

KCPE 2004

ENGLISH SECTION B: COMPOSITION

READ THESE INSTRUCTIONS CAREFULLY

Time: 40 minutes

1. In the spaces provided above write your full Index Number, your Name and the Name of your School.
2. Now open this paper, read the composition subject carefully and write your composition on the lines provided.

You have 40 minutes to write your composition.

The following is the beginning of a story. Write and complete the story. Make your story as interesting as you can.

I could not sleep that night. Let me explain what had happened...

ENGLISH SECTION A: LANGUAGE

Questions 1 to 15

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

Our future diet 1 this small planet 2 contain a lot 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 these 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 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.

- | | | | |
|-----------------|-------------|---------------|---------------|
| 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 |

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)

- 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?

26. From the first sentence we can tell that Waiyaki's school was
- popular.
 - special.
 - famous.
 - historical.
27. What was surprising about Marioshoni?
- What began as an idea soon became a reality.
 - Waiyaki saw it as something difficult to understand.
 - It became known as Waiyaki's school.
 - Everything happened quite unexpectedly.
28. The expression "in quick succession" means
- many events were quickly witnessed.
 - the rhythm of life changed suddenly.
 - an event taking place before another ends.
 - things happening rapidly one after the other.
29. Which of the following statements best explains how Waiyaki felt after his father's death?
- shocked and angry
 - confused and angry
 - fatherless and anxious
 - sad and unhappy
30. Why was Waiyaki at first hesitant to begin a school?
- He did not know what people would think.
 - It was only an idea after all.
 - He thought he was too young.
 - It was something no one else had done.
31. Which of the following is closest in meaning to "the ridges were beginning to awake"?
- People realised they should not continue sleeping.
 - People saw the need to build schools.
 - People accepted Waiyaki's message willingly.
 - People woke up when they heard the news.
32. Why is the starting of schools compared to mushrooms?
- It shows that many schools were soon built.
 - Maybe some had the shape of mushrooms.
 - It means that schools were everywhere.
 - Maybe they were roughly constructed.
33. The people were eager to co-operate because
- Waiyaki had explained to them about the need for schools.
 - it was not possible to get help from other sources.
 - Waiyaki had found them a willing people.
 - it was a way of starting something of their own.
34. Which of the following is not true about Waiyaki?
- He had greatly depended on his father.
 - He did not want to go back to school.
 - He convinced people to work together.
 - He was committed to serving his community.
35. How do we know that teachers were difficult?
- Schools were just being established.
 - Very few had been trained at that time.
 - They employed any they could get from S
 - Too many children were crammed together
36. The children could best be described as
- very enthusiastic.
 - very curious.
 - extremely knowledgeable.
 - extremely delighted.
37. In what way was walking to and from school to Waiyaki?
- He was used to walking from ridge to ridge.
 - He had time to think about how to problems.
 - He did not have other means of transport.
 - He probably enjoyed walking as an exercise.
38. Which of the following would be the best slogan for this passage?
- Actions speak louder than words.
 - Unity and strength.
 - Where there is a will there is a way.
 - The pen is mightier than the sword.

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 child.
 - 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 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.

