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**KENYA NATIONAL EXAMINATION COUNCIL  
REVISION MOCK EXAMS 2016  
TOP NATIONAL SCHOOLS**

**STRATHMORE HIGH SCHOOL**

**ENGLISH**

**PAPER 2**

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# STRATHMORE SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)  
PAPER 2

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## Question 1: COMPREHENSION

(20 marks)

Read the passage below and answer the questions that follow.

Six years old Daisy is forever asking questions about who (or what) makes the trees outside her bedroom window, and who tells the night to come after the day, why her pet cat, Fluffy went to sleep and never woke up again and so on. Unfortunately, her atheist parents have not given her satisfactory answers, especially in view of what she heard in school about a being called God. The conflicting messages have left her very confused. This is an indication of the natural existence of a sense of spirituality in children.

Almost all children including those raised in non-religious homes shows an interest in spiritual matter. This is expressed through questions about the meaning of life and death. It has been argued that spirituality is high in early childhood but declines remarkably as adolescence sets in. Children who are grounded in some form of spirituality from their formative years become **resilient** and are better equipped to deal with the inevitable crises of life than those who are not. During adolescence, these children are able to deal with physical whims and peer pressure.

Spirituality is more of a need than a right which is why spiritually deprived children develop a vacuum that renders them vulnerable to psychological **turmoil**: in contemporary society, parents are very committed to meet the material and intellectual needs of their children. Many parents ensure their children attend the best schools, have access to fantastic of health and recreational services but fail to inculcate spirituality.

In traditional societies, there were rituals and rites of passage that made life purposeful. In addition, grandmothers played the role of instilling spirituality, ethics and morality in children through story telling. These practices gave children hope and prepared them to deal with life's challenges. Following extinction of most of these practices, today's children face many challenges.

Any spirituality that children are **naturally endowed** with cannot flourish unattended. In most cases It is **deflated** as they encounter material and unjust cultures that also devoid of proper role models. Spirituality must therefore be inculcated by parents from the early years. If not, the vacuum is filled by whatever the world has to offer, good or bad. In an attempt to impart spirituality, some parents introduce complicated theological facts leading to rather than reducing the child's anxiety about life. Ideally introduction of spiritual matters should be age appropriate.

### Questions

- (a) In what ways does Daisy's parents contribute to her dilemma? (2 marks)
- (b) How does the author justify that all children demonstrate some degree of spirituality(2 marks)
- (c) Describe the attitude of the author towards the contemporary society's spiritual upbringing of the children. (3 marks)
- (d) How did the traditional society cater for spiritual needs? (2 marks)
- (e) Give **two** ways that hinder children's proper acquisition of spirituality. (2 marks)
- (f) Many parents ensure that their children attend the best school and have access to fantastic health services  
(Re-write to begin with, Not only .....)
- (g) Make notes on the author's argument about spirituality in children. (4 marks)
- (h) Explain the meaning of the following words and phrases as used in the passage. (4 marks)

- (i) Resilient: \_\_\_\_\_  
 (ii) Turmoil: \_\_\_\_\_  
 (iii) Deflated: \_\_\_\_\_  
 (iv) Naturally endowed \_\_\_\_\_

**Question 2: THE CAUCASIAN CHALK CIRCLE**

**Read the excerpt and answer the questions that follow.**

(25 marks)

GRUSHA: Noon time is meal time. Now we'll sit hopefully in the grass, while the good Grusha (to the CHILD): goes and buys a little pitcher of milk. *(She lays the CHILD down and knocks at the cottage door.*

OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.

GRUSHA: But grandfather, you must have a little pitcher of milk for baby?

OLD MAN: And for a God-bless-you, eh?

GRUSHA: Who said anything about a God-bless-you? *(She shows her purse.)* We'll pay like princes. "Head in the clouds, back-side in the water." *(The peasant goes off, grumbling, for milk).* How much for the milk?

OLD MAN: Three piasters. Milk has gone up.

GRUSHA: Three piasters for this little drop? *(Without a word he old man shuts the door in face).* Michael, did you hear that? Three piasters! We can't afford it! *(She goes back, sits down again, and gives the CHILD her breast).* Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. *(Shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again).* Open grandfather, we'll pay. *(softly).* May lightning strike you! *(When the OLD MAN appears).* I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little drop?

OLD MAN: Two

GRUSHA: Don't shut the door again. *(She fishes a long time in her bag).* Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!

OLD MAN: Kill the soldiers if you want milk.

GRUSHA: *(giving the CHILD some milk):* This is an expensive joke. Take a sip, Michael; it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael, Michael. You're a nice little load for a girl to take on! *(Uneasy, she gets up, puts the CHILD on her back, and walks on. The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved).*

SINGER: As Grusha Vashnadze went northward  
 The Princes' Ironshirts went after her.

CHORUS: How will the barefoot girl escape the Ironshirts,  
 The bloodhounds, the trap-setters?  
 They hunt even by night.  
 Pursuers never tire.  
 Butchers sleep little.

- (a) Explain what happens immediately before this excerpt? (3 marks)
- (b) As Grusha's Vashnadze went Northwards, the princes Iron shirts went after her.  
 Using the excerpt and elsewhere from the text, explain the importance of this mission to the soldiers. (3 marks)
- (c) What is the attitude of the Old man towards the soldiers? (2 marks)
- (d) Explain **two** character traits of Grusha as brought out in the excerpt. (4 marks)
- (e) What is the significance of the song in the excerpt? (2 marks)
- (f) Identify and explain **two** stylistic devices used in the excerpt. (4 marks)

- (g) It is a murderous business you have here and sinful too. (Add a question tag).(1 mark)
- (h) Identify and illustrate **two** themes evidently brought out in the excerpt. (3 marks)
- (i) Give the meaning of the following statements as used in the passage. (3 marks)
- (i) This is an expensive joke
  - (ii) And for a God-bless-you, eh!
  - (iii) Blood hounds.

**Question 3: ORAL POETRY**

(20 marks)

**Read the narrative below and answer the questions that follow.**

Long, long time ago, animals and birds spoke just like men do. When God had to stop them speaking, He made birds sing, like this Chrrip! Chrrip! ... Lions to roar like this Graagh! Graagh! And hyenas to howl like this Huuuu! Huuu!

And do you blame God? Listen to what naughty hyena who had gone two days without any meal did. He had been wondering up and down the hills when he suddenly stopped, nose in the air, and foot raised.

Do I smell, eh ...smell food? He slowly raised his head to the skies as if to say, "Please God, let me find some food, even one rotting bone will do."

Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wider as the smell became stronger. "Here at last", he said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

"God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a "mukwa." I'll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old ...man. Still I do think some people tend to exaggerate now who was it saying the other day 'ati' God is the giver of everything and we should be grateful? O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather think but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii', and I see one over there.

Ok. Here we go, where shall I start, this lovely neck? No, I know, I will start with the 'mukwa' the I'll get on to the soft stuff, the tail, the rump, 'Mahu' ...."

After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' tree to stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap' it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but now words came. Hyenas have never been able to speak ever since .....

**Questions**

- (a) Classify this narrative and give a reason for your answer. (2 marks)
- (b) What two features of oral narrative are evident in this story? (4 marks)
- (c) Identify **one** economic aspect of the community described in this narrative and give evidence of your answer. (2 marks)
- (d) Describe **two** character traits of the hyena as portrayed in the narrative. (4 marks)
- (e) (i) What is the moral of this narrative? (2 marks)
- (ii) Write a proverb with the same moral as this narrative. (1 mark)
- (f) If you are asked to go and collect this story in the field, state:-
- (i) **Three** things you would do before the actual field trip. (3 marks)
- (ii) **Two** difficulties you are likely to encounter. (2 marks)

**Question 4: GRAMMAR**

(15 marks)

- (a) Rewrite each of the following sentences **according** to the **instructions** given after each.(3 marks)
- i) The principal advised the students to consider the consequences of their behaviour.  
(Rewrite in direct speech)

- ii) We can save time by getting to class before the bell goes. (Begin: Time .....)
- iii) It is bad manners to smoke in a crowded place. (Rewrite using a gerund).
- (b) Using the words in **brackets**, complete the following sentences with the **most appropriate** phrasal verb. (3 marks)
- (i) I was \_\_\_\_\_ by his childish behaviour during the academic parade. (take).
- (ii) The new students could not \_\_\_\_\_ their way to the dormitory. (make)
- (c) Fill in the blanks spaces using the **correct form** of the word. (3 marks)
- (i) She could not stand the \_\_\_\_\_ (vulgar) of his actions.
- (ii) The criminals \_\_\_\_\_ (scandal) behaviour in court appalled to the judge.
- (iii) He walked \_\_\_\_\_ (caution) since the floor was wet.
- (d) Complete each of the following sentences **by filling** the blank spaces with the **correct preposition**. (2 marks)
- (i) Power went off; we had to see \_\_\_\_\_ the light of a tin lamp.
- (ii) On Saturday, our football team won because the spectators cheered \_\_\_\_\_.
- (e) Choose the **best alternative** to complete the following sentences. (2 marks)
- (i) Walter and \_\_\_\_\_ (me, I) wrote the article.
- (ii) How can you be so sure it was \_\_\_\_\_? (they, them)
- (f) **Replace** the **underlined** word with a **gender neutral** one.  
The foreman arrived late and delayed the construction.
- (g) Explain the **ambiguity** in this sentence. (2 marks)  
We saw her duck.