

FORM TWO ENGLISH -END OF TERM TWO EXAM - 2016

Name..... Adm no .....

Stream..... Date..... Signature .....

**Instruction**

Answer all questions

For Examiner's use only

Functional Writing	10 mks	
Comprehension	20 mks	
Oral skills	20 mks	
Grammar	20 mks	
Total	70 mks	

**1.FUNCTIONAL WRITING (10MKS)**

Imagine you have an appointment with a friend to seek counsel on a problem that has affected your relationship with your parents, academics and the way you view life. Your friend gives you some counsel and you feel better. Write a dialogue that you would hold.

**2. COMPREHENSION (20mks)**

*Read the passage below and then answer the questions that follow.*

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture-life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more staggering-and all the more shameful-that more than one billion people in the developing world are living in poverty. Progress in raising average incomes however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years, in Japan it is almost 80 more than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuity toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty- Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too suffer disproportionately, and the future quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrolment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of the economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty.

How many poor people are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2marks)

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b) How does the author feel about the progress made so far by the developing world? (2marks)

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c) Why does the author mention Japan?

(1mark)

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d) What is odd about the poverty situation in South Asia?

(2marks)

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e) Explain the relationship between poverty and a high population

(3marks)

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f) Rewrite the following sentence in the singular

“They are also less educated, and have less access to remunerative activity”

(1mark)

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g) Why is a girl doubly disadvantaged in a poor country?

(3marks)

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h) In about 55 words, summaries, the main argument of the author

(4marks)

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i) Explain the meaning of the following words as used in the passage

(2marks)

Staggering.....

Compromised.....

**3. ORAL SKILLS (20mks)**

i) Write a word which sounds the same as each of the following:

(5 mks)

- a) Sale - .....
- b) Yew - .....
- c) Wet - .....
- d) Seen - .....
- e) Ate - .....

ii) What should one remember to say and do when receiving a call for someone else?  
(5mks)

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iii) A guest came to your school last month. All the students really enjoyed the presentation.  
Mention four possible strengths of the speaker.(4 mks)

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iv) Underline the silent letters in the following words. ((3mks)

a)Psychology

b)Debt

c)Solemn

v) Ni kanini lakini mwenyu ndakasinda kuuw'a (kamba)  
(A small married woman who cooks better than your mother)

(a) Identify the genre above. (1 mark)

(b) Mention two things that are lost during the translation above. (2 marks)

**GRAMMAR( 20MKS)**

**Q1. Underline the appropriate word to fill the blank spaces in the following sentences.**

(5mks)

- a). Everyone (exchange, exchanges) gifts such as cards, chocolates or flowers.
- b). Many (give, gives) shoes, symbols of prosperous year, to (its, their) relatives.
- c). Neither of us (intend, intends) to pursue their career.
- d). When someone (call, calls) me, I often ignore.
- e). Each Kenyan family (has, have) (its, their) unique way of celebrating Christmas.

**Q2. Choose the correct spelt alternative to complete the following sentences.(5mks)**

- a).To avoid any( argument/ arguement) Bandari agreed with what her father had said.
- b). The( meeting /meeting started late because there was no quorum for a long time.
- c). We (cannot / can not) accompany you to Webuye because he is not feeling well.
- d). Onyando decided to write his letter on a (foolscap/ fullscap) because he did not have a writing pad.
- e). Nyawira is planning to start a( business/ bussines) after completing her education.

**Q3. Complete the following sentences with a, an or the. (5mks)**

- a) Naomi is \_\_\_\_\_ clever girl.
- b)I enjoyed \_\_\_\_\_play "Betrayal in the City" by Francis Imbuga.
- c)Please buy for me \_\_\_\_\_ bar of chocolate when you go shopping.

d) English is \_\_\_\_\_ enjoyable subject.

e) I will be back in \_\_\_\_\_ hour.

**Q4. Choose the correct verb from the ones given in brackets. ( 5mks)**

a) The Safari was a fantastic but Oliech (caught, caught) a terrible cold.

b) This motor cycle (cost, costed) the technician a fortune.

c) Kungu (swore, swore) that he would never go to Gikomba.

d) The prime minister (flew, flied) to South Africa.

e) The water pipe near the gate ( bursted, burst)