

ENGLISH
SECTION A:
LANGUAGE

Time: 1 hour 40 minutes

READ THESE INSTRUCTIONS CAREFULLY

1. You have been given this question booklet and a separate answer sheet. The question booklet contains 50 questions.
2. Do any necessary rough work in this booklet.
3. When you have chosen your answer, mark it on the ANSWER SHEET, not in the question booklet.

HOW TO USE THE ANSWER SHEET

4. Use an ordinary pencil.
5. Make sure that you have written on the answer sheet:

YOUR INDEX NUMBER

YOUR NAME

NAME OF YOUR SCHOOL

6. By drawing a **dark line** inside the correct numbered boxes mark your full Index Number (i.e. School Code Number and the three-figure Candidate's Number) in the grid near the top of the answer sheet.
7. Do not make any marks outside the boxes.
8. Keep your answer sheet as clean as possible and do not fold it.
9. For each of the questions 1 – 50, four answers are given. The answers are lettered A, B, C and D. In each case only **ONE** of the four answers is correct. Choose the correct answer.
10. On the answer sheet the correct answer is to be shown by drawing a **dark line** inside the box in which the letter you have chosen is written.

Example

In the Question Booklet:

In question 16, complete the sentence with the correct adjective.

16. He is the _____ of Nzioka's sons.

- A. oldest
B. older
C. eldest
D. elder

The correct answer is (C)

On the answer sheet:

9 (A) (B) (C) (D) 16 (A) (B) (C) (D) 26 (A) (B) (C) (D) 36 (A) (B) (C) (D) 46 (A) (B) (C) (D)

In the set of boxes numbered 16, the box with the letter C printed in it is marked.

11. Your **dark line** **MUST** be within the box.
12. For each question **ONLY ONE** box is to be marked in each set of four boxes.

This question paper consists of 7 printed pages.

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

Read the passage below. It contains blank spaces numbered 1 to 15. For each blank space, choose the **BEST** alternative from the choices given.

When you want to listen to a radio, the first 1 is to switch it on. Even before you start tuning it to your 2 station where you would 3 to get the programme, you are supposed to hear some sound coming from it. That sound should 4 you that the radio is 5 and that you can go ahead and proceed to the station of your 6. There are many stations, and 7 of them broadcasting a language that is unfamiliar to you. That is why you would not stop 8 you find a station that 9 in a language you know. You could be interested in a 10 programme, 11 musical one for example.

Through the radio, you can 12 that there are hundreds of languages out of which you probably understand at 13 three. It's only music that cuts through this language barrier and you 14 easily sing along in a song done in a language you 15 know any word.

- | | | | |
|-------------------|--------------|-------------|-------------|
| 1. A. thing | B. step | C. job | D. action |
| 2. A. favourite | B. good | C. required | D. correct |
| 3. A. want | B. wish | C. decide | D. hope |
| 4. A. tell | B. warn | C. direct | D. alert |
| 5. A. functioning | B. sounding | C. working | D. fine |
| 6. A. plan | B. need | C. choice | D. volume |
| 7. A. any | B. some | C. all | D. either |
| 8. A. if | B. then | C. until | D. after |
| 9. A. broadcasts | B. announces | C. talks | D. speaks |
| 10. A. special | B. familiar | C. usual | D. specific |
| 11. A. that | B. a | C. this | D. the |
| 12. A. see | B. know | C. learn | D. remember |
| 13. A. most | B. about | C. least | D. average |
| 14. A. would | B. should | C. might | D. can |
| 15. A. sometimes | B. hardly | C. normally | D. always |

For questions 16 to 18, choose the alternative that means the **OPPOSITE** of the underlined word.

16. It is always said that an idle mind is the devil's workshop.
A. free
B. clever
C. busy
D. lazy
17. He could not be helped easily because they said he is ever rude.
A. courteous
B. gracious
C. unkind
D. cruel
18. The abrupt closure of schools made all the pupils gloomy.
A. frightened
B. sad
C. surprised
D. jolly

In questions 19 to 21, select the alternative that can **BEST** complete the sentence given.

19. The teacher was happy because _____ pupils failed to complete the holiday assignment.
A. most
B. few
C. many
D. a few
20. You _____ start walking now if you can reach before evening.
A. shouldn't
B. can't
C. mustn't
D. need't
21. I _____ be surprised if your grandfather came to school today.
A. would
B. should
C. will
D. could

For each of the questions 22 and 23, choose the sentence that means the **SAME AS** the one given.

22. Even Njeri got all the sums correct.
A. Njeri got all the sums correct and other people.
B. Only Njeri got all the sums correct.
C. Njeri and a few others got all the sums correct.
D. Njeri too got all the sums correct.
23. We would have won the match if the referee had not awarded extra time.
A. Were it not for the extra time the referee awarded, we would have won the match.
B. If the referee had awarded extra time, we would have won the match.
C. The referee awarded the extra time so we won the match.
D. We won the match because the referee awarded extra time.

In questions 24 and 25, choose the **BEST** arrangements of the given sentences to make sensible paragraphs.

24. (i). Realising that we would be rained on, broke into a run.
(ii). We were lucky we reached home just as the first droplets fell on our heads.
(iii). The clouds started covering the sky.
(iv). The wind blew faster, heading towards the east.
A. (iii), (ii), (iv), (i)
B. (iii), (iv), (i), (ii)
C. (iii), (i), (iv), (ii)
D. (iii), (iv), (ii), (i)
25. (i). The most difficult task is balancing on the bicycle as you look forwards.
(ii). Then the pedaling as you hold the handle bars is another hurdle.
(iii). Using brakes and the bell should be given priority too.
(iv). Leaning to ride a bicycle is not an easy as many think.
A. (iv), (iii), (i), (ii)
B. (iv), (i), (ii), (iii)
C. (iv), (i), (ii), (iii)
D. (iv), (ii), (iii), (i)

Read the following passage and answer questions 26 to 38.

Whenever there was a funeral in the village, we felt sad. We looked at the bereaved family and knew how the loss would affect them. Likewise, we knew for some time, we would change from our usual routine. We would wake up and report to that home, at times, before taking breakfast for even our parents would rarely be at homes. We would be sent here and there to do this and that. If you got whatever to eat, you would eat it fast because there are plenty of others waiting to eat it in case you wasted time.

Our relief would come from the burial day as our services would not be needed much. What we **looked forward to** was the evening 'discos' that followed. It was said, the soul of the departed would need company for the first two or three nights after burial so, we knew those were our days. Our parents knew we would attend the dances but they always warned that we had to return home before eleven o'clock in the night; none of us obeyed. After all, none of our parents were there to see when we returned. Eleven o'clock is when the real organised dancing started.

It was on such one evening after a burial that my cousins and I decided to join the others. It was a dark night and because some of our cousins had delayed taking their supper, we left as a group after ten o'clock. Were seven in number and we expected to return together. That was one rule of walking at night and the other was, none was to dance where he or she could not be seen by others.

Around midnight, it was time to return home and we called one another together under the only guava tree in the home. One of us took too long but because we knew the consequences of leaving him behind, we had to wait for him. We were crossing the narrow wooden bridge when one of us made us regret having him with us. Unknown to us, he intentionally dragged behind as we walked. What brought our hearts racing was loud hyena's scream! It was so real and chilling that we broke into louder screams and in an attempt to cross the bridge, one of us tripped and luckily missed falling into the river. We rushed, grabbed and dragged him to out then once we set foot on the ground it was '**Every man for himself and God for us all.**' However, because of darkness, we fell repeatedly and its then that we heard someone laughing from behind.

He laughed so loudly that we stopped. The laughter too, stopped and we wondered if what we had heard was real or not. We peered at ourselves in darkness and asked, "And where is Goti?" We got alarmed and started shouting his name, all of us in a poor chorus, "Goti, Gotii," From the bush just behind me, the same laughter echoed again. It was Goti! We were relieved and unhappy with him at the same time.

"Why did you have to frighten us so much? Suppose we broke our legs?" asked Kilo.

"You people should use your common sense. Which hyena could time you to reach the narrow wooden bridge then scream? You shocked me by screaming instead of laughing," he retorted as we broke into even louder laughter, forgetting that it was way past midnight.

26. The children felt sad whenever there was a funeral in the village because they
- felt for the family of the bereaved.
 - would be given a lot of work to do.
 - feared the same calamity could befall them too.
 - were always shocked about deaths.
27. Why were the children unable to take breakfast at their homes at times?
- They would leave their homes in a hurry.
 - There would be no one to prepare it.
 - It would be taken at the bereaved's home.
 - They were not expected to eat before working.
28. By saying they would be sent here and there to do this and that, the writer implies that
- he cannot remember exactly what they did.
 - they were virtually sent everywhere.
 - where they were sent and what they did is not important.
 - both errands and activities were many.
29. According to the passage, finding food at the bereaved's home was
- a rare thing.
 - easier than at their homes.
 - not assured.
 - proved difficult in the evenings.
30. The phrasal verb 'looked forward to,' as used in the second paragraph means. It
- came accidentally.
 - was anticipated.
 - happened once in a blue moon.
 - was a very normal thing.
31. Who said the soul of the departed would need company after burial?
- An unknown person.
 - The family of the bereaved.
 - The writer's family.
 - Those who attend the burial.
32. What did the parents think about the 'discos'?
- It was an illegal activity.
 - All children were expected to attend it.
 - They allowed it but with caution.
 - Anybody willing to attend had to be in a group.
33. Had some of the writer's cousins taken supper in time,
- the children would have reached the home before dark.
 - they would not have gone there as a group.
 - the number going to the home would have been smaller.
 - they would have reached there earlier.
34. The **MAIN** reason why the children assembled under the quava trees is
- it was the only place they could see one another.
 - to be sure each of them was available.
 - so that they could agree on when to leave.
 - to confirm if they had all enjoyed themselves.
35. The expression, "*Every man for himself and God for us all*" as used in the passage means
- no one would be responsible for the other's safety.
 - the children went to different churches.
 - each boy was to take care of the other.
 - it was a prayer for all of them.
36. The consistent falling down of the boys can **BEST** be described as
- a scapegoat.
 - a laughing stock.
 - a blessing in disguise.
 - a sad affair

37. Which of the four words below would BEST describe Goti's character?

- A. Cunning
- B. Bully
- C. Obstinate
- D. Reckless

38. The BEST summary for this passage would be

- A. Children should avoid walking out at night.
- B. Taking a joke too far can be dangerous.
- C. Instructions should not be given at night.
- D. Children should not get scared while in a group.

Read the passage below and then answer questions 39 to 50

There are stressful times. This is both to children and adults alike. However, for young children, it can be very challenging when they are trying to understand what is going on around them. Children should not be left alone on their own to see how to manage such situations. They need to be helped to process what they are seeing and how they will get out of it.

The first things to avoid are any things that make children anxious. This means they help you to help children avoid things that they are afraid of as this will make them feel better in a very short time. You can also advise them to tolerate anxiety by letting them know that you appreciate the effort they make towards relieving themselves of the anxiety. This is called '*habitual curve*' - it will drop over time as you continue to have contact with the child. It might even drop to zero though it may not drop as quickly as you would like but that's how we get over fears.

You should not dismiss the fears of a child. Telling them it is never going to happen or telling them that they are foolish to think that way won't help. Instead, do accommodate their fears. Let them tell you about their fears and how it makes them feel. Remember, you can't hope to remove anxiety from your child's life. Your aim is to help them become accustomed to a bit of uncertainty, rather than trying to remove it altogether. Learning how to regulate their emotions is part of growing up. By the time they reach adulthood, they get better at putting this into what others know about them. It is when they realise that they can cope with some of their fears.

At the same time, you should not reinforce the child's fears. When talking to the child, you must not use a tone that makes the child know you too are scared. Even your body language should not let that out. Let us say, for example, a child had a negative experience with a dog. Next time she's near a dog, you might be anxious about how she will respond and you might unintentionally send a message that she should indeed be worried.

Always, be positive. Do give indications that the negative is gone although you can't promise a child that his fears are unrealistic, for instance, he will never fail a test and that he'll have fun ice-skating or that another child won't laugh at him during a show. You can express confidence that he's going to be okay, he will manage it that as he faces his fears, the anxiety level will drop. This gives him confidence that your expectations are realistic and that you're not going to ask him to do something he can't handle.

39. Why do children find it more difficult to manage stress?
- They lack experience to cope with it.
 - They are fond of forgetting things fast.
 - Stressful issues do not bother them.
 - They enjoy company of their agemates.
40. What would happen if children were left to manage stress on their own?
- They would play with one another.
 - They easily forget their problems.
 - They can became dangerous to other children.
 - They could lose their sense.
41. Which of the following issues should children be assisted to avoid?
- Where they are to go and play.
 - The friends he would have in a new school.
 - How to cross a dangerous road after an accident.
 - How to get a new ball after losing one recently.
42. By appreciating the effort the children make, the writer means
- comparing the child's work with another.
 - giving the child encouraging remarks.
 - showing the child careless mistakes he makes.
 - asking the child to do things the way you do.
43. Achieving the '*Habitual curve*' does not require a person who is
- hasty
 - accurate
 - patient
 - nervous
44. When a child comes to you crying about a hiss he has just heard,
- laugh off the report and let the child relax.
 - find out if it is true then calm him down.
 - advise the child that so many things can hiss.
 - tell the child a hiss is just but a sound.
45. According to the passage, a child's emotion should
- remain the same throughout the lifetime.
 - only change when the child is anxious.
 - keep changing depending on various situations.
 - depends on what they are told.
46. A child who is very scared of a very specific thing
- remains with that feeling until he grows up.
 - will stop the fear if shouted at about the fear.
 - should be told of the danger so that they avoids it.
 - he can get out of it if carefully talked out of it.

47. When a child fearfully shows you a hole in which a snake has slithered into,
- A. your face should not displace your fear.
 - B. lead the child away from the scene fast.
 - C. encourage the child to help you flush it out.
 - D. explain to the child how dangerous a snake is.
48. A child who has had a negative experience with a dog
- A. will never want to go close to any dog.
 - B. should be encouraged to get over his fears.
 - C. can only be scared when he sees the same dog.
 - D. does not know how to react upon seeing a dog.
49. Failure to pass a test, having fun while ice-skating and not being laughed at are given in the passage as
- A. unacceptable habits.
 - B. irreversible situations.
 - C. unforeseen circumstance.
 - D. trivial issues.
50. The **BEST** title for this passage would be
- A. What makes children feel scared all the time.
 - B. Children's fears which are baseless.
 - C. Eliminating the fears in children.
 - D. Helping children cope with anxiety.