task I must undertake first. I must try and educate myself— you are not the man to help me in that.

I must do that for myself. And that is why I am going to leave you now.

Helmer: (springing up) What do you say?

Nora: I must stand quite lone, if I am to understand myself and everything about me. It is for that reason that I cannot remain with you any longer.

Helmer: Nora, Nora!

Nora: I am going away from now, at once. I am sure Christine will take me in for the night —

Helmer: You are out of your mind! I won't allow it! I forbid you!

Nora: It is no use forbidding me anything any longer. I will take with me what belongs to myself. I will take nothing from you, either now or later.

Helmer: What sort of madness is this!

Nora: Tomorrow I shall go home — I mean, to my old home. It will be easiest for me to find something to do there. **Helmer:** You blind, foolish woman!

QUESTIONS:

- a) What expression had Nora used about their marriage? **4mks**
- b) How does this excerpt add relevance to the title of the play? **4mks**
- c) Give two-character traits for each of the following characters as brought out in the excerpt. **8 mks**
- Helmer
- Nora
- d) What theme comes out in the excerpt? **4mks**
- e) explain place of women in society **4 mks**
- f) I am going away from here now. (Change into a negative statement) **1mk**

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

A long, long time ago, there was a man and his wife. They had built their hut in the middle of the forest but they had fenced round the homestead to keep wild animals from entering the compound. Now this man used to go to the smithy to join the other smiths in ironwork. This time, when he went, he left his wife heavy with child.

In this forest, there was a big ogre. As soon as the man went away the ogre came into the compound with a heavy load of firewood. When he brought the load to the compound, he dropped it outside with a big thud of this firewood.

He went inside the hut where he made some porridge. He drank it. To the expectant woman he said, “Woman with child, take this. You don’t want, I shall eat it for you.” And he ate all the porridge. Now this happened everyday for many days and the expectant mother grew as weak as the reeds by the riverside. When the time came for her delivery, the ogre crudely assisted her but he did not give her food.

Now the woman continued to be starved and grew weaker and weaker. She became very worried yet she did not lose heart. Every day she used to spread her castor oil seeds in the sun for she hoped to make oil for the child’s skin.

One day when she had spread her castor oil seeds in the sun, a dove came and helped herself to some seeds. The woman said to her, “You always come here to eat my seeds. Will you go if I send you?”

Said the dove, “let me eat my fill and then you can send me wherever you want. The dove ate until she had had enough.

“Where do you want to send me?”

“Go to the smithy and when you see the smiths ,sing these words:

Mutuiukutuaisaangalalai x2

Mukauniwasyaiyeisaangalalai

Avyuviiawaniyiimu iii saangalalai

Yisikuyanakwivua iii

Saangalalaisa.

(Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre

Which eats all it has prepared)

And the dove went to the smiths and sang the song:

Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre

Which eats all it has prepared.

“What is this thing – of a – bird saying, disturbing our work?” said one man throwing a stone at the dove. But the dove perched herself on another tree and sang again.

Blacksmith smithing on your iron x 2

Your wife has given birth

Assisted by an ogre

Which eats all it has prepared.

This time the men said;

“Haiya, perhaps this bird has a message for us. Who of us left his wife heavy with a child?”

Said one man, “I left my wife heavy.”

“Eei, take your things. Go home. This message might be yours. Your wife might have given birth and she is in danger.”

At home, the ogre was still tormenting the woman. He used to go to the shamba, dig out the sweet potatoes, prepare them and offer them to her when they were already in his mouth, “Woman with child take this. You don’t want it, I’ll eat it for you.”

One day when the sun stood in the middle of the compound, her husband arrived from the smithy. He hid himself in the darkest corner of the hut and awaited the ogre. When the ogre arrived he cooked, ate all the food and slept on the naked floor. From his mouth came green, yellow and red foam that was a sign that he was fast asleep.

It was then that the blacksmith came down and speared him through and through until he was dead. Then the man and his wife moved and built a new home in another place.

QUESTIONS

- a) Classify the above narrative and give a reason for your classification. (2marks)
- b) In the story, what shows that the ogre never intended to share the food with the woman? (2 marks)
- c) Discuss any two features in the story that qualify it as a traditional oral narrative. (4 marks)
- d) With an illustration for each, describe two character traits of the ogre (4 marks)
- e) Of what use is the song in the story? (2mark)
- f) What is the livelihood of the people from which this story is derived? (4marks)
- g) What moral lesson do you learn from this story? (2marks)

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

- i) It is bad manners to spit on the ground. (Rewrite using a gerund)
- ii) It is a pleasant surprise to meet you again after all these years. (Rewrite beginning: What.....)
- iii) Kathundai likes eating rice more than taking coffee. (Begin: Kathundai prefers
- iv) There were very few boys in our class. (useany.....)

b) **Fill in each blank space with the correct form of the word in brackets.** (3 marks)

- i) It is not possible to spell a word from her (pronounce).
- ii) Do not wait for the bus, it comes to this town very (regular).
- iii) The hunt for the murderers has been (intense)

c) **Complete each of the following sentences using the correct phrasal verb formed from the word given in brackets** (3 marks)

- i) It was so dark that I could hardly the person lurking in the darkness. (make)
- ii) The nurse was sothat she threw the file onto the doctor's desk (work)
- iii) The number of AIDS patients in Kenya is (come)

d) **Fill in each of the blank spaces with an appropriate word.** (3marks)

- i) The burglar was accused being an accomplice in the theft.
- ii) The banana was shared the three girls.
- iii) The book is hiddenthe view of passers – by.

e) **Choose the correct word to fill in the blank spaces.** (2 marks)

- i) I came here with Don and(she ,her)
- ii) Between you and (I, me) who is more generous?

KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 7

1. COMPREENSION (20MARKS)

Read the following passage and answer the questions that follow:

With every passing day, technology is overtaking our daily lives. Regardless of age, gender, career or economic status, smartphones are fast becoming ubiquitous.

More than two million Kenyans now own smartphones. Add the computer, tablet and other high tech devices and your life is surrounded by a myriad gadgets which, to some, have become best friends.

Many of us rely on the phone to do everything, from saying “ I love you” to “I’m quitting”, from checking bank balances to selling stuff on OLX, from sharing photos and videos to streaming content on the web. We can carry out a plethora of daily tasks, right from the palms of our hands. At the dinner table, it’s the norm to constantly check for texts, e-mails, tweets, WhatsApp and Face book updates. In a darkened movie hall, people are always multi task on their phones while watching a movie. Some people even walk with the phone to the toilet and text and take calls from there.

Over dinner, in church, at a funeral service and even when carrying on face-to-face conversation, the smartphone is guaranteed to keep you in tune and in touch. It is common to see careless people texting while driving despite the fact that it is six times more dangerous to text and drive than to drink and drive.

Because of this over-dependence on the smartphone, many people suffer from the fear of losing it, even if only for a few minutes.

The “I must- have-my-phone-with-me-at-all-times” mindset has become such a real problem.

There’s now a name coined for the fear of being without phone: nomophobia -no-mo(bile) phone-phobia. Nomophobia is the fear of not being able to connect to the digital world by the means of mobile phone.

Although there is no ICD-10 code (the required classification for any medical condition) yet for this specific affliction, researchers into the phenomenon describe nomophobic people as individuals who suffer from the anxiety of not having their mobile phone.

The anxiety commonly manifests itself when the person notices their smartphones has a low battery, no internet connection or if it is missing and one is therefore out of the loop with friends, family, work and the world. We are ever so busy with gadgets that we intrude into other people's space.

As our culture becomes ever more tech savvy and tech hungry, phone-free zones will become more and more common. Just like we have smoke-free zones in public places, we are starting to see quiet corners, where phone calls are restricted. It's because common courtesy is often thrown out the window when we're on the phone.

Some airports are now offering lounges that are cell phone free. Just like cigarettes, the mobile phone pendulum is beginning to swing as more and more people acquire monophonic tendencies. Considering the Smartphone's new abilities and capabilities, they are now being used like digital 'Swiss Army Knives', replacing possessions like watches, cameras, books and even laptops. Today the Smartphone is capable of being an alarm clock, digital camera, and even television, which causes users to become heavily dependent on it.

Psychologists advise that, while monophobia could possibly never receive a diagnosis, it is certainly a rising trend. If you constantly find yourself using your Smartphone at odd times, such as dinner table, while driving, or even in washroom, try your best to refrain from it and use it only when it is safe and not considered rude.

Setting limits for yourself and engaging with family and friends face-to-face can help calm the anxiety of continuously checking your phone.

(Adapted from Sunday Nation May 25, 2014)

QUESTIONS

- a) Why is technology said to be overtaking our daily lives? **(2marks)**
- b) In point form, state the uses of a phone. **(4marks)**
- c) What are the bad habits that result from over-dependency on the phone as seen in the passage and how can they be managed? **(4marks)**
- d) When does anxiety manifest itself more with the use of a phone? **(3marks)**

- e) According to the passage, why is there need for free zones in public places. (1mark)
- f) ‘Some airports are now offering lounges that are cellphone free.’ Rewrite using a question tag. (1mark)
- g) What is the author’s attitude towards smartphones? (2marks)
- h) Give the meaning of the following words as used in the passage: (3marks)
 - a) Myriad.....
 - b) Ubiquitous.....
 - c) Plethora.....

1. DOLL’S HOUSE

Read the excerpt below then answer the questions that follow:

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

Nora: I think so, too. But now, listen to this: something to be proud and glad of.

Mrs. Linde: I have no doubt you have. But what do you refer

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

Mrs. Linde: But what is it?

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

Now I will show you that I too have something to be proud of. It was I who saved Torvald's life.

Mrs. Linde: 'Saved'? How?

Nora: I told you about our trip to Italy. Torvald would never have recovered if he had not gone there —

Mrs. Linde: Yes, but your father gave you the necessary funds.

Nora: (smiling) Yes, that is what Torvald and all the others think, but—

Mrs. Linde: But—

Nora: Papa didn't give us a shilling. It was I who procured the

Mrs. Linde: You? All that large sum?

Nora: Two hundred and fifty pounds. What do you think of that?

Mrs. Linde: But, Nora, how could you possibly do it? Did you win a prize in the lottery?

Nora: (contemptuously) In the lottery? There would have been no credit in that.

Mrs. Linde: But where did you get it from, then?

Nora: (humming and smiling with an air of mystery) Hm, hm! Aha!

Mrs. Linde: Because you couldn't have borrowed it.

Nora: Couldn't I? Why not?

Mrs. Linde: No a wife cannot borrow without her husband consent.

Nora: (tossing her head) Oh, if it is a wife who has any head for business — a wife who has the wit to be a little bit clever

Mrs. Linde: I don't understand it at all, Nora.

Nora: There is no need you should. I never said I had borrowed the money. I may have got it some other way. (lies back on the sofa) Perhaps I got it from some other admirer. When anyone is as attractive as I am -

Mrs. Linde: You are a made creature.

Nora: Now, you know you're full of curiosity, Christine.

Mrs. Linde: Listen to me, Nora dear. Haven't you been a little bit imprudent?

Nora: (sits up straight) It is important to save your husband's life.

Mrs. Linde: It seems to me imprudent, without his knowledge, to -

QUESTIONS:

- a) Place the excerpt in its immediate context. **6mks**
- b) What major theme comes out in the excerpt? **3mks**
- c) Give two-character traits of Nora brought out in the excerpt. **4mks**
- d) Compare what Mrs Line has been through to what Nora has gone through and say what it reveals about women. **6mks**
- e) Explain dramatic irony as brought our through Nora's revelation. **4mks**
- f) I think I have the right to bee (Add a question tag) **2 mks**

3. Read the following narrative and answer the questions that follow: (20marks)

Once upon a time, Warthog and Hare were best friends and they lived together. They shared duties according to each one's abilities. Hare had speed, therefore, duties involving fetching or delivering items fast were left to him, while Warthog, who was gifted in cooking, handled kitchen duties. However, Warthog had his shortcomings. He lost his temper easily and was ready to fight at the slightest provocation. Hare tolerated him all the same.

Things were not always good in the kitchen. The two always quarrelled over missing food.

Warthog was always on the defence, denying any wrong doing. One day, Hare bought five tilapia fish but warthog only served two. When he was asked what happened to the other three fish, as usual, Warthog insisted that he knew nothing about the missing fish. Hare was aware that arguing or fighting would not bring back the lost fish. He also knew that he was smaller and could never win a physical fight against warthog.

Not long after the missing fish incident, Hare and Warthog went hunting. They chanced upon a young gazelle too weak to run. They took the gazelle home and slaughtered it. Warthog as usual was the chef. Hare left him and went for a stroll as he waited for the meat to cook. When he returned, warthog, was sleeping under a shady tree, pretending to be very tired, after cooking. Hare opened the lid and Lo! There were only few pieces of meat left.

Hare was really angry and he threatened to beat Warthog up if he failed to account for the missing pieces. Under faked annoyance, Warthog pounced on hare mid-sentence and beat him up thoroughly. Hare promised to get even. That evening, hare went to see Mr. Squirrel who was the best known magician in the whole region. Squirrel gave him a pot of honey to take to Warthog. When he went back home, Hare feigned forgiveness and invited warthog to taste the honey.

Warthog approached him cautiously, he knew that Hare was quite tricky at times. He thought the pot might contain a snake.

So he started apologizing to Hare from a distance for beating him but Hare laughed it off, reminding him that the differences between them were history and they should both start anew. Warthog, who loved honey, approached hare and scooped some which he ate greedily. However, what he did not know was that it had passed through the hands of Squirrel who had laced it with poisonous herbs that would affect Warthog and his descendants.

After eating half the pot's contents, Warthog felt dizzy and sleepy. When he woke up, he could not remember anything, his brain had been affected by the poisonous herbs. He forgot about his friendship and quarrel with Hare. He did not even remember eating the honey. He was so confused that he ran off into the bush. Warthog's brain has never recovered. Till now he is always confused and forgetful.

GEORGE OLWALO

(Adapted by Mwalimu Consultancy Ltd from Sunday Nation July 3 2011)

QUESTIONS

- a) Classify the above narrative. (2marks)
- b) Identify and illustrate three features of style in the narrative. (6marks)
- c) What makes Warthog and Hare best friends? (2marks)
- d) What are the economic activities in the community where the story is taken from? (4marks)
- e) How has Hare been portrayed in the story? (4marks)
- f) What moral lesson do we learn from the above story? (2marks)

4. GRAMMER (15marks):

- a) Give the plurals of the following words (3marks)
 - i) folio.....
 - ii) hero.....
 - iii) postman.....

b) Combine each pair of sentences using appropriate relative pronouns: (2marks)

- i) Here is the man. He stole my blanket.
- ii) She bought the books at a fair. They were all by the same author.

c) Fill in the blanks in the following sentences with the correct forms of the verbs in brackets: (3marks)

- i) Money cannot.....(buy) friends.
- ii) The painting..... (steal) from the museum.
- iii) We are.....(dine) with you tonight.

d) Fill in the blanks with the correct phrasal verb formed from the word in brackets: (2marks)

- i) Don't.....(put) what you can do now.
- ii) You should (stand) your ideals.

e) *Use the correct form of the verb in the brackets to complete each of the following sentences:* **(2marks)**

- i) More than one key..... (has/have) been found.
- ii) A number of points..... (was/were) raised during the consultation.

f) *Rewrite the sentence below in direct speech:* **(1mark)**

The Governor said that he was always ready to assist in development projects in his county.

g) *Punctuate the sentences below correctly:* **(2marks)**

- i) Peter said Alice is a very lazy boy.
- ii) We have invited Shawn the guitarist Alfred the saxophonist Mutunga the poet and Kalekye the actress.

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KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 8

1. COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's behaviour that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure**. Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don't understand the basic rules of social behaviour and their mistakes are usually unintentional.

Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply may not notice a person's scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend

with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, “a vicious cycle begins,” children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child’s life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should teach social skills with the same tone they use for teaching numeracy skills or proper hygiene. If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don’t understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: “How would you feel if Emma was hogging the tyre swing?” Instead of lecturing with the word “should,” offer options the child “could” have taken in the moment, such as “You could have asked Emma to join you or told her you would give her the swing after your turn. “Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, “If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?” Lastly, give the child” social homework” by asking him to practice this new skill, saying: “Now that you know the importance of sharing, I want to hear about something you share tomorrow.”

(Adapted from livescience.com-Tue Feb 2, 2010)

QUESTIONS

- a) In one sentence, explain what this passage is talking about? **(2mks)**
- b) What is the number one need of any human being? **(1mk)**

- c) What are cited as the causes for social rejection according to the passage (2mks)
- d) What is social rejection likely to lead to (2mks)
- e) What vicious cycle is referred to in this passage (2mks)
- f) How can a parent make children appreciate the lesson on social skills? (2mks)
- g) “How would you feel if Emma was hogging the tyre swing?” Re-write in reported speech. (1mk)
- h) Make notes on the five-step approach to teach children social skills (5mks)
- i) Explain the meanings of the following words and phrases as used in the passage (3mks)
- i. Authority figure
 - ii. Shunned
 - iii. Jump on board

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

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

Nora: So it seems

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

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

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

Nora: But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

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

Nora: You don't mean that you will tell my husband that I owe you money?

Krogstad: Hm! – suppose I were to tell him?

- Nora:** I would be perfectly infamous of you. (*Sobbing*) To think of his learning my secret, which has been my joy and pride, in such an ugly, clumsy way – that he should learn it from you! And it would out me in a horribly disagreeable position-
- Krogstad:** Only disagreeable?
- Nora:** (*Impetuously*) well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post them.
- Krogstad:** I asked you if it was only a disagreeable scene at home that you were afraid of?
- Nora:** If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.
- Krogstad:** (*Coming a step nearer*) Listen to me, MrsHelmwe. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

QUESTIONS

- a) What happens just before this excerpt? **(2mks)**
- b) Identify and illustrate any two themes evident in the excerpt. **(4mks)**
- c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank **(5mks)**
- d) Identify and illustrate any two character traits of; **(4mks)**
- i. Krogstad
 - ii. Nora
- e) Identify and illustrate any two stylistic devices used in the excerpt. **(4mks)**
- f) Explain the meaning of the following words as used in the extract **(2mks)**
- i. Compel
 - ii. Blackguard
- g) "I shall be obliged to remind you of a few details". Which are those details? **(4mks)**

3. Read the following narrative then answer the questions that follow (20mks)

Once upon a time Hare and Hyena were very good friends. They visited each other every day and herded their cows together.

There came a time when the cows started dying one after the other. The two friends wanted to find out why the cows were dying. Hare said, 'Let us go and kill our mothers and take out their livers. We shall then cook and taste these livers. The bitter liver will show whose mother was making the cows die. At once Hyena went and killed his mother. He took out the liver and cooked it. Hare went and hid his mother in the garden in bushy banana plants. He then went and killed an antelope, took out its liver and cooked it.

The two friends met to eat their livers. "My liver is very bitter", said the Hyena. "Mine is very sweet," said Hare, "So it was your mother who was making the cows die." Hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. Hare did the same

After a short time, there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing, on an equal basis what was available. When it was Hyena's turn, he went and found only honeycombs without any honey. When Hyena brought these, Hare refused this because he had secretly gone to his mother who had given him some bananas. This went on for many days, and Hyena grew thinner and thinner. Then he started wondering. "How does my friend remain fat and he doesn't eat anything. I will find out."

One day he followed Hare. Hare went to his mother as usual. 'Mother, mother, I have come' and the mother dropped some bananas which Hare ate quickly. He then looked for some honeycombs and took them to the friend. "This is all I could find my friend." The Hyena kept quiet. The next day he went to the banana plant and called. His voice however was very deep and no bananas were dropped for him.

There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare's friend went to her and told her his problem. "Go and put your tongue on the path of black ants," He was told, "Let them bite your tongue until it hurts. That's how your voice will be soft."

Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for his him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's. "Mother, mother I have come.' And Hare's mother dropped bananas for his him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn. He went to his usual place. "Mother" he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother.

When Hare got back to Hyena's house, he said nothing. At night, Hare took all cows including Hyena's and went away to live in another part of the country. That ended the Hare and Hyena's friendship. And that is the end of my story to you.

QUESTIONS

- a) With illustrations, classify the above narrative **(2mks)**
- b) Identify three features of narratives **(3mks)**
- c) Identify three features in this story that are characteristics of oral narratives **(3mks)**
- d) Briefly explain the character traits of the following **(4mks)**
 - i. Hare
 - ii. Hyena
- e) What moral lesson do you learn from this story? **(2mks)**
- f) Identify two socio-economic activities from the community in which the narrative is taken from. **(2mks)**
- g) You have been selected for a fieldwork research to collect the above item.
 - i. Briefly explain two ways in which you would collect information on the item. **(2mks)**
 - ii. Identify two challenges you might encounter during the field work and state how you would solve them. **(2mks)**
- h) Then he started wondering "How does my friend remain fat and he doesn't eat anything. I will find out". (Re-write into indirect speech) **(1mk)**
- i) Describe the irony in the fifth paragraph **(2mks)**

4. GRAMMAR (15MKS)

- a) Rewrite the following sentences according to the instructions given **(3mks)**
 - i. He will not be given a driving license. He passes the road test (Rewrite as one using 'unless')
 - ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)
 - iii. The boys went to play in the field (underline the adverbial)

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

- i. Property worth millions of shillings went upflames.
- ii. The three boys shared the breadthemselves.
- iii. We should strive to liveour means.

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

(3mks)

- i. The audience was offended by the(sense) of the speaker.
- ii. The(acquire) of a university degree is a great milestone to a student.
- iii. Everyone should obey the lawof their position in the society.

d) Use the correct alternative to complete the sentences below

(4mks)

- i. Teaching(practice/practice) is not an easy job for teacher-trainees.
- ii. The prophet's(prophesy/prophecy) was misleading to his audience.
- iii. He((insured/ensured) his car with Madison.
- iv. Mwita(hanged/hung) the chart on the wall.

e) Write the following sentences in indirect speech

(1mk)

“These are juicy mangoes,” Ken said.

f) You do not require to cheat to pass

(1mk)

(Supply a suitable question tag).

KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 9

1. COMPREHENSION (20 MARKS)

Read the passage below and answer the questions that follow.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or resume with no spelling or grammatical mistakes is essential if you want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web page may cause potential customers to doubt the credibility of the web and the organization.

Correct grammar, punctuation and spelling are key in written communication. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

If you are unconvinced about the importance of accurate writing, think of the clues we use to identify spam emails, 'phishing' websites, and counterfeit products: poor grammar and spelling. Similarly, some employers state publicly that any cv or resume containing spelling or grammatical mistakes will be rejected immediately, whilst a BBC news article quotes research that calculates spelling mistakes cost online businesses 'millions' in lost sales.

Checking for poor writing and spelling mistakes should be seen as a courtesy to your readers since it can take them much longer to understand the messages in your writing if they have to think and re-read text to decipher these.

All written communications should therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors. Do not assume that spelling and grammar checkers will identify all mistakes as many incorrect words can indeed be spelt correctly (for example, when ‘their’ is used instead of ‘there’ or ‘principle’ instead of ‘principal’) or entire words may be missing. If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

Even if you know spelling and grammar rules, you should still double check your work or even better, have it proof-read by somebody else. Our brains work faster than our fingers can type the accidental typographical errors (typos) inevitably creep in.

The good news is that writing is a skill, which can be learned like any other. One trick for checking and improving your work is to read it aloud. Reading texts forces you to slow down and you may pick up problems with the flow that your eye would otherwise skip over.

As well as grammar, spelling and punctuation, it is important to remember your audience.

Always write with your audience in mind, and it can also help to bear in mind the medium in which you plan to publish. This knowledge will help you decide whether you need to write in a formal style or a more informal one, and will also help you to decide on a suitable structure.

QUESTIONS

1. Why are good writing skills important? **(3 marks)**

2. What effect does poor writing skills have? **(2 marks)**

3. In a paragraph of not more than 50 words, summarize the steps involved in good writing. **(5mks)**

ROUGH COPY

FAIR COPY

4. Explain the irony in paragraph three. **(3mks)**

5. ‘The good news is that writing is a skill which can be learned like any other.’

Rewrite beginning with a participle **(1mk)**

6. Mention four things apart from grammar, spelling and punctuation that the writer advocates we should remember when writing. **(2mks)**

7. Explain the meaning of the following expressions as they are used in the passage. **(4mks)**

i) Counterfeit products

- ii) Decipher
- iii) Phishing
- iv) Typographical errors

2. EXCERPT (25 Marks)

Read the following excerpt and answer the questions that follow.

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

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

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

Krogstad: Who has influence?

Nora: Exactly

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

Nora: What do you mean?

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

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

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

Nora: But I assure you_

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

Nora: But, Mr. krogstad, I have no influence.

Krogstad: Haven't? I thought you said yourself just now-

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

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

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

Krogstad: You are bold,Mrs. Helmer.

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

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

Nora: So it seems.

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

Nora: I think have heard something of the kind.

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

Nora: But you must believe me,Mr. Krogstad; it is not in my power to help you all.

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

QUESTIONS.

- a) Krogstad asks four questions just before this excerpt. Which are they? (4 marks)
- b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play (3 marks)
- c)'I was right in what I thought, then. 'what do you think Krogstad thought? 2mks
- d)Describe two character traits of Nora as brought out in the excerpt 4mks

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

i) If you speak slightly of my husband, I shall turn you out of the house.(use: unless.....)

ii) So it seems.(supply a question tag.)

f) Identify and illustrate any two themes evident in this excerpt 4mks

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

h) Write a word with the same meaning as each one of the following. 3mks

i) Necessity

ii) Pleased

iii) Influence

3. POETRY. (20 MARKS)

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

THE CROP THIEVES

Tswiris! tswiri! I the person I suspect?

What have you heard that makes you suspicious?

I heard things said, rumors of weaver birds;

They ate corns in Lesiba's field and finished it

And when they left they sounded hummmm-

They said, 'listen to the numerous weaver birds

Children of the horse that ate the courtyards and the times

It is the numerous weaver birds

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 bird
Children with withered beaks
At home, it is yo! Yo!
Then 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 fire
We shall lack even a blue tongued goat!
It is numerous weaver birds; the grey ones
That go about in swarms.

QUESTIONS.

- a)What kind of oral poem is this? **2mks**
- b) Explain two functions of the oral poem. **2mks**
- c) Identify and illustrate two oral features of the poem **4mks**
- d) What does the poem tell us about the character trait of the weaver bird **2mks**
- e)Which lines show that the people will keep on suffering if they do not keep the birds away. **2mks**
- F) Identify and illustrate two economic activities practiced in this community **4mks**
- g) What is the attitude of the singer towards the weaver bird? **2mks**
- h) Explain the meaning of the following lines. **2mks**
- a) We shall lack even a blue tongued goat.
- b) It is the Zulus that have entered the country.

GRAMMAR-15MKS

a) Rewrite the following sentences according to the instructions given without changing the meaning.3mks

i) Maria said the young men had stolen her sweet potatoes. (Rewrite beginning with: Maria accused.....)

ii) It required a lot of planning and great courage to introduce free primary education in Kenya. (Begin: The....)

iii) The judges declared that Cheptoo had won. (Finish:.....winner)

b) Explain two different meanings of the following sentence.

2mks

The chicken is ready to eat.

c) Appropriately punctuate the following sentences to indicate parenthesis.

2mks

i) When we meet next and I am not sure when a lot of things will have changed.

ii) Any information you have including minor details should be submitted to the office.

d) Fill in the blank spaces with the most appropriate preposition. (3 marks)

i) My classmate insistedcoming with me for the half term.

ii) The company was restrained from disposing.....its property by a court orders.

iii) The fire victims writhedterrible pain as the rescuers provided first aid.

e) Use the following word as a preposition in one sentence and the other sentence as a subordinating conjunction.

2mks

Since

f) Replace the underlined word with a phrasal verb.

2mks

i) The member of parliament cancelled the meeting. –

ii) That child resembles her mother. –

g) Underline the adverbial clause in the following sentence.

1mk

They loaded the lorry while we waited.

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Contact Mr Isaboke 0746-222-000.

KCSE ENGLISH PAPER 2 REVISION

SERIES 2

PREDICTION TRIAL 10

Q1. COMPREHENSION (20 MARKS)

Read the passage below then answer the questions that follow:

My favourite aunt is a woman anyone would admire, both her physical features and character. She is the kind of person you want to be with all the time.

She is the eldest in my father's family but she looks the youngest. Though in her mild-sixties, she looks twenty years younger. It is as if she has signed a contract with perpetual youth. I have heard countless people ask her what her secret is, upon which she readily replies with a winsome smile. "I don't look back in regret or look around in worry. Instead, I always look up in hope." I don't know, but I am tempted to believe that this philosophy has kept away the gnawing tooth of time.

At about five feet, her height wouldn't catch the eye of a basketball coach. However, it goes well with her body on which there isn't an ounce of flabby flesh. Actually, the ravages of multiple childbirth and age have not robbed her of her waistline and shapely figure. For one who has never heard of a gym let alone worked out in one, she is nicely put together.

One grudge that I have against her is that she inherited the very best that her parents had to offer in terms of hair, leaving my dad with stingy strands that you can almost count. No wonder mine defies even the most qualified stylist. When she was younger, my aunt liked to display hers in fancy hair-dos. I have seen earlier photographs in which it is shinny black, shoulder length and full bodied. Today, it has thinned a little and is no longer as long due to breakage. Shy streaks of gray are appearing but if you consider that some people twenty years her junior are already white-haired then you must concede that it is one of her best features. She usually plaits it into two thick knots, one at the front and the other at the back. She then covers it with a headscarf as is required by her denomination.

She denies it but I bet that her face earned her many male stares when she was young. Dark in complexion, it is still smooth and even in tone though edged with tiny lines----- I don't like to call them wrinkles. Her eyes are bright with hope and wisdom. Even when she is sad, they retain their luster and intensity. Her arched bushy eyebrows seem to be guarding these gems zealously. To complete the picture, her nose and mouth complement her rounded face perfectly. Her husband, my uncle, often teasingly tells her that her lips are a little too thick. Being one to never lack a quick response or take offense easily, she quips: "Well the thicker the better to declare my overflowing love for you." For me, they are a reflection of her generous spirit.

Although she is not a fashion enthusiast, my aunt knows a thing or two about dressing smartly and elegantly. Her ankle – length pleated dresses are always neatly pressed and matched with the headscarf. She is fussy about who makes her outfits because she wants them to come out just right. I am sure she had sampled several seamstresses before she settled on her current one to whom I have been introduced. Navy blue is her favourite colour. I have heard it said that it is the colour of confidence and if my aunt is anything to go by, I think it is true.

In the entire neighbourhood, she is known as "Mama Safi." A former customer of hers tells me the nickname is two-fold. "years ago, she used to run a shop named so and she grew to become synonymous with it, hence the nickname. But the story doesn't begin there. When she opened the shop, it was simply known as "Duka". She would sweep in front of it every so often and sprinkle water to keep away dust. Inside the items were neatly arranged according to their types and sizes. If she accidentally spilt substances like milk and sugar, she would immediately clean up the mess."

Perhaps you are wondering why I like Auntie Joyce so much. Well, we, her nieces and nephews concur that she does many things for us. She spoils us the way only a grandmother can, she advises us the way only an aunt can, imparting pearls of wisdom when the girls confide their men's troubles in her; she supports us the way only friends can – listening to our side of the story when our parents fail to.

(Taken by Mwalimu Consultancy Ltd from Secret from Beyond; Oloo Oliver, unpublished)

QUESTIONS

- a). According to the passage why is the narrator's aunt her favourite. (2mks)
- b). What is the secret behind the narrator's aunt's youthful appearance? (2mks)
- c). Why does the narrator begrudge her favourite aunt? (2mks)
- d). 'Although she is not a fashion enthusiast, my aunt knows a thing or two about dressing smartly and elegantly.' (Rewrite beginning Dressing....) (1mk)
- e). How can we tell that the narrator's aunt is aging? (2mks)
- f). Describe the relationship between the narrator's aunt and her uncle. (2mks)
- g). Explain why 'gym' is mentioned in this passage. (2mks)
- h). What evidence is there in the passage to show that the narrator's aunt wants her to follow in her footsteps. (2mks)
- i). List why the narrator's favourite aunt is liked by the nieces and nephews. (2mks)
- j). Explain the meaning of the following expressions as used in the passage. (3mks)
- i). Signed a contract with perpetual youth. _____
- ii). Earned her many male stares. _____
- iii). Pearls of wisdom. _____

Q2. Henrik Ibsen, A Doll's House

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

Nora: And I?

Helmer: You too, of course; we are both saved, both you and I. Look, he sends you your bond back. He says he regrets and repents – that a happy change in his life – never mind what he says! We are saved, Nora! – no one can do anything to you. Oh, Nora, Nora! – no, first I must destroy these hateful things. Let me see – (*takes a look at the bond*) No, no, I won't look at it. The whole thing shall be nothing but a bad dream to me. (*Tears up the bond and both letters, throws them all into the stove, and watches them burn.*) There – now it doesn't exist any longer. He says that since Christmas Eve you – These must have been three dreadful days for you, Nora.

- Nora: I have fought a hard fight these three days,
- Helmer: And suffered agonies, and seen no way out but -. No, we won't call any of the horrors to mind. We will only shout with joy, and keep saying, "It's all over! It's all over" Listen to me, Nora. You don't seem to realize that it is all over. What is this? – such a cold, set face! My poor little Nora, I quite understand; you don't feel as if you could believe that I have forgiven you. But it is true, Nora, I swear it; I have forgiven you everything. I know that what you did, you did out of love for me.
- Nora: That is true.
- Helmer: You have loved me as a wife ought to love her husband. Only you had not sufficient knowledge to judge of the means you used. But do you suppose you are any the less dear to me, because you don't understand how to act on your own responsibility? No, no; only lean on me; I will advise you and direct you. I should not be a man if this womanly helplessness did not just give you a double attractiveness in my eyes. You must not think anymore about the hard things I said in my first moment of consternation, when I thought everything was going to overwhelm me. I have forgiven you, Nora; I swear to you I have forgiven you.
- Nora: Thank you for your forgiveness. (*she goes out through the door to the right*)

QUESTIONS

1. We are both saved". What is Helmer referring to?. **(2mks)**
2. Who is the ' he' referred to in the excerpt. Explain the happy change that has taken place in his life. **(3mks)**
3. Identify the main issue brought out in this excerpt. **(3mks)**
4. Comment on the dominant mood depicted in this passage. **(3mks)**
5. Give one character trait of **(4mks)**
 - i). Norah _____
 - ii). Helmer _____
6. Comment on any two aspects of style used in the excerpt. **(6mks)**
7. Supply the correct question tag. **(1mk)**

The whole thing shall be nothing but a bad dream to me.

8. Explain the meaning of this phrase as used in the excerpt ...moment of consternation. (1mk)
9. What happens immediately after this excerpt?. (2mks)

Q3. Read the following passage and answer the questions that follow. (20 marks)

SEVEN LADIES AND WILD FRUITS

A Taita tale by Mshila Mercy Soko

Once upon a time there lived seven ladies. These ladies were great friends and they lived in the same village. They performed all their chores. They fetched water together, gathered firewood and went to the forest to eat fruits together.

One day they went to the forest to collect wild fruits. Before they began collecting, the fruits they agreed that they were going to pick them with closed eyes, 'Fine' they agreed then they began picking the fruits. Six of them touched each other and they opened their eyes. The seventh girl was not alerted and so she continued picking unripe fruits.

When they had picked enough, they agreed that they shouldn't look at their fruits until they are half way home. When they looked at their fruits, the seventh girl realized she had picked all unripe fruits, but the others had picked ripe ones.

'All my fruits are unripe. What will I do?' she asked 'Go back and pick others,' they said firmly. The girl decided to go back to the forest and pick some fruits for herself. On her way back before she could reach where the other girls were waiting, she met an ogre.

'Young lady what are you carrying?' it asked. The girl answered 'it's my wild fruits.' 'Give me one I eat.' It ate very fast and asked for more until the girl had nothing to give. Then the ogre asked for the girl's finger, the hand, the leg and finally swallowed the girl. The other girls waited for her until they gave up and went home. When the parents asked them where San was they explained she had gone back to collect ripe fruits and she never returned.

Mwandime her elder brother listened to the story and took his quiver and spear. He went straight to the path they used when they go to the river to drink water. When the first ogre arrived, he asked it 'Who has swallowed San my sister?' It sang. 'The one who has swallowed San is at the far end making noise gwa gwa goat gwa gwa.

Mwandime let it pass. The second ogre came and he asked the same question and he got the same answer. The third came and the same was repeated until the tenth and the last one came. It was fat and heavy and walked with a lot of difficulty. Mwandime stopped it and demanded to know who had swallowed his sister San. The ogre tried to sing 'The one who swallowed your

sister..... the one who has swallowed.....’ ‘Talk properly, sing properly.’ Retorted Mwandime. The ogre was unable to sing because it was the one that had swallowed Mwandime’s sister. Mwandime took out his spear and aimed at the ogre’s stomach. The stomach opened and San with the others who had **suffered the same fate** came out. Mwandime took San by the hand and they ran towards home and the other ogres in **hot pursuit** to avenge their friend’s death. ‘Frog we are being pursued by the ogres can you help us’ said Mwandime. ‘Come closer. I will swallow you and take you home and the ogre wont get you and take you.’ Replied the frog.

So the frog swallowed San and Mwandime took them to the other side of the river and hoped towards their home. On the way, it met a chameleon and the frog sang.

Don’t push me

I am taking San home

San has some wood

San has some sugarcane

It passed. When it came to San’s home, women were pounding maize. ‘How come this Frog is so fat’ remarked one. ‘Push it away.’

Mm mm don’t push me

I am taking San home

San has some wood

San has some sugar cane

It vomited San and Mwandime at their home. They came out carrying precious things to the home. The family members and their friends were very happy to receive them home. The ogres were surprised when they came to the river they lost track of these two and so they gave up and went back home. A party was organized by San’s family members so that friends and neighbours can make merry and be happy. He was given a bride to marry and he settled down. My story ends here.

QUESTIONS

- a). What do the ogres represent in the narrative? **(2mks)**
- b). Explain the use of fantasy in the narrative. **(3mks)**
- c). What is the significance of the song in the narrative? **(3mks)**
- d). Explain the meaning of the following expressions as used in the passage. **(2mks)**
 - i). Suffered the same fate.
 - ii). In hot pursuit
- e). Give one character trait for each of the following.

- i). Mwandime - (2mks)
ii). The girls - (2mks)
f). Comment on any two features of this sub-genre (4mks)
g). Describe two economic activities of the community in the narrative. (2mks)

Q4. GRAMMAR (15 MARKS)

a). Fill in the blank space with the correct form of the word in blackest. (4mks)

- i. The prices of the items were not _____. (negotiate)
ii. The students were quite _____ to the new teacher. (receive)
iii. The case received a just verdict because the judge is _____. (corrupt)
i. The students' _____ of staying in school to going home for half term was welcome. (prefer)

b). Fill in the blank spaces with the correct preposition (3mks)

- i. We danced _____ the rhythm of their drums.
ii. I have placed the coffee table _____ the shade of that tree.
iii. The thief dashed _____ the house when he saw the police officers.

c). Fill in the blank spaces with a suitable phrasal verb formed from the word in brackets. (3mks)

- i. We surely cannot _____ such insults. (put)
ii. The captain _____ his crew throughout the trial. (back)
iii. Students have to work very hard to _____ for lost time. (make)

d). Rewrite the following sentences to have one clear meaning (2mks)

- i. I don't like controlling people
ii. The teacher left the class feeling frustrated.

e). Rewrite the following sentences according to the instructions given. (3mks)

- i. As soon as the students completed the exams, they returned all the books to the library (Begin: No sooner).
ii. If you invite him, he will come to the party (Rewrite..... unless.....)
iii. My class teacher intervened. I was not sent home (combine into one sentence using 'but for')

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