

You have 40 minutes to write your composition.

Below is the beginning of a story. Write and complete the story, making it as interesting as you can.

As soon as we were released, I hurried home. I had some good news to tell my parents because earlier that day.....

Lined writing area with 30 horizontal lines.

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

When time to sleep 1, we have no option but to 2 by it. Under normal circumstances, people sleep at night and work during the day. This happens 3 one has done all that he 4, not necessarily all he 5 to do on that particular day. The night rest is 6 and makes the body 7 and more so the brain, to be ready for the 8 of the new day. However, not all people work during the day.

Some people work at night but I 9 if they take the same 10 of hours sleeping during the day as those who sleep at night. Due to the heat and generally the noise as people go 11 doing their businesses, sleeping during the day is easily 12 and is much shorter and restless. If you 13 to get enough sleep from time to time, this could easily affect your memory and brain 14. Likewise, you could feel tired and 15, thus under perform.

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|------------------|----------------|--------------|------------|
| 1. A. goes | B. starts | C. comes | D. ends |
| 2. A. abide | B. agree | C. accept | D. follow |
| 3. A. if | B. while | C. since | D. when |
| 4. A. will | B. could | C. would | D. should |
| 5. A. needs | B. likes | C. manages | D. planned |
| 6. A. nice | B. peaceful | C. essential | D. long |
| 7. A. relax | B. grow | C. calm | D. cool |
| 8. A. walk | B. tasks | C. troubles | D. jobs |
| 9. A. remember | B. think | C. agree | D. doubt |
| 10. A. number | B. quality | C. time | D. period |
| 11. A. around | B. across | C. about | D. above |
| 12. A. prolonged | B. interrupted | C. shortened | D. stopped |
| 13. A. fail | B. refuse | C. decide | D. succeed |
| 14. A. speed | B. size | C. function | D. space |
| 15. A. active | B. dizzy | C. calm | D. worried |

In questions 16 and 17, replace the underlined phrases with the best alternative from the choices given.

16. The job-seeker turned down the offer.

- A. accepted
- B. received
- C. denied
- D. rejected

17. They ran out of drinks soon after the party began.

- A. left
- B. bought less
- C. exhausted supply
- D. distributed

In questions 18 and 19, remove one letter from the word in capital letters. Then from the words given, choose the one that is closest in meaning to the word you have made.

18. BANKS

- A. river
- B. store
- C. stop
- D. bask

19. FEAST

- A. food
- B. quick
- C. safe
- D. seat

In questions 20 to 22, choose the correct alternative to fill in the blank space in each of the sentences.

20. Our head teacher likes wearing her _____ dress.

- A. cotton, white, new
- B. white, new, cotton
- C. new, white, cotton
- D. white, cotton, new.

21. Remove the pot from the stove before the milk boils _____.

- A. down
- B. out
- C. off
- D. over

22. Johana went on a journey with _____ boys.

- A. little, two, others
- B. two other little
- C. two little others
- D. other little two

In questions 23 to 25, each sentence has words which are not in their proper order. If re-arranged, they will form a complete and sensible sentence with the addition of one word from the alternatives given. Choose the word.

23. book I am very interesting is the

- A. reading
- B. thinking
- C. liking
- D. looking

24. flour considerably the of risen has

- A. prize
- B. cost
- C. pay
- D. price

25. doctor the drinking him against

- A. stopped
- B. advised
- C. questioned
- D. asked

Read the passage below and then answer questions 26 to 38.

Of all the tasks we were allocated at home, going on errands was my best. I would think of the shortest route to use so that I could be praised. The praise had a prize tagged to it. My grandmother always gave us something good for performing her duties well. You could get some groundnuts, roasted maize, fermented porridge, oranges and even a piece of chicken; if she had prepared one. However, my favourite was when she was frying fish for sale. She would identify a reasonable size, already fried but still warm. She would say, "You look tired. Sit down there and re-energise yourself."

One day, she sent me to deliver some money to a neighbour some distance away. It was not that close so she took the coins and tied them tightly in a green piece of cloth which she put in my pocket and reminded me to ensure it does not fall. I took off, half-running- 'half-flying' for I knew what to expect upon return. She was boiling some green maize and I knew my share would be there. She was an expert at selecting maize for boiling so I was salivating as I left.

From time to time, I kept touching my hip pocket. It was always there but mysteriously, when I reached where I was to deliver it, it was not there! My breathing pattern changed and so many weird questions flashed through my mind. Who could have taken the money? Where had it dropped? How would I explain the loss to my grandmother? We nicknamed her 'Tiger' because she would become very angry with anybody who did anything contrary to her instructions. Going back to report the loss was a big 'No' and reaching the home without the money was another big 'No'.

I had only one option left and I took it. I started running back all the way but was unlucky. I could not reach home so I took a U-turn in order to assure myself that I had not left it lying along the path. I bumped into a young boy wearing a black t-shirt on which was inscribed 'Hero'. He greeted me but I had my own problems and had no time to respond. I ran all the way back but still, I was unlucky.

Tired and desperate, I started telling myself that it was better to be forthright and tell the truth. Grandmother wouldn't swallow me, after all. I took a turn and was ready to confess and face whatever consequences for my carelessness. I was almost reaching home when again, I met the 'Hero'. To me, he was a symbol of my misery and bad luck. As I approached him, I felt like running again but he greeted me for the second time. In disgust, I looked at him, ready to tell him to mind his own business but then my eyes landed on what he was clutching in his right hand. It was a green piece of cloth!

"What is that?" I asked him when he was hardly a metre away from me. "A piece of cloth. I'm going to use it to make a ball," he said. He looked happy that at least, I'd talked to him.

"What is tied in there?" I asked as I stretched my hand towards it.

"I don't know. I can't untie it."

"Give it to me," I said as I smiled. Without hesitation, he gave it to me. I thanked him profusely and walked away at moderate speed but when I reached out of his sight, I took off at the speed of wind to the home I had been sent.

26. The writer liked being sent on errands because
- he had his way of doing it
 - no one else could do it
 - he knew all the homes and routes
 - he was the fastest boy.
27. Whenever he was praised, the writer would
- think of a short-cut to use
 - ask the grandmother for a reward
 - immediately think of the next place to go
 - also be rewarded.
28. The difference between chicken and other rewards grandmother gave was
- it could only be given during a meal
 - it was subject to other factors
 - it was always prepared on time
 - it was his favourite.
29. Why did grandmother tie the money tightly in the piece of cloth?
- To avoid any accidental loss.
 - She knew the writer was very careless when running.
 - The writer would follow short-cuts.
 - So that no one else could untie it.
30. Which are the two safety measures grandmother put in place?
- Putting the money in the pocket and ensuring it does not fall.
 - Sending the writer and giving him boiled maize.
 - Tying the money in the cloth and putting it in the writer's pocket.
 - Boiling green maize and frightening the writer.
31. The grandmother did not know the children called her 'Tiger' because
- she was not a tiger after all
 - the children generally loved her
 - the moods kept changing from time to time
 - the children never used it near her.
32. Which of the following words best describe grandmother's character?
- Generous but ignorant.
 - Stubborn but understanding.
 - Strict but generous.
 - Hasty and inconsiderate.
33. The writer did not respond to the boy who greeted him as he
- had bigger personal issues to deal with
 - suspected him of picking the lost money
 - hated the word 'Hero' on the boy's t-shirt
 - knew he would soon meet him again.
34. The real cause of the writer's tired and desparate state was the
- place where he met the boy
 - inability to find his grandmother's lost money
 - time he was expected to return home
 - route he had chosen to take.
35. By saying that grandmother would not swallow him, the writer meant that he
- believed grandmother would not really harm him
 - had suddenly become brave
 - decided to stop going on errands
 - was ready to reason up with her.
36. Had the writer responded to the boy when he was first greeted
- he would have recovered the money in time
 - his grandmother could have understood him
 - he would not have lost the money
 - he would not have got a solution to his problem.
37. The reason why the writer did not start running once he got the money is that
- he had forgotten about the grandmother's reward
 - he had no reason to hurry any more
 - he didn't want his excitement exposed
 - the boy could scream after him.
38. The best summary for this passage would be
- Handling money is a problem to both children and adults.
 - Help can at times come from where it's least expected.
 - Children should not be paid for tasks at home.
 - Do not put too much trust in one specific child.

Read the passage below and then answer questions 39 to 50.

There has been a debate as to whether corporal punishment, also known as smacking, should be re-introduced to curb the recent upsurge of indiscipline in schools. However, recent research conducted has revealed that smacking is both ineffective and bad for the learners' development. In fact, this punishment mode makes children's behaviour even worse.

Often, children still do not obey parents' orders after being disciplined. Even when they do, a punishment such as smacking does not help the child understand why their actions were wrong. This is because sometimes the discipline comes with no explanation.

At times, the children may be too caught up in their own emotions to be able to understand why their actions were wrong. In the future, the child may follow his parents' orders because of the fear of being physically punished again but not because they understood that it is the right thing to do.

In terms of how it affects child development, physical punishment has been linked to behavioural, social and mental health problems throughout childhood and adolescence. Children are more likely to have more emotional and mental health issues such as anxiety and depression. They also have more chances of developing aggressive tendencies and engaging in risky behaviour. These can harm the relationship between the parent and the child and the child's peers.

Another strong argument against smacking is that children who are smacked are at higher risk of experiencing maltreatment and abuse by their parents. This is because over time, it may take more and more force to have the same effect.

Parental stress plays an important role in the use of physical punishment. When parents are stressed they are less sensitive towards their children's needs and are more likely to use harsher discipline measures like smacking.

A parent who occasionally smacks their child may end up smacking their child more often than it is really necessary. Smacking is an emotional response, often used when parents do not know how to control their children.

39. According to the first sentence of the passage
- there is no corporal punishment in schools anymore
 - corporal punishment has been re-introduced in schools
 - debaters are discussing the effect of corporal punishment
 - it was wrong to discontinue corporal punishment in schools.
40. Should corporal punishment be re-introduced in schools
- indiscipline cases would drop
 - academic standards would improve
 - it would not achieve the expected purpose
 - no learner would drop out of school.
41. Children who are punished at home
- can only be obedient when punished
 - become disobedient to teachers at school
 - obey their parents if the punishment is repeated
 - end up still with undesirable behaviour.
42. The main reason why caning is discouraged in schools is because
- it is usually done emotionally
 - it does not make the child understand its motive
 - it makes the learner feel too much pain
 - the canes used are never the same.
43. How should a learner be punished?
- They should be told why they are being punished.
 - It should be done as other offenders watch.
 - The punishment should be consistent.
 - It should be done immediately the mistakes are made.
44. A child who obeys the parents due to fear
- becomes fearful almost throughout
 - makes parents also fear instructing them
 - gets used to that habit as an adult
 - is not likely to reform in character.
45. The main cause of anxiety and depression among children is
- behavioural disorders
 - adolescence
 - physical punishment
 - too many instructions.
46. A child who grows up being punished frequently
- becomes aggressive in life
 - demand to know the cause of the punishment
 - does not feel the pain during the punishment
 - changes behaviour after some time.
47. The best way to handle a child who is drifting into risky behaviour is
- to punish them every time
 - to talk ill of them before the others
 - threaten them with corporal punishment
 - make them understand their actions.
48. For corporal punishment to be effective on a child, it should be
- done uniformly
 - stopped after some time
 - increased in intensity over time
 - reduced as the child grows.
49. A parent should never punish a child when he is
- very excited
 - very angry
 - is not sure of the offence
 - did not witness the offence happening.
50. The best title for this passage would be
- Corporal punishment does not help learners.
 - Parents and their emotions on children.
 - Risks caused by smacking children.
 - The role of parents in punishment.