KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: ENDTERM ASSESSMENT 2026

GRADE 10 – ENGLISH 007 JULY

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 **SIX tasks.**
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.

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SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 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											

Answer all questions in this section.

SECTION A: (30 MARKS)

TASK 1: LISTENING AND SPEAKING (5 MARKS)

*Read the following oral narrative on **Culture** and answer the questions.*

Long ago, in a quiet village nestled near the winding banks of the Tana River, life moved in harmony with the rhythm of nature. At the heart of the village stood the ancient Mugumo tree, its wide branches stretching like protective arms over the people. It was beneath this sacred tree that the elders gathered whenever there was wisdom to share, disputes to settle, or history to preserve.

On this particular evening, the sky glowed with the fading light of the setting sun, painting the horizon in shades of gold and crimson. The air was filled with the soft hum of insects and the distant murmur of flowing water. One by one, villagers arrived and took their places in a wide circle. The elders sat in the center, their faces calm yet deeply lined with the stories of many generations.

They did not raise their voices, nor did they rush their words. Instead, they spoke slowly and rhythmically, their speech guided by the steady beat of traditional drums. Each beat seemed to carry meaning, echoing the heartbeat of the community. The youngest members of the village leaned forward eagerly, their eyes bright with curiosity, while the older youth listened with quiet respect.

The Chief, a tall and dignified man with a voice as deep as thunder yet as gentle as falling rain, rose to speak. He looked around at the gathered crowd before lowering his voice almost to a whisper. "A man who forgets his roots," he said thoughtfully, "is like a tree without water, slowly withering away under the harsh sun." His words hung in the air, powerful and unforgettable.

As the drums continued to beat, the elders began to sing. Their songs told of great journeys, brave warriors, and wise leaders who had shaped the destiny of their people. The stories were not written in books but carried in memory, passed down from one generation to the next like a precious inheritance. The voices of the elders rose and fell like waves, creating a melody that wrapped itself around every listener.

The youth sat still, absorbing every word, every rhythm, every lesson. They understood that these stories were more than entertainment—they were the roots that anchored them, the identity that defined them, and the guide that would shape their future. Under the great tree, as night slowly replaced day, the village became one, united by memory, culture, and the enduring power of storytelling.

a) Identify and write down one **simile** used in the passage. (1 Mark)

_____

b) Imagine you are performing the Chief's speech before an audience. Describe **two effective ways** you would use your voice to bring out the meaning and emotion of his words. (2 Marks)

i. _____

ii. _____

c) Identify the **alliteration** used in the first paragraph of the passage and explain its effect on the reader. (2 Marks)

i. _____

ii. _____

TASK 2: COMPREHENSION (5 MARKS)

*Read the passage below on **Environment and Income**.*

The Mau Forest is one of the most important natural resources in Kenya, stretching across vast highland areas and supporting both people and wildlife. It is not merely a collection of trees, as some might assume; rather, it functions as a vital "water tower" that supplies water to major rivers, lakes, and agricultural regions across the country. These water sources are essential for farming, industry, and domestic use, making the forest a lifeline for millions of Kenyans.

For communities living around the forest, the Mau provides more than just environmental benefits. Many families depend on it for their daily survival and economic well-being. Through sustainable activities such as bee-keeping, locals harvest honey which they sell in nearby markets. Others engage in eco-tourism, guiding visitors through the forest and sharing knowledge about its biodiversity. These activities allow people to earn a living while still protecting the environment.

However, this delicate balance is under serious threat. Illegal logging has led to the destruction of large sections of the forest, while charcoal burning continues to degrade the remaining areas. As trees are cut down, the ability of the forest to store and release water is reduced. This not only affects nearby communities but also has far-reaching consequences for other regions.

One clear example is the relationship between the Mau Forest and the tea-growing areas of Kericho. The forest plays a key role in regulating rainfall patterns that are essential for tea farming. Without adequate rainfall, tea plantations would suffer reduced yields, leading to significant economic losses and unemployment for thousands of workers.

Therefore, conservation of the Mau Forest is no longer just an environmental concern or a "green" hobby. It has become an economic necessity for Kenya's future. Protecting the forest means safeguarding water resources, preserving jobs, and ensuring sustainable development for generations to come.

a) Explain why the Mau Forest is referred to as a "water tower." (1 Mark)

_____

_____

b) Identify and explain **two sustainable economic activities** practiced by communities living near the forest. (2 Marks)

i. _____.

ii. _____

c) Describe the relationship between the Mau Forest and tea plantations in Kericho. (1 Mark)

_____

_____

d) In your own words, explain the meaning of the phrase **"economic necessity"** as used in the passage. (1 Mark)

_____

_____

_____

TASK 3: CLOZE TEST (5 MARKS)

Fill in the blanks with the most appropriate word.

Artificial Intelligence is changing (1) _____ we live and work. In many Kenyan (2) _____, students are now using tablets to access digital textbooks. While this technology (3) _____ learning more interactive, it also requires (4) _____ to be careful about cyber-safety. We must ensure that every (5) _____ has the skills to navigate the internet responsibly.

TASK 4: CONVERSATION (5 MARKS)

*Complete the dialogue between a **Coach** and a **Student** regarding **Sports and Etiquette**.*

Coach: (1) _____ (1 Mark)

Student: Thank you, Coach. I am a bit nervous about the football finals in **Kakamega**.

Coach: It is normal to be nervous, but remember that teamwork is key.

Student: (2) _____ (1 Mark)

Coach: Correct. Even if the referee makes a mistake, you must remain polite. That is sportsmanship.

Student: What should we do if the opposing team starts shouting at us?

Coach: (3) _____ (1 Mark)

Student: (4) _____ (1 Mark)

Coach: Exactly. Your talent wins games, but your character wins respect.

Student: (5) _____ (1 Mark)

SECTION B: (50 MARKS)

TASK 5: GRAMMAR (30 MARKS)

A. Give the answers as instructed in each question below (10 Marks)

a) The traveler reached the station. The train had already left. (Join into one sentence using **'By the time'**)

_____

_____

b) Neither the teacher nor the students_____ (is/are) present in the lab. (Choose the correct verb)

c) "I will visit the **Maasai Mara** next month," said Sarah. (Change to Indirect Speech)

_____

_____

d) The nurse treated the patient with great care. (Underline the **Adverbial Phrase**)

e) He is too tired to continue the journey. (Rewrite using **'so...that'**)

_____

_____

B. *Fill in the blanks using the correct form of the word in brackets.* **(10 Marks)**

a) The (maintain) _____ of our national parks is expensive.
b) She spoke (polite) _____ to the visitors.
c) Technological (innovate) _____ has improved farming.
d) He is the (wealthy) _____ businessman in **Mombasa**.
e) Safety (regulate) _____ must be followed in the workshop.

C. *Rewrite the following paragraph, correcting all punctuation and spelling errors.* **(5 Marks)**

yesterday we traveled to machakos for a sports event. the weather was hot but we enjoied the trip? our coach said, "always be punctual".

_____

_____

D. Give the correct answer for each question below

a) Rewrite the following sentences using the correct pronouns. (2 marks)

Mary and _____ went to the library. (I / me)
The teacher spoke to James and _____ after the lesson. (he / him

b) Fill in the blanks with suitable prepositions. (2 marks)
   i. The pupils sat _____ the tree to take their lunch.
   ii. We arrived _____ the station before the train left.

c) Add the correct question tags. (1 mark)

Let's go for a walk, _____?

TASK 6: WRITING COMPOSITION (20 MARKS)

*Write a composition of about **250 – 300 words** on ONE of the following.*

Option 1: Narrative Writing Below is the beginning of composition, complete it making it as interesting as possible

It was still early in the morning when I boarded the bus heading to Nairobi. My heart was filled with both excitement and fear…….

OR

Option 2: Argumentative Writing "Technology has done more harm than good to our **Culture** and traditional values." Write a composition supporting or opposing this statement.

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