

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_

**101/  
ENGLISH  
FORM TWO  
2<sup>ND</sup> TERM 2015  
2 ½ HOURS**

**Kenya Certificate of Secondary Education  
ENGLISH  
FORM TWO 2<sup>ND</sup> TERM EXAMINATION 2015**

**Instructions**

- Write your name and your class in spaces provided above
- Answer all the questions in the spaces provided
- All your answers must be written in the spaces provided

**For Examiner's use only**

QUESTIONS	MAXMUM	SCORE
WRITING	20	
CLOZE TEST	10	
ORAL SKILLS	20	
READING SKILLS	20	
GRAMMER	20	
ORAL LITERATURE	10	
<b>TOTAL</b>	<b>100</b>	

*This paper consists of 7 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.*

**FUNCTIONAL WRITING (20 MARKS)**

Imagine that you are the organizing secretary of a Mr. Peter Lome's graduation party. Peter has graduated with a First Class Honours Degree from the University of Nairobi. Design an invitation card to be sent to the guests. (20 marks)

**CLOZE TEST**

**Fill in the gaps with the most appropriate word (10marks)**

Since caning was..... from our schools, many teachers feel like their hands are....., and they just watch as things grow from bad to worse. Some..... have taken advantage of this situation and they feel they can do anything and get..... with it because there are no consequences for their behavior.

It is very important to..... open communication between teachers, students and school administration. This can help the teachers know and understand what is going on with their students. There are schools that have..... boxes that students use to write about the issues that need attention. If there is a ..... relationship between the teachers and students that is ..... by genuineness, trust, warmth, empathy and understanding, then the students will ..... free to speak out their fears, and concerns. Some of the incidents that we have witnessed are a way of students crying out for .....

**ORAL SKILLS (20 MARKS)**

**a) For each of the words below, write another word that is pronounced in the same way. (5marks)**

- (i) Fowl
- (ii) Quay
- (iii) Tea
- (iv) None
- (v) Heir

**b) To fill in the blank spaces, choose the correctly stressed word. Note that the stressed part of each word is indicated in boldface and a stress mark above it. (5marks)**

- (a) A nationwide..... was carried out. ('survey, sur'vey)
- (b) I really want to ..... my public speaking skills. ('perfect, per'fect)
- (c) The rumour has caused a huge ..... among us. ('upset, up'set)
- (d) We really ought to ..... the right image. ('project, pro'ject)
- (e) Our school won the football ..... ('contest, con'test)

**c) Would your voice rise or fall on each of the words in boldface? Note that some punctuation marks have been left out. (7marks)**

Rose: Are you sure your name is **Dolly**?

Dolly: **Yes** (with finality)-fall

Rose: I didn't hear you. Did you say "**yes**" ?

Dolly: I **did** -fall

Jacky: Dolly, you actually said "**no**".

Dolly: (surprised) **I did**?

Jacky: Yes, you **did**.

Dolly: I'm sorry then.

**d) For each of the following sets of words, identify the odd one out according to the pronunciation of the underlined sounds. (3marks).**

i) Knot, note, not

ii) Weapon, weed, wed

iii) breathe, breath, breadth

## **Comprehension**

**(20mks)**

**Read the following passage and answer the questions that follow.**

Ethnocentrism is a way of putting ourselves at the center of everything and judging all others by our standards. It is a universal weakness and one that is at the root of most tribal and racial misunderstanding. While we consider ourselves superior and exalt our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent, moral un-enterprising materialistic. The more different these people are from us the stronger our condemnation.

But this outlook raises a key question- what are the criteria for making these judgments? In each society customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as in many parts of Africa, old people are held in very high esteem. Custom demands respect for the old, and in some cases superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy great deal of respect; they are consulted in decision-making and they continue to head their households

even when their sons are grown up. We find it inconceivable that people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture often with enemies in pursuit. The old were a burden and if captured would be tortured to death: it was kinder to kill them

A further example of apparently strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small and domestic help is not readily available to care for the old. In an old people's home, they will have company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create discord in the society, they are justifiable.

Variations abound in all forms of behaviour. What for example, is the standard form of greetings? For some of us the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans our elaborate hand-shaking and exchange of courtesies may appear too ritualistic and waste of precious time. The Buganda women kneel in greeting. Those sensitive about equality of sexes may find this behaviour objectionable. The French hug and kiss when they meet friends- some Africans may find this embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity talking about the international man-one who can travel to any corner of the globe equipped with international language, dress and manners. But shall we become sufficiently international so that we are no longer ethnocentric or shall we remain intolerant?

- a) Why according to the passage should we not condemn other people's customs?  
(3 marks)

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b) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old. (4 marks).

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d) What does the writer achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia and Brazil? (2 marks).

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e) What is the writer's attitude towards the old people among the nomadic tribes in Brazil and Australia? (2 marks)

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f) In not more than four sentences. State the theme of this passage. (4 marks)

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g) Explain the meaning of the following words as used in the excerpt;

(5 marks)

i. Root

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ii. Exalt

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iii. Inconceivable

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iv. Apparently

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v. Discord

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**GRAMMAR AND USAGE (20 MARKS)**

**a) Change the following into their possessive form.**

i) The drug of my patient has expired.

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ii) The leg of the of the bed was not fixed properly.

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iii) A friend of my sister bought us a computer.

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(iv) Books belonging to the teachers must be carefully handled.

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(v) The bicycle belonging to his brother-in-law is imported.

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**b) Arrange the adjectives given in brackets to complete the sentences given. (5marks)**

(i) She wore.....jacket. (Indian, leather, black)

(ii) She gave her child.....mango. (Tanzanian, yellow, fresh)

(iii) The company is proud to introduce.....drink. (new, pineapple, refreshing)

(iv) They live in a .....house. (big, concrete, brown)

(v) My uncle bought a .....vehicle. (huge, black, expensive)

**c) Fill in the blank spaces with suitable indefinite pronouns. (5marks)**

(i) You are the only one left. .... has left.

(ii) Have you come across ..... as quiet as she is?

(iii) ..... was awake when I arrived.

(iv) There is ..... lying on the bed.

(v) Will ..... ask her to speak louder?

**d) Convert the following sentences into reported speech. (5marks)**

(i) "Where on earth is my house!" cried the victim.

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(ii) "All is well that ends well," said the sage.

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(iii) "The teachers will be seated shortly," said the leader.

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(iv) He complained, "Surely, why have you humiliated me?"

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- (v) "Will you girls help me with speech training?" Ambi inquired.

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**Oral Literature (10marks)**

**Read the following song and answer the questions that follow.**

Mother, give me peas, I am

Going to sow

I go, I go, I go, I go to sow.

If it had not been for Kitiezo

The wild vegetable, hunger

Would have killed us

When you have meat, you grind

With a smile on your face

I go, I go, I go, I go to sow

(*Popular Culture of East Africa: Oral Literature, Longman, 1972*)

**Questions:**

- a) Classify this song. (2marks)

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- b) What is the persona's attitude towards work? (2marks)

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- c) What makes this a song? (4marks)

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- e) Is there any rhythm? What is the effect? (2marks)

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