

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

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

101/  
**ENGLISH**  
**FORM ONE**  
**2<sup>ND</sup> TERM 2015**  
**2½ HOURS**

**Kenya Certificate of Secondary Education**  
**ENGLISH**  
**FORM ONE 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	10	
READING SKILLS	20	
GRAMMER	30	
POETRY	10	
TOTAL	100	

*This paper consists of 10 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.*



**CLOZE TEST**

**Fill in the gaps with the most appropriate word**

**(10marks)**

Maingi died after being shot.....the head and chest. In his pockets, police found a home-made gun, three supermarket.....cards, three ID cards belonging to.....people, his own ID card and cash.

From the car, police.....several fake car plates, unknown liquids in bottles, several mobile phones, .....SIM cards, handcuffs and a.....satellite phone.

According to the police, Maingi had.....involved in several robberies in Westlands, Kileleshwa.....Runda areas. 'We have CCTV.....taken during a robbery in Peponi Road. The man was one of the robbers. In the footage, he is seen holding.....AK-47 rifle,' Mr. Otieno said.

**ORAL SKILLS (10 MARKS)**

**Supply another word that is pronounced the same.**

**(2marks)**

a) (i) Male

(ii) What

(iii) Hole

b) **A friend of yours calls to invite you to a birthday party. Below is part of the conversation. Fill in the other part.** **(7 marks)**

**Friend:** Hallo, can I talk to Anne?

**Parent:** Hallo, please hold on... **(parent calls out and hands over the phone)**

**You:**

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(1mark)

**Friend:** I am fine, I would like to invite you to my birthday party.

**You:**

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(1mark)

**Friend:** On Saturday at my home.

**You:**

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(1mark)

**Friend:** At 2.00p.m.

**You:**

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(1mark)

**Friend:** Oh! All our friends! Joy, Mary, Susan and others.

**You:**

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(1mark)

**Friend:** Bring a gift if you wish.

**You:**

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(1mark)

**Friend:** Thank you. Good bye. See you then.

**You:**

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(1mark)

### COMPREHENSION (20 MARKS)

Read the passage below and answer the questions that follow.

Africa wastes its women as much as it does its children. In many African societies, the woman is beast of burden. She is exploited like a cow which produces offspring, gives milk and has the force to work and offer pleasure. But when she is old and tired, she is no longer valued highly.

Far fewer women than men can read and write. But they carry 90 percent of the water and firewood. An average woman's workday runs up to eighteen hours-rearing children, pounding grain, farming, cooking and hauling produce to the market.

Women, often illiterate, dominate market places, selling this and that. Some run small businesses with admirable success. When wronged, they face police with surprising courage. But few **stand up to** their husbands. They live in fear that their husbands will throw them out.

In the field of agriculture, they don't fare any better. Agricultural modernization always passes through the heads of men while it is the women who form the pillar of family food production. When a farmer decides to devote two-thirds of his land to cash crops, he is counting mainly on feminine labour, but the women never take part in the decision that **wreaks havoc** on their work schedule.

But all is not lost. In every country in Africa, women have shown that they can increase productivity, run flourishing enterprises, and devise new ways of **augmenting** family income. To do this effectively, however, they must first break free of retrogressive traditions.

One way of doing this is to empower themselves economically. They can liberate themselves to a great extent by joining self-help projects which generate income. There is no shortage of the profitable activities they could engage in-growing vegetables and fruits both for sale and home use, poultry-keeping, pottery and weaving. Those who can access credit could run posho mills and supply their local communities with clean water.

The beauty of it all is that in these projects, women get to manage their own affairs-finances and all. And as has been proven time and time again, women can be very good managers. It is not surprising, therefore, that many banks across Africa are extending loans to such women projects.

There is another front on which the battle to liberate women must be fought. Improving their lot should and must start with health and nutrition. In much of Africa, a woman is more likely to die during childbirth than a woman her age in the developed world. Her children are also more likely to die of disease and malnutrition before age five. These diseases include whooping cough, diarrhea, and malaria. The HIV/Aids pandemic has greatly complicated the situation.

Basic hygienic education can save a lot of lives. It is for this reason that the government and private volunteer agencies often concentrate on mother-child nutrition care. The mothers are taught, for instance, that oral rehydration salts can restore essential fluids to a child stricken with severe diarrhea. They are also made aware of locally available nutritious foods that can boost their health and that of their families.

It is encouraging to note that though the situation seems grim for the African woman, something positive is being done to uplift her status.  
(Adapted from **Thinking Globally** by Andrew E. Robson, New York: McGraw-Hill Companies 1997)

**Questions**

1. In what way is an African woman treated like a cow? (2marks)  
\_\_\_\_\_  
\_\_\_\_\_
2. Describe the chores that make an African woman a beast of burden. (2marks)  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do you think the author says that men should consult women before deciding what to do with their farms? (2marks)  
\_\_\_\_\_  
\_\_\_\_\_
4. Rewrite the following sentences according to the instructions given after each (4marks)
  - (i) Far fewer women than men can read and write.  
{Rewrite the sentence to begin with: "There....."}  
\_\_\_\_\_  
\_\_\_\_\_
  - (ii) But all is not lost.  
{Replace "but" in the following sentence with another word without changing the meaning.}  
\_\_\_\_\_  
\_\_\_\_\_
5. Does the author think that traditions hinder the economic progress of women? Explain your answer. (2marks)  
\_\_\_\_\_  
\_\_\_\_\_

(v) Corruption is a **continuous** problem in Kenya today.

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(vi) I **have an impression** that this is a case of food poisoning.

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(vii) Mikisi told me that he **valued** the influence his mother had on their lives.

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(viii) We **tried very hard** to convince the head teacher that we were not on the wrong.

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(ix) The president **sent off** a team of experts to assess the damage caused by flooding.

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(x) Was that a fair **judgement** that the cows belonged to Hare?

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b) **Correct the error in each sentence below.**

**(5marks)**

(i) I went for shopping yesterday.

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(ii) "My names are Mary Awiti," the little girl answered.

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(iii) How do you hope to find the lost child between so many people?

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(iv) Do you care if I take another cup of tea?

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(v) They had left their belongings all across the room.

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6. How can the full potential of women be exploited? (3mark)

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7. Explain how useful basic hygiene education is. (2marks)

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8. Give the meaning of the following words according to how they have been used in the passage. (3marks)

(i) Stand up to

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(ii) Wreak havoc

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(iii) Augmenting

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**GRAMMAR -30 MARKS**  
a) From the sentences below, replace the underlined words with a word or a phrase from the box. (10marks)

**Dispatched, suspect, lagged behind, verdict, plight, voluntary, laboriously, struggled, persistent, an orphanage, appreciated**

(i) The relatives have decided to take the children to a place where children without parents stay.

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(ii) Most of the athletes who had not trained couldn't keep pace.

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(iii) Most of the work I do is not paid for.

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(iv) The provision of free primary education has eased the unfortunate condition of orphans.

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**POETRY- (10 MARKS)**

**Read the following poem and then answer the questions that follow.**

**PURGING (By Bonifas Wasira)**

You were given to me,  
As a steward I cared for you  
You morphed from baby to boy,  
Changed from youth to manhood.  
But death dealt us a blow  
Before you gave us a daughter-in-law,  
And grandchildren to love and spoil.  
We mourned and moiled but back  
We couldn't bring the departed you.  
Life and death is a real dream of life,  
With no morning to wake up to!  
I wonder; do I really exist?  
I'm in a lifelong dream,  
Only to wake up upon a death day bed?

**Questions.**

- (i) Who is the persona in this poem? Give a reason for your answer. (2marks)
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- 
- (ii) Why do you think the title 'purging' is an appropriate one in relation to the subject matter? (2marks)
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- 
- (iii) What is the poem about? (4marks)
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- 
- 
- (iv) In your own opinion, why should death be equated to a robber? (2marks)
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**c) use the correct form of the adjective in brackets to fill in the blank spaces. (5marks)**

- (i) The problem now looks more ..... than before. (manage)
- (ii) The witness's evidence is not ..... in court. (admit)
- (iii) Torome is a ..... little boy. (mischief)
- (iv) Is this ..... of a Kenyan school? (type)
- (v) Lena's husband is very ..... of every thing she does. (support)

**d) Supply the correct prepositions. (4marks)**

- (i) The police could not find any witness ..... the accident.
- (ii) The thief was oblivious ..... the trap.
- (iii) Habiba is good ..... mathematics but poor in<sup>√</sup>1 history.
- (iv) I congratulate all of you for ..... your admission to Form One.

**e) For each pair of words below, construct two sentences to bring out the difference in meaning between them. (6marks)**

(i) (a) Continuously  
\_\_\_\_\_  
\_\_\_\_\_

(b) Continually  
\_\_\_\_\_  
\_\_\_\_\_

(ii)(a) Stationery  
\_\_\_\_\_  
\_\_\_\_\_

(b) Stationary  
\_\_\_\_\_  
\_\_\_\_\_

(iii)(a) Loose  
\_\_\_\_\_  
\_\_\_\_\_

(b) Lose  
\_\_\_\_\_  
\_\_\_\_\_