NAME……………………………………………… SCHOOL……………………….

DATE …………………………………….. ……….. ADM NO……………………….

101/2

ENGLISH

2 HOURS 30 MINUTES

FORM THREE END OF TERM II 2015

KENYA CERTIFICATE OF SECONDARY EDUCATION (K.C.S.E)

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

**INSTRUCTIONS TO CANDIDATES**

1. Write your name and school in the spaces provided above
2. Answer ALL the questions in this paper
3. All your answers must be written in the spaces provided in this question paper

For Examiner’s use only

|  |  |  |
| --- | --- | --- |
| Question | Maximum Score | Candidate’s Score |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
| TOTAL | 80 |  |

1. COMPREHENSION

When free education kicked off in Keya, it was easy to fund because a number of donors were willing to support the noble programme. As the reality of embezzled funds and the economic crunch set in, many of the donor nations either withdrew or reduced their support.

This forced the government to dig deeper into its pockets to fund the costly programme. As though this wasn’t enough trouble, the quality of education started a downward spiral.

There was an influx into schools since children who previously had stayed home because their parents couldn’t afford the cost of education, now had a lifeline. The teacher-pupil ratio grew to 1:43, the highest in the world according to Unesco Education all Global Monitoring Report for 2012.

With one teacher attending to 40 pupils, it became difficult to deal with an individual pupils’ need, since the fear teachers were overstretched. To solve this problem, many schools employed either untrained teachers or university students on holiday.

Most of these teachers lacked basic training on instructional methodology. The effects of this slowly started showing when numerous researches were conducted to see the effectiveness of the free education scheme.

One of the reports, The Uwezo Kenya Assessment Report 2013 released in the middle of the teachers strike last year, revealed that over 50 out of 100 pupils in classes Four and Five couldn’t comprehend stories written for class Two pupils. Worse still, 11 out of 100 children in class Eight couldn’t do simple class Two maths! There had been a rade-off between quality and quantity in education and the learners were not benefiting.

As it is, Kenya is facing a short-age of 74,000 teachers. The Education ministry had asked for a budgetary allocation of Sh 9 billion to recruit atleast 20,000 teachers. However, they were allocated Sh 2.25 billion which will only employ 5,000 teachers and leave the deficit at 69,000. The schools will therefore be forced to make do with the untrained teachers once again.

The other issue crippling education is the high turnover of trained teachers brought about by the negative perception that teaching is a last resort for failures. So student teachers study half-heartedly, get employed, but keep scanning the horizon for greener pastures.

The poor pay and ridiculous proposals like stopping teachers from doing business only serve to hurt the profession further.

So, why is the rain still beating us? Let’s put a finger on the problem and begin to solve the quality issue.

QUESTIONS

1. At first, why was it easy to fund free education in Kenya? **(2 marks)**
2. According to the passage, what brought about the growth of teacher-pupil ratio? **(2 marks)**
3. How did Schools solve the problem in (b) above? **(2 marks)**
4. Rewrite the following sentences as instructed. **(2 marks)**
5. Most of these teachers lacked basic training on instructional methodology. ( provide a question)
6. Let’s put a finger on the problem and begin to solve the quality issue. (Rewrite beginning: Putting………)
7. Do you think the free education scheme benefits the learner? Explain using illustrations from the passage **(3 marks)**
8. Briefly explain why schools will have to continue employing untrained teachers. **(2 marks)**
9. Make notes on the challenges of free education scheme in Kenya as brought out in the passage. **(4 marks)**
10. Explain the meaning of the following words and phrases as used in the passage(3mks)
11. embezzled funds
12. influx
13. greener pastures

3.POETRY

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

I REFUSE TO TAKE YOUR BROTHERLY HAND

Your nails are black with

dirt, brother

And your palms are clammy

with sweat

I refuse to take the hand you

extend in help

I shall not join hands with

you brother

For unclean hands make me uneasy

For filthy fingernails rob me of my

pride.

You argue gesticulating with your once

impeccably clean and beautiful hands

That before long it shall not matter

For ‘everybody’ is delving and digging

And all shall have hands dripping with dirt.

That nobody shall know what clean hands look like

And there shall be comfort in the dirty crowd

And enough to eat, for there are good yields

When stinking manure is well dug in

With strong and bold hands in time

Are you going blind brother?

I ask how many have the sludge

Or the strong and bold hands like yours

With which to dig and delve?

Brother, the hands of many are too weak with hunger

And for many the sludge is out of reach

And yet for others the stink is too nauseating!

But all have eyes and hunger fills them with anger

As they watch your fingernails fill with dirt!

I have seen hungry envious eyes

Watching silently through your

chain-link fence

I have seen eyes in deep sunken

sockets

Burning with anger intently

watching you

I have seen parched mouths

water with saliva

And heard the rumbling of

hollow empty stomachs

As they watched you feed the dog with meat

From the heavy yields of the city sludge

Have you completely forgotten brother

The fragrance and comfort of clean hands?

The confidence, the peace you have when you know

You’ll leave no ugly smudge upon the sheet?

Don’t you remember the repulsion you had

When you shook hands with fat dirty men

With their dirty clammy hands?

Let me alone brother and from the top of the cliff

Don’t offer me your dirty hand in help.

Let me trudge the long way up

For the short cuts are clammy with the sweat of fear

And your fingernails are clogged with dirt.

[By Henry Barlow in Poems from East Africa Ed. Cook and Rubadiri]

QUESTIONS

1. What is the poem about? **(2 marks)**
2. What two reasons does the persona give for refusing to take the ‘brotherly hand’? **(2 marks)**
3. Has the brother always had dirty hands? Explain your answer. **(2 marks)**
4. Identify three reasons that makes the persona angry with the brother. **(3 marks)**
5. In about 30 words describe why some people cannot dig and delve like the ‘the brother.’ **(3 marks)**
6. ‘……… And all shall have hands dripping with dirt.’ Provide a question tag. **(1 mark)**
7. Identify and illustrate a character trait of ‘the brother.’ **(2 marks)**
8. Apart from dirty hands, give two other types of hands mentioned in the poem. **(2 marks)**
9. Discuss any two aspects of styles employed in the poem. **(4 marks)**
10. What does the poet resolve to do instead of taking the brother’s dirty hand?(1mk)
11. Explain the meaning of the following words and phrases as used in the passage. **(3 marks)**
12. repulsion
13. dirty crowd
14. rumbling

3. ORAL NARRATIVE

Once upon a time, frog and snake were close friends. In fact they were inseparable.Wherever you found snake, you were sure to find frog. It was always either snake followed frog, or frog followed by snake.

As they lived and moved about together, their friendship grew stronger closer and more intimate by the day. Then one day snake invited frog to dinner at her house. Frog was not quite sure if she would go to snake’s house. She suddenly realized that for all the time that they had been friends neither had been to other’s home. They used to meet out in open places either on open patches of grass or in the cool shade of trees. How would she be received at snake’s home? Would they like her?

Anyway, frog decided that she could not turn her friend’s invitation down. So, on the appointed day, she went along with snake for the dinner date. Snake lived with her numerous relatives in a kind of nest at the foot of an old tree. Snake introduced her friend and her snake relatives gave frog a polite but rather cold welcome. Frog could not tell what they thought of her as they leered at her with slit-eyed detachment. Trouble started for frog, however, when the dinner was served. Just as frog steadied herself to start eating, snake whispered into her ear.

They want you to wash your hands before you eat,” snake said quietly to frog. “I will get you some water.” Snake placed a bowl of water before frog and frog swished her hands quickly through the water. She was just about to start eating when snake’s father shook his head and whispered to snake.

Dad says your hands are not properly washed, snake explained and apologized to frog. ‘Just look at them. They don’t mind your shabby and rough skin, but they will not have you dip your dirty hands into their ugali.’

Frog looked at her hands carefully. She knew her hands were clean, and no amount of washing was going to change their natural dark appearance. But how could she explain all this to her arrogant and conceited snake hosts.

Meanwhile snake and her relative were gorging themselves on all the good things in the dinner dish. Soon everything had been eaten up and frog had no further need of torturing her hands with endless scrubbing. She certainly was suffering from the pangs of hunger, but what clouded her eyes with tears was the frustration and humiliation to which her snake hosts had subjected her. Anyway, she tried to put a brave face on the whole thing and soon bade everyone a deceitfully cheerful farewell.

‘I’m sorry, frog dear,’ said her friend snake tartly as she saw her off, but my people are very particular. You either do what they want or you can’t get on with them at all.’

‘Oh, never mind,’ said frog airily. We all have relatives like that. See you soon,’ she waved casually and she was gone.

Frog was, however, not going to take such mistreatment lying down. Even as she leapt home, she was already planning how to get her own back or snake. a few days later, she asked snake to come to her home for dinner.

Snake accepted the invitation immediately. Either she had forgotten all about the shameful way she had treated frog or she was pleasantly surprised that frog did not seem to bear any grudge against her. Meanwhile, frog had carefully coached her relatives on how to treat her serpentine guest. At the appointed time, Frog escorted Snake into her home near the bank of a river.

Frog’s relatives gave Snake a raucous, croaky welcome and some them commented cheerfully on how elegant their visitor looked. Snake was beginning to feel quite at home by the time dinner was served. Then things started to go wrong. Just as Snake stretched out to pick a morsel from the dinner dish, Frog’s father objected, pointing out that no one in that house was allowed to lie down at table. Everyone had to sit up, to show respect to the food and to the other diners.

Snake just could not meet these conditions. She tried to coil up; hoping that would look a little more respectable, but none of Frog’s relatives would accept that. The more postures she attempted to assume, the more criticism she received from her frog hosts. Eventually she just slithered away in a huf, without even waiting for the tantalizing dinner to end.

When Snaketold her relatives how Frog and her relatives had treated her they all decided they would take revenge on all frogs, whenever they found them. From that day on, the friendship between Frog and Snake ended. Even today, whenever Snake meets Frog, Snake’s desire is to swallow her up in revenge.

QUESTIONS

1. Giving reasons for your answer,categorise the above narrative. **(2 marks)**
2. Identify four features in this story that qualify it as an oral narrative. **(4 marks)**
3. Explain why frog was hesitant at first in accepting snake’s invitation. **(1 mark)**
4. With reference to the narrative, briefly describe Snakes reception at frogs home. **(2 marks)**
5. Rewrite the following sentences as instructed after each. **(2 marks)**
6. ‘They want you to wash your hands before you eat,’ Snake said quietly to frog. (Rewrite in reported speech)
7. You either do what they want or you can’t get on with them at all. (Rewrite providing a question tag)
8. Explain the social set up of the community from which the narrative is derived. **(2 marks)**

(g)Discuss any two character traits of Snake as evident in the narrative.(4marks)

(h)Identify and illustrate an economic activity of the community from which this narrative is drawn.(2marks)

(i)Summarise the above narrative with an appropriate proverb.(1mark)

4. GRAMMAR

1. Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentences **(3 marks)**
2. The children went out to play in the rain. Their mother had told them not to. ( use ‘although’)
3. It requires great courage to introduce new changes in any organization. ( Begin: The……)
4. Many children blame poverty for their lost opportunities. The children drop out of School after Standard eight. ( join using a relative pronoun )
5. Fill in the blanks in the following sentences using the correct form of the word in brackets. **(3 marks)**
6. The students did not understand what the guest said due to his poor ­\_\_\_\_\_\_\_\_\_\_\_\_\_(pronounce)
7. Juma has not yet recovered from his \_\_\_\_\_\_\_\_\_\_\_\_ (dread) encounter with rubbers.
8. They \_\_\_\_\_\_\_\_\_\_\_\_ (drink) too much soda last Christmas.
9. For each of the following words below, construct two sentences to convey two different meanings.
10. Lead
11. Desert

(d)Replace the underlined words in each of the sentences below with an appropriate phrasal verb. **(3 marks)**

* 1. The Meeting has been postponed until further notice.
	2. Alima left the house because she could not bear her father’s drunken behavior.
	3. The audience was disappointed when the musician failed to appear.
1. Complete each of the following sentences by filling in the blank space with the correct preposition. **( 2 marks)**
2. He arrived at the venue accompanied\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his son.
3. My friends and I will share this piece of cake \_\_\_\_\_\_\_\_\_\_\_\_\_ ourselves.