

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

Forgiveness is a virtue but the way people _____ 1 _____ it is quite relative. Many people think that certain actions are _____ 2 _____ while others are not. Some people _____ 3 _____ that forgiveness encourages the wrongdoer to repeat ill _____ 4 _____. Forgiveness is subjective and the act of forgiveness can have many meanings. Acceptance of apology may be forgiveness for some, while helping the other _____ 5 _____ offended you to get out of the habit of ill-treatment may be a way for others.

We all make mistakes. So when we learn to forgive others, we can also _____ 6 _____ forgiveness when we commit follies. Also if we _____ 7 _____ forgive others, we also learn to forgive ourselves in situations of self-guilt. Thus the virtue of forgiveness helps us _____ 8 _____ out of the feeling of self-blame. If we fail to forgive ourselves in time, we often end up realizing that others had forgiven us long back, but we kept feeling bad _____ 9 _____ ourselves all this time.

Forgiveness helps us feel light and helps us get _____ 10 _____ of hard feelings that occupy our mind, heart and _____ 11 _____ away our peace of mind. Forgiveness is a way to self-fulfillment, _____ 12 _____ people who can readily forgive others are more responsible and satisfied inside than those who keep grudges _____ 13 _____ others and develop feelings of enmity. The feeling of anguish only results in arguments, fights, mistreatment and war in _____ 14 _____ cases. Those who forgive _____ 15 _____ in creating positive energy on this planet.

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|------------------|---------------|----------------|---------------|
| 1. A. perceive | B. imagine | C. think | D. consider |
| 2. A. defensible | B. forgivable | C. inexcusable | D. imaginable |
| 3. A. reason | B. think | C. reflect | D. consider |
| 4. A. actions | B. activities | C. engagements | D. deeds |
| 5. A. whom | B. who | C. whose | D. which |
| 6. A. pursue | B. strive | C. seek | D. try |
| 7. A. can | B. would | C. might | D. could |
| 8. A. derive | B. originate | C. initiate | D. come |
| 9. A. on | B. in | C. about | D. over |
| 10. A. free | B. clear | C. rid | D. liberate |
| 11. A. eat | B. delete | C. eaten | D. rid |
| 12. A. however | B. also | C. moreover | D. besides |
| 13. A. for | B. on | C. against | D. towards |
| 14. A. confident | B. variety | C. certain | D. assured |
| 15. A. support | B. help | C. benefit | D. comfort |

For questions 16 and 17, choose the alternative that means the same as the underlined sentence.

16. Should you come late, you may find all the gates locked.

- A. When you come late, it is likely that you will find all the gates locked.
- B. If you come late, you will find all the gates locked.
- C. When you come late, you will find all the gates locked.
- D. If you come late, it is likely you will find all the gates locked.

17. There was hardly any food in the plate.

- A. There was a lot of food in the plate.
- B. There was very little food in the plate.
- C. There was some food in the plate.
- D. There was no food in the plate.

For questions 18 to 20, choose the alternative that best fits in the blank space.

18. Mr. Chege sold ten crates of oranges _____ were rotten.

- A. most of whom
- B. of which most
- C. most of which
- D. which of most

19. Mitchelle, along with several other girls, _____ to the show.

- A. is going
- B. are going
- C. have gone
- D. were going

20. If I had time, I _____ visit him.

- A. could
- B. might
- C. should
- D. would

For questions 21 and 22, choose the best arrangement of the given sentences to make a sensible paragraph.

21. (i) *People with diabetes are advised to eat special diet that will either increase or reduce the sugar level.*

(ii) *In one, there is excess sugar in the bloodstream while in the other there isn't enough.*

(iii) *The disease appears in two different forms.*

(iv) *Diabetes has become a serious world problem.*

- A. (iv) (ii) (iii) (i) B. (iv) (i) (iii) (ii)
- C. (iv) (iii) (ii) (i) D. (iv) (iii) (i) (ii)

22. (i) *In fact, one does not need a passport to travel within the region.*

(ii) *Travelling in East Africa region has never been easier.*

(iii) *Since the signing of the common Market Treaty restrictions on travel have been lifted.*

(iv) *All one needs are proper national identification papers.*

- A. (ii) (i) (iii) (iv) B. (ii) (iii) (i) (iv)
- C. (iii) (ii) (i) (iv) D. (iii) (iv) (i) (ii)

For each of the questions 23 to 25 select the best alternative to fill in the blank space.

23. When My sister fell sick, she _____ in bed for three weeks.

- A. lay
- B. lied
- C. laid
- D. lain

24. You _____ participate in the race if you don't feel like.

- A. can't
- B. shouldn't
- C. needn't
- D. mustn't

25. The goalkeeper _____ his leg in the match.

- A. injured
- B. damaged
- C. wounded
- D. hurt

Read the passage below and answer questions 26 to 38.

Whether you are the best pupil in class or not, no matter how hardworking or bright you are, you are bound to miss class one day. The likelihood is that it will be more than one day; it is **inevitable**. Emergencies, illness, bereavement and a desire to sleep on are some of the reasons pupils abscond classes.

When you miss class because of your irresponsibility, you ought to look closely at your priorities and obligations because you are responsible for your future. So, what happens when you miss a lesson? Will you just walk into the next class and continue as usual?

If you miss one lesson, it means you have missed out a section of the syllabus. You therefore need to be at par with your classmates. Some of the practices to help you get completely up to speed for your next class when you miss class include: You need to understand that some teachers **take offence** at absences. Unless you were gravely ill or lost a close relative, they may never want to listen to your explanations. Others will allow you to miss even if it is just a **mild** flu. Whichever category your teacher falls, do not take it personally. Every teacher wants their pupils to perform well. Determine where your teacher stands and let that dictate how you handle such circumstances.

Tell your teacher or have a close relative inform them that you will not be attending their classes. This will convince the teacher that indeed you have a problem. You could also inform the class prefect or classmate to inform your teacher about your absence.

If you have been given an assignment prior to your absence and you had completed it, ensure it gets to your teacher even as you are away. When you eventually come back to class, it would be rude for you to ask if you missed anything important. Every teacher knows and feels that their class is important. Get hold of notes that were taken while you were away, ask questions and clarification for the information you did not understand.

Find out from the other pupils what they did while you were absent and request them to share their notes. Do not just read one student's notes; get them from different students since some students tend to miss out some points. This way, you will get the complete picture of what had happened in class. You could also request your teachers for one-on-one session with them during free time so that they take you through the lesson you missed.

26. Which of the following statements is true according to the first paragraph?
- There are reasons why student miss classes.
 - Disciplined, bright and hardworking pupils often miss classes.
 - The desire to sleep on is the reason why students miss classes.
 - You can only miss class for a day.
27. The word 'inevitable' shows that missing classes
- can be a hard task.
 - require valid reasons.
 - cannot be avoided completely.
 - is caused by emergencies.
28. Which of the following is not given as a reason why pupils miss classes?
- Famine.
 - Sickness.
 - Death of a loved one.
 - Emergencies.
29. The writer reminds the lazy and irresponsible pupils that
- they are the makers of their own destiny.
 - their future is not defined.
 - they have no future.
 - they will be responsible in future.
30. When one misses a class, they should
- continue with the next class.
 - ask the teacher for the syllabus.
 - not take teachers personally
 - let the teacher know of their absence through someone.
31. From the writers description of the nature of teachers, we can say that
- teachers are very strict.
 - teachers take issues differently.
 - according to teachers, flu is not an illness.
 - teachers don't stand at the same place.
32. The phrase take offence means
- get annoyed.
 - offend absentees.
 - annoy absentees.
 - they don't allow absenteeism.
33. The primary school course is guided by
- the timetable.
 - the bell.
 - the syllabus.
 - teachers.
34. The word mild has been used in the passage. Its opposite could be
- slight
 - severe
 - light
 - hot
35. Who is the best person to inform your teacher about your absence?
- Classmate.
 - Friend.
 - Prefect.
 - Parent.
36. Which of the following is not expected of an absentee?
- Asking if the others learnt anything important.
 - Informing the teacher of his /her absence.
 - Handing in assignments given.
 - Finding out what the others did while they were away.
37. Why is it not advisable to rely on one student's notes?
- Students are not very keen.
 - You might miss out some information.
 - It enables you to get a complete picture of the other students.
 - Students prefer not to share all the information attained.
38. From the passage, we can conclude that
- missing classes is not allowed in institutions.
 - students who miss classes are the best performers.
 - one should ask for permission before missing school.
 - when a student misses classes, they have to follow and catch up with the rest

Read the passage below and answer questions 39 to 50.

Research has shown that students who are involved in co-curricular programs tend to achieve better results in academic work as opposed to the usual 'bookworms'. They know how to strike a balance between academics and co-curricular activities. They utilize time they have at their disposal and make the most of it. They show great interest in their academics and go an extra mile to show their **proWess**. It is also important to note that students taking part in co-curricular activities stand a chance to join better secondary schools and colleges.

Co-curricular activities make learners both creative and innovative. They stimulate the learner's interest and desires to find new ways of solving the many challenges that come their way. These learners also relate well with other people. They know how to make and keep friends

Co-curricular activities help the learners remain fit and refresh their mind. Such learners are unlikely to suffer from lifestyle diseases or even subjected to intense stress. It also keep students away from harmful habits like drugs, crime and immorality. Learners who are active in co-curricular activities are occupied at all times and have no time to think of destructive behavior.

Parents should encourage their children to be active in co-curricular activities. Education is a broad concept that goes beyond the confinement of a classroom. The principle aim of education is to bring about an all-round development of a child. This implies that a child has to develop physically, intellectually, morally and socially. To fulfil, these objectives, there is a prime need of striking a balance between syllabus work and co-curricular activities. It is pointless for a child to get A's in academics yet he is physically unfit and can hardly get along with the society at large.

Co-curricular activities are activities which take place outside a typical pen and pencil classroom environment. They give pupils an opportunity to develop particular skills and exploit their non-academic abilities. Some of these activities help learners in numerous ways. As a matter of fact, they complement the academic work. They refresh pupils' minds and make them ready for lessons.

Children who take part in co-curricular activities are more confident than those who do not. They can express themselves before a crowd with ease. Besides, they develop the spirit of competition and understand that one does not have to win all the time for him to be considered a victor. They also recognize the significance of team work in a competition. They learn to trust their teammates and value their contribution towards the well-being of the group. Such learners develop trust in the team and not their own contributions only.

39. From the first sentence, it is correct to say that
- education is incomplete without co-curricular activities.
 - it is unlikely for education to take place outside the classroom.
 - education is too complex for all people to understand.
 - education takes place both inside and outside the classroom.
40. The word **proress** has been used in the passage to mean
- success.
 - strength.
 - compassion.
 - talent.
41. In order to be all round, a learner is required to
- prioritise on academic work.
 - engage entirely in co-curricular activities.
 - be involved in both academic work and co-curricular activities.
 - be a bookworm
42. People who can relate well with others in the society are best described as
- physically fit.
 - socially fit.
 - intellectually stable.
 - emotionally stable.
43. Which statement is true according to the passage?
- All learners are academically talented.
 - Learners always have similar interests.
 - Some co-curricular activities are optional for the learners.
 - Co-curricular activities hinder students from concentrating in academic work.
44. A learner who is confident
- can talk freely before many people.
 - has interest in academic activities.
 - does not need to take part in co-curricular activities.
 - spends more time studying.
45. Which one of the following is true about a competition? It
- mostly calls for individual effort.
 - enables learners to get high marks in school.
 - is always good for a participant to win all the time.
 - can result in a loss or a win.
46. How do teammates help in a competition? They
- work as individuals to win.
 - help one another to succeed.
 - recognize the efforts of the team members.
 - challenge one another to be a lot more focused in class work.
47. What enables learners to do well in both academic work and co-curricular activities? They
- are naturally clever.
 - have talents in co-curricular activities.
 - manage their time well.
 - spend extra time studying as opposed to other learners.
48. A learner is considered creative if he or she
- has desires to take part in many co-curricular activities.
 - is more confident than other learners
 - develops interest in academic work.
 - tries to find new ideas.
49. Learners usually engages in harmful habits because they
- are idle.
 - cannot excel in academic work.
 - have no time to engage in co-curricular activities.
 - are under stress.
50. The best title for the above passage is
- Talents.
 - Parents should participate in co-curricular activities.
 - Co-curricular activities and academic work.
 - Importance of co-curricular activities.