KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

GRADE 10 ENGLISH (Theory) ENDTERM 1

PATHWAY: S.T.E.M, SOCIAL SCIENCE, ARTS AND SPORT

Time: $2\frac{1}{2}$ Hours

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. Signature: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, school, assessment number, date, school code and sign
2. Answer all questions in Section A (70 marks) and Section B (30 marks).
3. Write your answers in the spaces provided.
4. Ensure your writing is legible, neat, and grammatically correct.
5. Manage your time well to complete both sections.
6. Where a question has sub-questions (a, b, c, d), answer all parts.
7. For summary questions, stick to the number of words required.
8. When rewriting sentences, follow the instructions given in brackets.
9. Maintain polite language and etiquette in dialogue and communication questions.
10. After finishing, recheck your work before submitting.

Performance Levels Grid

Item / Question	**1a**	**1b**	**1c**	**1d**	**1e**	**1f**	**1g**	**2a**	**2b**	**2c**	**2d**	**2e**	**2f**	**2g**	**3**	**4a**	**4b**	**4c**	**4d**	**4e**	**5**	**6**	**7a**	**7b**	**7c**	**8a**	**8b**	**8c**	**9a**	**9b**	**9c**	**9d**	**TOTAL**
Marks	2	2	2	2	2	2	3	2	2	2	3	2	2	2	10	4	2	2	3	4	5	10	2	4	4	3	2	5	2	3	3	2	110
Learner's Score																																	
Performance Level																																	

-ENGLISH-

-003-

-Senior Scho

SECTION A: ENGLISH GRAMMAR (100 MARKS)

TASK 1: LISTENING AND SPEAKING. (15 MARKS)

Teacher to read the dialogue aloud twice. Learners listen attentively.

Dialogue: ***"A Lesson in Courtesy"***

Amina walked into the Sunrise Hotel looking tired after a long journey. The reception area was busy, with guests checking in and staff attending to phone calls.

Receptionist: Good afternoon, Madam. Welcome to Sunrise Hotel. How may I assist you?
Amina: Good afternoon. I have a reservation under the name Amina Hassan.
Receptionist: Kindly allow me a moment as I confirm your booking.
Amina: Certainly. Thank you.
Receptionist: (after checking) Yes, Ms. Hassan, your room is ready. May I see your identification, please?
Amina: Of course. Here it is.
Receptionist: Thank you very much. Your room is on the third floor. Breakfast is served from six to ten in the morning.
Amina: That sounds great. One more thing, could I get assistance with my luggage?
Receptionist: Absolutely. I will call the porter immediately.
Amina: I appreciate your help.
Receptionist: You are most welcome. Enjoy your stay with us.

QUESTIONS

a) Identify **two characters** in the dialogue. (2 marks)

i. _____.
ii. _____.

b) State **two key services** offered by the hotel. (2 marks)

i. _____.
ii. _____.

c) Describe the **setting** of the dialogue. (2 marks)

i. _____.
ii. _____.

d) Identify **two polite expressions** used in the dialogue. (2 marks)

i. _____.

ii. _____.

e) State **two etiquette practices** demonstrated. (2 marks)

i. _____.

ii. _____.

f) Identify **two words** from the dialogue containing the sounds: (2 marks)

i. /ɒ/: _____. _____.

ii. /ɔ:/ : _____. _____.

g) Explain **why identifying key information is important for lifelong learning**. (3 marks)

i. _____.

ii. _____.

TASK 2: READING COMPREHENSION (15 MARKS)

Reading Fluency, Previewing, Skimming & Scanning

Read the following comprehension and use it to answer the following questions.

Community action plays a vital role in shaping societies across the world. When people come together with a shared purpose, they are able to address challenges that would otherwise seem overwhelming. From cleaning neighbourhoods to supporting vulnerable members of society, community initiatives foster unity and responsibility.

In many Kenyan communities, young people have taken the lead in addressing environmental issues. Tree planting, waste management campaigns and water conservation projects have become common activities spearheaded by schools and youth groups. These actions not only improve the environment but also instil a sense of ownership among participants.

One notable benefit of community action is the development of leadership skills. Learners who participate in community projects learn how to communicate effectively, resolve conflicts and make responsible decisions. These skills are essential both in school and beyond.

Community action also promotes intercultural understanding. In diverse communities, people from different cultural backgrounds work together, share ideas and respect one another's traditions. This interaction strengthens social cohesion and reduces conflict.

However, community initiatives are not without challenges. Limited resources, lack of cooperation and poor planning can hinder success. Despite these challenges, communities that embrace teamwork and innovation often overcome obstacles.

Education institutions play a crucial role in promoting community action. Through Community Service Learning (CSL), learners connect classroom knowledge with real-life experiences. Reflection allows learners to assess their actions and improve future initiatives.

In conclusion, community action empowers individuals and strengthens society. By working together, communities create lasting solutions and nurture responsible citizens.

QUESTIONS

a) What is the **main idea** of the passage? (2 marks)

i. _____.
ii. _____.

b) Identify **two environmental activities** mentioned. (2 marks)

i. _____.
ii. _____.

c) State **two leadership skills** gained through community action. (2 marks)

i. _____.
ii. _____.

d) Explain how community action promotes **intercultural understanding**. (3 marks)

i. _____.
ii. _____.
iii. _____.

e) Identify **two challenges** faced by community initiatives. (2 marks)

i. _____.

ii. _____.

f) Explain the role of **reflection** in CSL. (2 marks)

i. _____.

ii. _____.

g) Give the meaning of the word *"cohesion"* as used in the passage. (2 marks)

_____

_____

TASK 3: BROKEN PASSAGE (10 MARKS)

*Fill in each blank with the **most appropriate word**.*

Effective communication requires good listening skills. Many learners struggle because they are easily _____ (1) during conversations. Identifying the _____ (2), context and intention of a speaker helps listeners focus on key _____ (3). In addition, proper _____ (4) and polite expressions enhance mutual _____ (5). Listening is not only essential in school but also in _____ (6) learning and everyday _____ (7). Avoiding noise, maintaining eye contact and taking _____ (8) are some strategies for effective listening. These skills help learners become confident _____ (9) and responsible _____ (10).

TASK 4: GRAMMAR IN USE (15 MARKS)

Word Classes & Sentence Fluency

a) Identify the nouns and classify them as **common or proper**: (4 marks)

"Peter and his friends visited Nairobi National Park."

_____

b) Replace the underlined noun with an appropriate **pronoun**: (2 marks)

"The teacher praised the teacher for good leadership."

c) Fill in the blanks using suitable **determiners**: (2 marks)

i) _____ learner must respect community rules.

ii) _____ books on the table belong to the library.

d) Rewrite the following sentence to correct the **run-on sentence**: (3 marks)

Community projects are important they promote unity and responsibility.

e) Join the sentences using a **coordinating conjunction**: (4 marks)

The learners planned the project. The learners lacked enough resources.

TASK 5: READING PASSAGE (5 MARKS)

Extensive Reading & Vocabulary

Explain **five benefits** of extensive reading to learners. (5 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

TASK 6: WRITING COMPOSITION (10 MARKS)

Write a **composition of 300–350 words** on **ONE** of the following:

a) *Narrative:*

Describe a situation where you used good etiquette and it solved a problem.

OR

b) *Expository:*

Responsible decision-making is a key life skill that shapes the future of young people and the society they live in.

Using this statement as the opening sentence, **continue the composition** to explain the **importance of responsible decision-making among young people**.

In your composition, you may refer to:

i. *Education and career choices*
ii. *Peer pressure*
iii. *Use of technology and social media*
iv. *Health and personal safety*
v. *Relationships and community life*

Your composition should be **300–350 words**, well-organized into paragraphs, and written in **clear, correct English**.

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SECTION B: LITERATURE (40 MARKS)

QUESTION 7: ORAL LITERATURE(10 MARKS)

a) Define **oral literature**. (2 marks)

b) Identify **four genres** of oral literature. (4 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

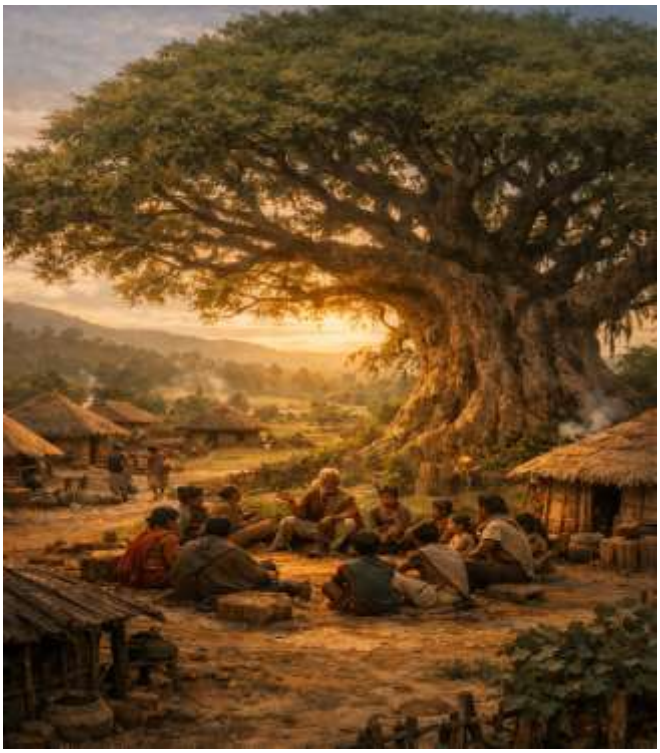
c) Explain **two functions** of oral literature in society. (4 marks)

i. _____.

ii. _____.

QUESTION 8: ORAL NARRATIVE (10 MARKS)

The Drum That Spoke at Midnight



Long, long ago, before the hills were cut by roads and before the rivers were bridged by stone, there lived a peaceful community at the edge of the Great Forest. The people of this village valued unity, respect, and hard work. Every evening, elders gathered under the giant mugumo tree to tell stories that guided the young and reminded everyone of their shared values.

Among the treasured possessions of the village was a sacred drum known as *Nyang'oma*. It was believed that the drum spoke only when danger threatened the community. The elders warned that the drum must never be beaten for fun or pride, for it carried the voice of the ancestors. Many young people listened, but some doubted the power of the drum.

One such youth was Kori, a brave but proud young man who believed strength mattered more than wisdom. One night, when the elders were away, Kori took the drum and beat it loudly to impress his friends. At first, they laughed and danced, mocking the warnings of the elders.

Suddenly, the wind howled, the sky darkened, and wild animals roared from the forest. The ground trembled, and fear gripped the youths. The drum continued beating on its own, louder and louder, as if crying for help. The young people realized they had awakened a warning meant for the entire village.

The elders rushed back and quickly calmed the drum through prayers and rituals. They explained that the drum had sensed a real danger—a wildfire spreading through the forest toward the village. Because the drum was beaten early, the villagers were able to work together and stop the fire before it reached their homes.

Ashamed of his actions, Kori knelt before the elders and the community, admitting his mistake. The elders forgave him but reminded everyone that wisdom grows from listening and respecting traditions. Kori was given the responsibility of guarding the drum to teach him humility and responsibility.

From that day on, the village learned that traditions were not empty stories but lessons passed down for survival. Whenever the elders began a story, the children listened closely, knowing that within the tales lay guidance for life. And so, the drum never spoke again—because the people had learned to listen.

Identify **three features** of oral narratives. (3 marks)

i. _____.
ii. _____.
iii. _____.

b) State **two types** of oral narratives. (2 marks)

i. _____.
ii. _____.

c) Explain **three lessons** learned from oral narratives. (5 marks)

i. _____.
ii. _____.
iii. _____.

QUESTION 9: POETRY (10 MARKS)

Below is a poem, use it to answer question 9

SONG OF THE RISING SUN

At dawn the rooster crows across the valley,
Mist rises slowly from the green tea farms,
Children walk barefoot on dusty village paths,
Their laughter mixing with the sound of bells,
As mothers wave them off toward hopeful dreams.

The sun climbs high above the acacia trees,
Matatus roar along the busy highway,
Traders shout prices in the open market,
Tomatoes gleam red like courage in hard times,
While coins change hands with faith in tomorrow.

By afternoon the drums of life grow louder,
A football rolls on fields of dry brown earth,
Young voices chant songs of unity and pride,

Elders sit beneath the shade of wisdom,
Sharing tales of struggle, loss, and victory.

When evening paints the sky in gold and fire,
Smoke curls softly from the cooking fires,
Families gather close around the hearth,
Stories bloom like stars in the quiet night,
Binding hearts with threads of shared belonging.

And when the moon guards Kenya's silent hills,
Dreams rise gently with the distant drums,
Hope whispers in every sleeping home,
For though the road is rough and long ahead,
The nation walks together toward the light.

a) Identify the **type of poem**. (2 marks)

_____.

b) State **three elements of poetry** used. (3 marks)

i. _____.
ii. _____.
iii. _____.

c) Explain the **subject matter** of the poem. (3 marks)

_____.
_____.
_____.
_____.
_____.

d) State **two reasons** why poetry is important in society. (2 marks)

i. _____.
ii. _____.

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: JUNE MIDTERM ASSESSMENT 2026

GRADE 10 – ENGLISH 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

INSTRUCTIONS TO CANDIDATES

1. Fill in your name, school name, your assessment number, date, the school code and signature in the spaces provided above.
2. The paper consists of **five tasks sections: A, B, C, D and E**.
3. Attempt **all questions** in every section.
4. Use **English** to answer all questions.
5. Write your responses in the spaces provided in the paper.
6. Do not detach or remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	A	B	C	D	E	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	10 MARKS	20 MARKS	25 MARKS	5 MARKS	20 MARKS		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTS							8	7	6	5	4	3	2	1

Answer all questions in this section.

SECTION A: LISTENING AND SPEAKING (10 MARKS)

Read the following dialogue between four learners at Kitale Senior School and answer the questions that follow.

Moraa: I read that by 2030, AI will be teaching half of our lessons. Isn't that exciting?
Juma: Exciting? I disagree. It's quite daunting, isn't it? We need the human touch of Mr. Kamau to truly understand literature.
Akinyi: Juma is right. However, we cannot ignore the efficiency of technology. It's not only faster but also more accurate in grading our science practicals.
Kibet: It was not until I used the new VR goggles in Geography that I realized how much we've been missing. I felt like I was actually standing on the peaks of Mt. Kenya!
Moraa: Exactly! Technology is a tool, not a replacement. We just need to be digitally literate to survive.

Questions

a) Identify two divergent opinions regarding technology mentioned in the dialogue. (2 marks)
   i. _____.
   ii. _____.

b) Which phrase used by Akinyi shows that technology has more than one advantage? (1 mark)

   _____

c) Provide a word that is pronounced the same as the following words used in the dialogue: (2 marks)

   i. Read: _____.
   ii. Right: _____.

d) Identify a polite phrase used to express disagreement in the conversation. (1 mark)

   _____

e) Explain the meaning of the phrasal verb **"missing out"** as implied by Kibet. (2 marks)

   _____
   _____

f) Add an appropriate question tag to the following sentence from the text: (2 marks)
   "We just need to be digitally literate to survive, _____*?"*

SECTION B: COMPREHENSION (20 MARKS)

TASK 1: THE MAJESTIC AFRICAN ELEPHANT (10 MARKS)



The African elephant is the largest terrestrial mammal on earth, an engineering masterpiece of nature. These gentle giants are highly social creatures, living in complex matriarchal societies led by the oldest and often wisest female. Their communication is profound; they use infrasonic sounds that can travel for kilometers through the ground, felt by other elephants through their sensitive feet.

Tragically, these magnificent animals are suffering from habitat loss and the persistent threat of poaching. Conservationists in Kenya, particularly in the Maasai Mara and Amboseli, are working tirelessly to ensure these "architects of the savannah" do not go extinct. It is noted that elephants possess a remarkable memory, which is essential for locating water holes during extreme droughts. They are not only vital for tourism but also play a crucial role in the ecosystem by dispersing seeds and creating pathways in thick forests.

Questions

a) According to the passage, why is the matriarch important to the elephant herd? (2 marks)

_____
_____

b) Describe how elephants communicate over long distances. (2 marks)

_____
_____

c) Give another word that mean same as the term "**profound**" as used in the second paragraph. (2 marks)

_____
_____

d) Why are elephants referred to as "**architects of the savannah"?** (2 marks)

_____
_____

e) Identify two adjectives from the text used to describe the elephant. (2 marks)

i. _____
ii. _____

TASK 2: THE DIGITAL REVOLUTION IN HEALTHCARE (10 MARKS)



In the modern era, the intersection of technology and medicine has birthed a revolution that is saving millions of lives. Telemedicine, for instance, has enabled doctors in Nairobi to treat patients in remote areas of Turkana via video link. High-tech robotic surgeries are now more precise than human hands, reducing recovery time significantly.

However, this advancement comes with ethical dilemmas. The rise of "**cyber-chondria**," where people self-diagnose using unverified internet sources, has led to many deaths. Some patients have died of complications arising from wrong medications bought online. Educators are now calling for "Digital Health Literacy" to be taught in schools to protect the youth from misinformation. It is imperative that we embrace technology while remaining cautious of its pitfalls.

Questions

a) How has telemedicine bridged the gap between urban and rural Kenya? (2 marks)

_____

_____

b) What is "**cyber-chondria**" according to the passage? (2 marks)

_____

_____

c) In your own words state the importance of digital technology in healthcare systems (2 marks)

_____

_____

d) State two benefits of robotic surgery mentioned in the text. (2 marks)

i. _____

ii. _____

e) What is the author's tone regarding the future of healthcare technology? (2 marks)

_____

_____

SECTION C: GRAMMAR AND LANGUAGE USE (25 MARKS)

1. Order of Adjectives (2 marks)

Rearrange the words in brackets to complete the sentences correctly:

a) The bride wore a _____ gown.
(white, beautiful, lace, long)

b) Kibet bought a _____ laptop.

2. Sentence Transformation (3 marks)

a) He is tall. He is also very fast.
(Join using: *Not only... but also*)

_____

b) The rain stopped. Then the students started the match.
(Begin: *It was not until...*)

_____

c) I prefer tea to coffee.
(Rewrite using: *Good at*)

_____

3. Cloze Test (5 marks)

Effective communication is the (i) _____ to successful relationships.

One must (ii) _____ observe etiquette (iii) _____ speaking to elders.

For (iv) _____, using words like "please" and "thank you" shows that you (v) _____ respect for others.

4. Vocabulary and Spelling

a) Choose the correctly spelt word by circling it(3 marks)

i. Embarrass / Embaras / Embarass
ii. Occuried / Occurred / Ocured
iii. Harasment / Harassment / Harrassment

b) Identify the homophone (2 marks)

i. Flower: _____
ii. Course: _____

5. Sentence Re-ordering (5 marks)

Arrange the following sentences to make a meaningful paragraph:

A. Finally, click the 'send' button to deliver your message.

D. Then, compose your message clearly in the body section.

E. Ensure you have a stable internet connection before starting.

Correct Order:

_____

_____

_____

_____

_____

6. Quantifiers and Pronouns (5 marks)

a) There isn't _____ (some/any) sugar left in the jar.

b) Each of the students _____ (has/have) received a prize.

c) Neither the teacher nor the students _____ (was/were) present.

d) To _____ (who/whom) was the letter addressed?

e) The cat licked _____ (its/it's) paws.

SECTION D: POETRY (5 MARKS)

Read the poem below and answer the questions.

The Silent Teacher

The wind whispers through the cedar trees,
Telling secrets of the ancient seas.
It has no voice, yet it speaks so loud,
Hidden behind a wandering cloud.
It's a traveler, old and gray,
Chasing the heat of the sun away.

Questions

a) Identify the personification used in the first stanza. (1 mark)

_____

_____

c) Identify a pair of rhyming words. (1 mark)

_____

_____

d) What does the wind symbolize in this poem? (1 mark)

_____

_____

e) Identify an adjective phrase used to describe the wind. (1 mark)

_____

SECTION E: COMPOSITION (20 MARKS)

Complete the following story in about **250 words**, ensuring it follows the given beginning:

"The classroom was uncharacteristically quiet as Mr. Onyiso walked in holding a stack of laptops. We had been waiting for this technological rollout for months, but the look on his face suggested that something was terribly wrong..."

_____

_____

_____

_____

_____

_____

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – ENGLISH

Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

INSTRUCTIONS TO CANDIDATES

1. Answer **ALL** questions.
2. Write your answers clearly in the spaces provided.
3. Read each question carefully before answering.
4. Give complete and grammatically correct answers where required.
5. This examination consists of **TWO sections**:
    - **Section A: Reading and Comprehension – 30 marks**
    - **Section B: Grammar and Functional Writing – 50 marks**

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	A	B	C	D	E	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	10 MARKS	20 MARKS	25 MARKS	5 MARKS	20 MARKS		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTS							8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE														

SECTION A: 30 MARKS

TASK 1: COMPREHENSION – 10 MARKS

Read the passage below and answer the questions that follow.

When learners at **Bomet Senior School** realised that the school kitchen spent a considerable amount of money buying

agriculture teacher, **Mr. Rono**, encouraged the learners to study the soil and determine which crops would perform well.

After conducting a simple investigation, the learners selected vegetables such as kale, spinach and onions. They prepared the land, constructed a small compost pit and planted the crops. They also collected dry leaves and other biodegradable materials to make organic manure.

However, the project soon faced difficulties. There was insufficient water during a particularly dry period, and some seedlings withered. Rather than abandoning the project, the learners discussed possible solutions. They decided to collect water from the laboratory roof and use it carefully on the garden.

The school administration supported their efforts by providing a few watering cans. Parents also donated seeds, while the learners continued making compost from available organic materials.

After several weeks, the garden began producing vegetables. The kitchen used some of the harvest, while the learners sold the surplus to teachers. The money earned was used to purchase additional seeds and gardening tools.

The project eventually became more than a source of vegetables. It taught the learners that careful planning, innovation and teamwork can transform an unused resource into something valuable.

Questions

1. Why did the learners decide to establish a school farm? **(2 marks)**

_____

_____

2. Name **TWO** vegetables grown by the learners. **(2 marks)**

(i) _____

(ii) _____

3. What problem affected the project during the dry period? **(1 mark)**

_____

4. How did the learners respond to the shortage of water? **(1 mark)**

_____

5. State **TWO** ways in which the school community supported the project. **(2 marks)**

(i) _____

_____

_____

TASK 2: CLOZE TEST – 10 MARKS

Read the passage below and fill in each blank with the **most appropriate word**.

THE PEER MENTORING PROGRAMME

At **Kisii Senior School**, a group of learners established a peer mentoring programme to help students who were experiencing difficulties in adapting to senior school life.

The programme was started (1) _____ a group of learners who believed that students could support one another. Before becoming mentors, the learners received guidance from the school counsellor (2) _____ effective communication and confidentiality.

During the first meeting, the mentors explained (3) _____ the programme would operate. They assured the younger learners that their concerns would be treated (4) _____ respect and sensitivity.

One learner admitted that she was struggling to manage her time. Her mentor helped her prepare a timetable (5) _____ included time for study, rest and recreation. Another learner needed help (6) _____ he was finding it difficult to balance schoolwork with responsibilities at home.

The mentors did not make decisions for their fellow learners. Instead, they encouraged them to think carefully (7) _____ possible solutions. When a problem required professional assistance, the mentors referred the learner (8) _____ the appropriate teacher or counsellor.

After several weeks, teachers noticed that many participants had become more confident. The mentors themselves also developed better listening and leadership skills. The programme therefore benefited both those who received support (9) _____ those who provided it.

The school administration encouraged the learners to continue with the programme because cooperation and empathy are qualities (10) _____ can strengthen a school community.

TASK 3: COMPREHENSION – 10 MARKS

Read the passage below and answer the questions that follow.

THE SCHOOL DEBATE

The auditorium at **Kakamega Senior School** was unusually quiet as members of the Debate Club prepared for an inter-school competition. Their topic was whether schools should completely ban the use of mobile phones by learners.

The debate chairperson, **Samuel**, reminded everyone that the purpose of the discussion was not simply to defeat the opposing side. Instead, learners were expected to present convincing arguments while respecting different opinions.

Faith, who supported the ban, argued that unrestricted phone use could distract learners from their studies. She gave examples of students who spent long periods on social media during study time.

As the discussion became more intense, some members began interrupting one another. Samuel raised his hand and waited until the room became quiet. He reminded the members to allow speakers to finish before responding.

The team eventually agreed that the issue was more complicated than simply banning or allowing phones. They proposed that schools should establish clear rules governing when and how mobile phones could be used for educational purposes.

Before the meeting ended, Samuel asked each member to write down one argument supporting the team's final position. He explained that a strong debate depended not only on speaking confidently but also on listening, evaluating evidence and modifying one's position when necessary.

Questions

1. What was the topic of the debate? **(1 mark)**

_____

_____

2. Give **TWO** arguments presented in the debate. **(2 marks)**

(i) _____

(ii) _____

3. Why did Samuel raise his hand during the discussion? **(1 mark)**

_____

_____

4. What compromise did the team eventually reach? **(2 marks)**

_____

_____

5. Explain in your own words the meaning of the statement:

"A strong debate depended not only on speaking confidently but also on listening." (2 marks)

_____

_____

_____

6. Identify **TWO** skills demonstrated by Samuel as the chairperson. **(2 marks)**

(i) _____

SECTION B: 50 MARKS

TASK 4: GRAMMAR IN USE – 30 MARKS

Answer **ALL** questions in this task.

1. Identify the word class of each underlined word.

The **successful** learners **quickly** completed the task **before** sunset.

a) successful – _____ **(1 mark)**

b) quickly – _____ **(1 mark)**

c) before – _____ **(1 mark)**

2. Use the word "light" in two different sentences, using it as indicated.

a) As a noun: (1 mark)

_____

b) As an adjective: (1 mark)

_____

3. Fill in the blank with an appropriate pronoun.

Jane and Asha completed the project by _____. **(1 mark)**

4. Identify the type of phrase underlined.

The learners completed the assignment **with remarkable accuracy**. **(1 mark)**

_____

5. Rewrite the sentence by replacing the underlined words with an appropriate adverb.

_____

_____

6. Construct one meaningful sentence containing an adjectival phrase. (1 mark)

_____

_____

7. Identify the grammatical function of the underlined phrase.

The committee selected **the most responsible learner** as its representative. **(1 mark)**

_____

_____

8. Arrange the following words to form a meaningful noun phrase.

Kenyan / talented / three / young / musicians (1 mark)

_____

_____

9. Identify the type of clause in bold.

The learners continued working **although they were extremely tired**. **(1 mark)**

_____

_____

10. Complete the sentence using an appropriate subordinate clause.

The teacher postponed the practical lesson _____ **(1 mark)**

11. Join the two sentences using a suitable relative pronoun.

The girl won the essay competition. She represented our school. **(1 mark)**

12. Identify the independent clause in the sentence below.

If the weather improves, the agricultural club will resume its activities. **(1 mark)**

_____

_____

13. Rewrite the sentence by changing the dependent clause into a phrase without changing the meaning.

When the lesson ended, the learners left the classroom. **(1 mark)**

_____

_____

14. State whether the following sentence is simple, compound or complex.

The learners completed the experiment, but they forgot to record the results. **(1 mark)**

_____

_____

15. Join the two sentences using an appropriate conjunction.

The road was flooded. The students arrived at school on time. **(1 mark)**

_____

_____

16. Rewrite the sentence in the passive voice.

The science club members planted fifty trees. **(1 mark)**

17. Rewrite the sentence in the active voice.

The school garden was maintained by the agriculture club. **(1 mark)**

_____

_____

18. Rewrite the sentence in reported speech.

Amina said, "I have completed my assignment." **(1 mark)**

_____

_____

19. Rewrite the sentence beginning with the word given.

The learners would have won the competition if they had prepared adequately. **(1 mark)**

Begin:

Had_____

_____

20. Rewrite the sentence using too...to without changing its meaning.

The box was so heavy that the learner could not lift it. **(1 mark)**

Begin:

The box was

_____

_____

21. Add a suitable question tag.

You attended the environmental seminar, _____? **(1 mark)**

22. Correct the grammatical errors in the following sentences.

_____

_____

b) Neither the students nor the teacher **know** the answer. **(1 mark)**

_____

_____

23. Rewrite the following sentence using correct punctuation and capitalisation.

the principal asked jane where she had placed the laboratory keys (2 marks)

_____

_____

24. Correct the spelling errors in the sentence below.

The learners showed great **determination** and **responsiblity** during the campaign. **(2 marks)**

_____

_____

TASK 5: FUNCTIONAL WRITING – 20 MARKS

Your school has announced that it will select **two Grade 10 learners to represent the school in a county-level Young Innovators Exhibition**.

The exhibition will provide learners with an opportunity to present practical solutions to community problems.

You are interested in participating because you have developed an idea for a simple project that can help your community.

You are **Kevin Kiptoo**, a Grade 10 learner at **Fiti Senior School**.

TASK

Write a **formal application letter to the Principal of Fiti Senior School** requesting to be selected as one of the school's representatives.

Your letter should include:

- the purpose of the letter;
- the innovation/project you wish to present;
- relevant skills or qualities you possess;
- reasons why you should be selected;
- a suitable conclusion;
- appropriate formal language and paragraphing.

(20 marks)

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