

Name \_\_\_\_\_

Index No. \_\_\_\_\_ / \_\_\_\_\_

7015/1  
ECDE CERTIFICATE  
ENGLISH  
December 2017  
Time: 1  $\frac{1}{2}$  hours

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_



THE KENYA NATIONAL EXAMINATIONS COUNCIL  
EARLY CHILDHOOD DEVELOPMENT AND EDUCATION  
CERTIFICATE EXAMINATION

ENGLISH

1  $\frac{1}{2}$  hours

**INSTRUCTIONS TO CANDIDATES**

*Write your name and index number in the spaces provided above.*

*Sign and write the date of the examination in the spaces provided above.*

*In question **ONE** choose **ONLY ONE** composition.*

*Questions **TWO** and **THREE** are compulsory.*

*Answers must be written in the spaces provided in this booklet.*

*Do **NOT** remove any pages from this booklet.*

**For Examiner's Use Only**

Question	Maximum Score	Candidate's Score
1	15	
2	15	
3	20	
Total Score		

**This paper consists of 8 printed pages.**

**Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**



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

### RACE TO THE FINISH

Keli stood near nine-year-old Manu who was in a wheelchair. It was noon break. Only a week of school remained, so all the classroom balls and other playground equipment had been checked in. Keli's pupils wondered what they could do.

"Why don't you run races to the fence and back?" Keli suggested. "Get ready. Set. Go!" Off ran a whole dozen kids. Manu watched longingly. He could not speak, but he signed a little. Now he **motioned** for his teacher to help him from the wheelchair onto the grass. Several of Manu's great friends ran back to where he was. Manu looked as though he desperately wanted to race with the other kids. He glanced up at Keli and they exchanged smiles.

Jula, a care giver, came by just then. "He wants to be in the race more than anything," Keli told Jula. A few minutes later, Keli said, "well, look at that! He's going to **give it a try!**" She was surprised and thrilled at the same time. Manu crawled about six feet across the grass and turned for her approval. Keli nodded and gave him a big smile. Soon his kindergarten class friends joined him. "I can't believe it!" Keli exclaimed. "They're passing him!" Manu reached the halfway point. Keli glanced at her watch and turned to Jula. "Will you please get Manu while I gather the other kids?" Jula walked across the play-ground. The look on Manu's face showed pure determination.

"I don't care if we're late getting in," Keli decided. "This is more important." He motioned the group on. More kids entered the race, walking at Manu's speed. They finally reached the fence. Manu turned and **started back**. Sometimes, he flopped on the grass. The others flopped with him. Then he was on his way again. Soon, all his friends were on their knees crawling along with him. Jula walked at Manu's side. Keli and the pupils cheered when he approached the finish line, back where he had started. He grinned as though he had completed a marathon. His brown eyes snapped with excitement. Keli bent down and helped him step carefully to his chair. His little legs trembled. "Manu, I'm so proud of you!" She gathered his small body in her arms and placed him in his chair as everyone clapped. Manu looked proud and thrilled. He had finished the race and knew he had won.

Adapted from 'More Apples for the Teacher' by Colleen I. Reece and Amita Corrine Donihue

(a) Why did the class finally settle for the race? (2 marks)

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(b) Explain why Manu's friends in this passage are 'great'. (2 marks)

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(c) "This is more important". Explain what was more important. (2 marks)

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(d) Identify and illustrate **two** character traits of Keli as brought out in the passage. (4 marks)

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

- (i) motioned \_\_\_\_\_
- (ii) give it a try \_\_\_\_\_
- (iii) started back \_\_\_\_\_

(f) In your opinion, what message does the writer of this passage pass across? (2 marks)

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3. (a) Rewrite the following sentences according to the instructions given in the brackets. Do not change the meaning. (3 marks)

(i) Apart from providing, parents protect.  
(Rewrite using, not only)

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(ii) We had just arrived. The train pulled out of the rail station.  
(Combine into one sentence using *no sooner*).

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(iii) The teacher on duty punished the two students for reporting late to class.  
(Begin: The two students ...)

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(b) Rewrite each of the following sentences correctly. (2 marks)

(i) Musa is the tallest of the two brothers.

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(ii) Have you replied my letter?

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(c) Use one word to replace those underlined in the following sentences. (2 marks)

(i) On the camping site, the scouts put up a structure that was strong and not easy to be blown away.

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(ii) All the ministers strongly spoke against the actions of the protesting fans.

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(d) Fill in the following blank spaces using little, a little, few or a few. (3 marks)

(i) The hall appeared full. However, \_\_\_\_\_ sitting spaces could be seen.

(ii) I had \_\_\_\_\_ sugar in the house, so I had to go to the shop.

(iii) That advertisement was not so colourful but it attracted \_\_\_\_\_ applicants.

(e) Complete the following sentences putting the words in the brackets in their correct order. (2 marks)

(i) I intend to buy a \_\_\_\_\_ car. (family, new, Japanese)

(ii) The owner of this school is a \_\_\_\_\_ teacher. (brilliant, retired)

(f) Complete the following sentences with the correct form of the word in the brackets. (3 marks)

(i) The book \_\_\_\_\_ on the table the whole day yesterday. (lie)

(ii) They \_\_\_\_\_ all ready for the trip. (be)

(iii) The prisoner escaped from the cell \_\_\_\_\_ of the dangers involved. (respect)

(g) Write words that are pronounced the same as each of the given words below. (2 marks)

(i) site - \_\_\_\_\_

(ii) father - \_\_\_\_\_

(h) State **three** pre-reading skills for children. (3 marks)

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