

KCPE 2004 ENGLISH

For questions 1 to 15, select the best alternative to fill the blank spaces.

Our future diet 1 this small planet 2 contain less meat, and a lot of new foods we haven't even heard of 3. If we think of the produce people grow and eat, we think of only a few 4 of grains, or fruits, or vegetables, and probably we 5 those are the only ones that are available around the world. 6 Kenyans today only eat food taken from about twenty different crops, yet there are at 7 twenty thousand edible kinds of plants in the world. Many of 8 offer alternatives that are better for our health than a lot of the meals we eat now.

Most of us, for 9 have eaten only one or two varieties of potatoes, 10 Latin American farmers grow up to fifty different types. Many are 11 suitable for our 12 and offer good nutrition.

Scientists are working to develop new food crops to 13 new needs. Some of these new crops 14 developed because they are easier to grow than existing ones, 15 because they are more resistant to disease.

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|-----------------|-------------|---------------|---------------|
| 1. A. in | B. on | C. at | D. over |
| 2. A. must | B. would | C. should | D. will |
| 3. A. yet | B. ever | C. still | D. anyway |
| 4. A. variety | B. kinds | C. type | D. numbers |
| 5. A. suppose | B. suspect | C. guess | D. trust |
| 6. A. Fewer | B. So | C. The | D. Most |
| 7. A. most | B. least | C. maximum | D. minimum |
| 8. A. this | B. those | C. these | D. such |
| 9. A. instance | B. sure | C. truth | D. one |
| 10. A. and | B. when | C. but | D. moreover |
| 11. A. well | B. real | C. quite | D. so |
| 12. A. climate | B. weather | C. atmosphere | D. conditions |
| 13. A. meet | B. cater | C. cope | D. supply |
| 14. A. has been | B. had been | C. were being | D. are being |
| 15. A. and | B. or | C. but | D. so |

For questions 16 to 18, choose the word that least fits into the group.

16. A. cutlery B. crockery C. bedding D. shirts
17. A. glance B. gaze C. stare D. glare
18. A. grab B. hold C. touch D. seize

For each of questions 19 and 20, choose the alternative which best completes the statement given.

19. Only after everyone has paid the fare _____.
A. the bus will leave.
B. then the bus will leave.
C. and the bus will leave.
D. will the bus leave.
20. Musa asked her _____.
A. where are you going

- B. where was she going
C. where she was going
D. where she is going

In questions 21 and 22, choose the sentence that is correctly punctuated

21. A. You don't believe that. Do you?
B. I don't like it's colour.
C. Jane said, "The young man is my brother."
D. She is asking whether you are hungry?
22. A. Your's was accepted
B. "Do you like travelling?" She asked.
C. Ipu bought the following items: sugar, flour, bread and honey.
D. What a surprise?

Read the information below and use it to answer questions 23 to 25

There are six rooms arranged in a row and numbered 1 to 6. Since the walls separating the rooms are weak, smells and noise can pass from one room to the one immediately next to it. Now, there are six girls who will get one room each. Those with the same hobbies will get rooms next to each other.

Wakesho likes painting, Auma and Nyaboke likes baking. Chepkirui likes reading and must get room number 5 because it has book shelves. Wambui, Rahma and Auma like singing and practice quite often.

Chepkirui requires silence in order to do her reading. Rahma hates the smell of baking and fresh paint.

23. Which of the rooms should be allocated to those who like singing?

- A. 1, 3, 6 B. 2, 4, 6
C. 1, 2, 3 D. 2, 3, 4

24. Which room should Nyaboake get?

- A. No.1 B. No. 2 C. No. 3 D. No. 4

25. Who should occupy room number 6?

- A. Wakesho B. Auma
C. Rahma D. Wambui

Read the following passage and then answer questions 26 to 38.

Marioshoni, as Waiyaki's school was called, was well known in the country. Already it had a history. It had been Waiyaki's idea and even now he could not understand fully how his idea had borne fruit so quickly. He saw it as something beyond himself, something arranged by fate. Event had followed event in quick succession, quickening the rhythm of life in the hills.

His father's death had almost numbed him. He could not tell why, but Chege's death, though not unexpected, came as a shock to him. It seemed unfair that Chege should have died at that particular time. He should have lived longer. And Waiyaki had gone on like a man drugged, not knowing what to think or do. He had all of a sudden become a grown man. He was now on his own. It was while he was in this mood that the idea of schools had come to him. But what could he do, he being so young? And what had happened meant that he would never go back to school himself. His time to work and serve the people had come.

Waiyaki regarded starting schools through self-help efforts as a kind of mission. It was a vision which he followed with hope and passion. He travelled from ridge to ridge, all over the country of the sleeping lions. He found a willing people. Yes, the ridges were beginning to awake. The trees, the birds and the paths he trod, all knew him, knew a man determined to serve his country.

Schools sprang up like mushrooms. Often a school was nothing more than a shed hurriedly thatched with grass. This work of building together was a tribute to the people's way of co-operation. It was a determination to have something of their own making, fired by their own imagination.

The schools were overflowing with children, hungry for education. A class held many children crammed together. Their teachers, any who could be grabbed from Siriana, sat in front and the expectant little eyes, looked up to them, wanting to drink in this learning. And mothers and fathers waited, expecting their children to come home full of learning and wisdom. People would feel proud, very proud, when a son or daughter came in the evening clutching exercise books and pencils.

The children caught the enthusiasm of their parents. Perhaps they saw they were the hope and the glory of the society.

Waiyaki was the headteacher of Marioshoni. He went there in the morning and went back home in the evening. It was nearly always like that- He liked it. The walk gave him time to think about many of the problems connected with education. He wanted to do a lot for all, and serve faithfully. He was proud of the small role he had played in awakening the hills, the sleeping lions.

(Adapted from *The River Between* by Ngugi wa Thiong'o)

26. From the first sentence we can tell that Waiyaki's school was _____.

- A. popular B. special C. famous D. historical

27. What was surprising about Marioshoni?

- A. What began as an idea soon became a reality.
B. Waiyaki saw it as something difficult to understand.
C. It became known as Waiyaki's school.
D. Everything happened quite unexpectedly.

28. The expression "in quick succession" means

- A. many events were quickly witnessed.
B. the rhythm of life changed suddenly.
C. an event taking place before another ends.

D. things happening rapidly one after the other.

29. Which of the following statements best explains how Waiyaki felt after his father's death?

- A. shocked and angry
B. confused and angry
C. fatherless and anxious
D. sad and unhappy

30. Why was Waiyaki at first hesitant to begin a school?

- A. He did not know what people would think.
B. It was only an idea after all.
C. He thought he was too young.
D. It was something no one else had done.

31. Which of the following is closest in meaning to "the ridges were beginning to awake"?
- A. People realised they should not continue sleeping.
 - B. People saw the need to build schools.
 - C. People accepted Waiyaki's message willingly.
 - D. People woke up when they heard the news.
32. Why is the starting of schools compared to mushrooms?
- A. It shows that many schools were soon built.
 - B. Maybe some had the shape of mushrooms.
 - C. It means that schools were everywhere.
 - D. Maybe they were roughly constructed.
33. The people were eager to co-operate because
- A. Waiyaki had explained to them about the need for schools.
 - B. it was not possible to get help from other sources.
 - C. Waiyaki had found them a willing people.
 - D. it was a way of starting something of their own.
34. Which of the following is not true about Waiyaki?
- A. He had greatly depended on his father.
 - B. He did not want to go back to school.
 - C. He convinced people to work together.
 - D. He was committed to serving his community.
35. How do we know that teachers were difficult to get?
- A. Schools were just being established.
 - B. Very few had been trained at that time.
 - C. They employed any they could get from Siriana.
 - D. Too many children were crammed together.
36. The children could best be described as ____.
- A. very enthusiastic
 - B. very curious
 - C. extremely knowledgeable
 - D. extremely delighted
37. In what way was walking to and from school useful to Waiyaki?
- A. He was used to walking from ridge to ridge.
 - B. He had time to think about how to solve problems.
 - C. He did not have other means of transport.
 - D. He probably enjoyed walking as an exercise.
38. Which of the following would be the best summary for this passage?
- A. Actions speak louder than words.
 - B. Unity and strength.
 - C. Where there is a will there is away.
 - D. The pen is mightier than the sword

Read the passage below and then answer questions 39 to 50.

The Children's Act seeks to cater for children's interests by making provisions for their protection by parents. This, however, is only one among the objectives of the Act. In the Act, parents are expected to exercise parental responsibility. This means all the duties, rights, powers and authority which a parent has over a child.

Who, according to the Act, has parental responsibility? More than one person may have parental responsibility for the same child at the same time. But a person who acquires that responsibility for a child at anytime, shall not cease to have it. The responsibility cannot be surrendered or transferred to another individual. The Act, however, allows for some or all the parental responsibility to be exercised by another person on the parent's behalf.

Parental responsibility can, in some cases be withdrawn by an order of court. A child can apply to have parental responsibility terminated. This could be in cases of child abuse including sexual abuse, physical violence and denial of basic human needs.

All parents have a duty to maintain a child and in particular to provide the children with a balanced diet in order to ensure that they grow up healthy and strong and do not succumb to illness. Children are also entitled to adequate shelter, clothing and medical care. Knowledge is the key to success and parents should make sure their children attend school.

It is possible for a person to have the care and control of a child without legal parental responsibility. Such a person is expected to do what is reasonable in order to safeguard and promote the child's welfare.

The Act has reserved some basic rights to parents. These include the right to give parental guidance in religious, moral, social and cultural values. The way a child is brought up will to a large extent depend on what the parents believe in. They must ensure that their beliefs are in the best interests of the child. Parents have the right to determine the name of a child. While different cultures ascribe to a variety of naming methods, a parent has the final say on the name of a child.

39. What is the purpose of the Children's Act?
- It protects both children and their parents.
 - It tells parents exactly what they ought to do.
 - It is to ensure that children's rights are known and protected.
 - It encourages people to take interest in children's welfare.
40. According to the Children's Act, parents
- should exercise parental responsibility.
 - may exercise parental responsibility.
 - will exercise parental responsibility.
 - shall exercise parental responsibility.
41. Which of the following is true according to the passage?
- No more than one person can exercise parental responsibility.
 - Only one's own parents can have parental responsibility.
 - Parents have authority, duties and powers over others.
 - One who gets parental responsibility cannot surrender or transfer it.
42. Which of the following can replace the word "cease"?
- lose
 - stop
 - end
 - deny
43. The Children's Act allows parents to ask other people to _____.
- look after their children on their behalf.
 - look up to their children on their behalf.
 - take up some of the responsibilities.
 - take over some of their children.
44. Parental responsibility can, in some cases, be withdrawn by an order of a court. This implies that _____.
- courts do not favour parents.
 - parents can take their children to court.
 - parents can easily get a court hearing.
 - courts can take away the rights of irresponsible parents.
45. What can children do if parents mistreat them?
- They can take them to court.
 - They can stop being their children.
 - They can run away from home.
 - They can go to other relatives.
46. What would happen if children were denied a balanced diet?
- They would grow thin.
 - They would get sick easily.
 - They would accuse their parents.
 - They would constantly be hungry.
47. Which of the following constitute basic needs?
- Food, family, education and medical care.
 - Clothes, air, doctors and teachers.
 - Food, medicine, health and housing.
 - Clothes, food, medical care and housing.
48. "Knowledge is the key to success", means
- education makes people powerful
 - educated people do well in life
 - education can make you get a job.
 - educated people can open doors easily
49. Why is parental guidance important in a child's upbringing?
- It is a right parents have been given
 - It is important for a child to have moral values.
 - It means that a child will have good beliefs.
 - It determines the kind of a person the child becomes.
50. Which of the following is the best title for this passage?
- Protection of children's rights.
 - Parental responsibility.
 - The basic needs of children.
 - The interests of children.