

FORM TWO HOLIDAYS SMART PASS **ENGLISH 10 QUESTION PAPERS**



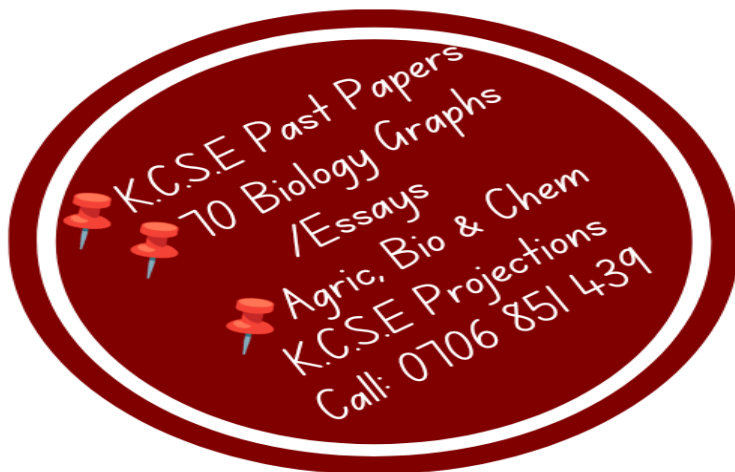
FORM 2 HOLIDAYS SMART PASS **ENGLISH** **TEN QUESTION PAPERS**

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FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 01

1.Functional writing:

(10 mks)

Imagine you are to visit a relative who stays in Nakuru for 2 days. You realize that you have to buy new things for your packing and some groceries for your host. Prepare a shopping list.

2.COMPREHENSION.

(20 MKS)

Read the following story and answer the questions that follow.

“Elephant learns some manners”

One day elephant came across Squirrel on the path to the river. The proud and lordly Elephant swept Squirrel off the path with his trunk, rumbling, “Out of my way, you of no importance and tiny size”.

Squirrel was most offended, as he had every right to be. Stamping his little feet in a rage, he decided that he was going to try and teach Elephant some manners.

“Ho!” shouted Squirrel indignantly, “you may be very tall, and you may be very proud, and I bet you think you’re the greatest animal on earth, but you are much mistaken!”

Elephant looked round in surprise. “I am not mistaken, Squirrel”, he rumbled, “I am the greatest, and everyone knows it”.

“Let me tell you something, Elephant,” said Squirrel, chitterling angrily and flicking his tail, “I may be small, but I can eat ten times as much as you! I challenge you to an eating contest – and I bet you that I, Squirrel, can eat more palm nuts, and for a longer time, than you, high and mighty Elephant!”

Elephant roared with laughter. He was so amused, in fact, that he accepted the tiny creature’s challenge. Besides, he was rather fond of palm nuts.

So both animals collected a huge pile of palm nuts and agreed to start the contest the very next morning at first light. Elephant could hardly wait. He even skipped his evening meal of acacia pods so as to be truly empty for the morning. He intended to put Squirrel firmly in his place, once and for all.

The next day dawned fine and sunny, as it often does in Africa, and the two contestants started to eat.

Elephant munched steadily through his pile, with a fine appetite. Squirrel, nibbling away furiously, was soon full to bursting. Quietly, he slipped away, sending a cousin who was hiding nearby to take his place. Elephant was so absorbed in his greedy task that he didn't even notice. Brothers, sisters, cousins, uncles, aunts – one hungry squirrel after another took a turn at the pile of palm nuts.

Eventually, at midday, Elephant looked up. “Well, Squirrel, have you had enough yet?” he asked, surprised to see his small adversary still busily eating. Not only was he still eating, but his pile of palm nuts was disappearing almost as fast as Elephant's own.

“Not yet!” mumbled Squirrel, his mouth full, “And you?” “Never!” replied Elephant scornfully. And he started to eat a little faster. By the time the sun was setting, Elephant was so full he could hardly stand. He looked over to where Squirrel, who had come back after a day of sleeping in a nearby tree), was still eating more palm nuts. Elephant groaned.

“Truly you are amazing, Squirrel,” he said. “I cannot go on, and I'm forced to admit that you have won the contest”. And he lifted his trunk in salute. Squirrel, hopping with delight, thanked Elephant and told him not to be so proud in future. And from that day to this, Elephant has always shown great respect for Squirrel.

(When Hippo was Hairy and Other Tales from Africa, Lutterworth Press, 1990)

- a) Classify this narrative with reasons. (2mks)
- b) Explain why the squirrel was offended. (6mks)
- c) Mention two items that the elephant liked to eat. (2mks)
- d) Elephant was so full that he could hardly stand. (Rewrite; beginning: So full.....) (2 mks)
- e) Identify 3 aspects of style used in the narrative . Illustrate each. (3mks)
- f) Identify and illustrate character traits of:
 - (i) Elephant (2mks)
 - (ii) Squirrel (2mks)
- g) Write one English proverb to summarize the moral lesson in this narrative. Explain. (3 mks)
- h) Explain the meaning of the following as used in the passage. (2 mks)
 - (i) Intended
 - (ii) Full to bursting

3. POEM:

Read the poem below and answer the questions that follow.

(15 marks)

I had a dream last night, I dreamed
I had to pick a mother out.
I had to pick a father too
At first, I wondered what to do,
There were so many there, it seemed.
Short and tall and thin and stout.
But just before I sprang awake.
I knew what parents I would take.

And this surprised and made me glad:
They were the ones I always had!

- a) Write a rhyme scheme of the poem above. What is its effect? (4mks)
- b) Mention three sound patterns that the poet has used. (3mks)
- c) Which words would you stress in line 7 of the poem? (3mks)
- d) How would you say the last line of this poem? (2mks)
- e) If you are performing this poem to your classmates, how would you know that they are not concentrating? (3 mks)

4.CLOZE TEST.

(10mks)

Demi and Mathathi were(1) of the tribe.
.....(2) cut down trees and cleared the dense forests
.....(3) cultivation. They owned
.....(4) cattle, sheep and goats and they often sacrificed to
Murungu and held communion with the ancestral spirits. Waiyaki had(5)
about these two generations of the tribe and he was proud of them. Only he wished he knew what
they had(6) like. They must have been great and
strong to have braved the(7) of the forest.
Sometimes in the bush, he and (8) boys played Demi and
Mathathi. One day a boy from Koina told Waiyaki.
“.....(9) cannot be Demi”.
“Why?” he asked. The other(10) came round.

5.GRAMMAR.

(15mks)

1. Give the silent letter in the following words.

(5 mks)

- (i) Pitch
- (ii) Lamb
- (iii) Palm
- (iv) Bridge
- (v) Honour

2. Match the phrasal quantifiers with right nouns.

(5 mks)

- 1. A bundle of.....
- 2. A tube of.....
- 3. A pinch of
- 4. A bouquet of
- 5. A blade of

3. Fill in each gap in the following sentences with a possessive pronoun.

(5 mks)

- (i) This computer belongs to Kurgat. It is
- (ii) This house belongs to me. It is
- (iii) This country belongs to us. It is.....
- (iv) These balls belong to the boys. They are
- (v) This handbag belong to Joan. It is

-END-

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 02

1. FUNCTIONAL WRITING

In not more than 250 words,
Write a letter of apology to the head teacher of your school giving reasons as to why you did not attend the school's academic day.

(20mks)

CLOZE TEST

(10MKS)

Fill in the blank spaces with the most appropriate word.

'I am done! I am done!' my voice echoed in the forest. I wept aimlessly. I did _____ know whether I was weeping because my friend was dying _____ because I had very little hope of _____ the next sunrise _____ fell like a heavy _____ covering the whole country around us. A hyena, which was apparently watching _____ helplessness, made an noise which sounded like a hoarse laughter. _____ frightened me so much that I could hear my own _____ beating. I shouted as _____ as my empty stomach would allow me and the _____ ran to the forest. From that day to this, when I am telling this story, I have never been confronted by such a problem.

ORAL SKILLS (30MKS)

1. Read the poem below and answer the questions that follow.

I had a dream last night. I dreamed
I had to pick a mother out.
I had to pick a father too
At first, I wondered what to do,
There were so many there, it seemed,
Short and tall and thin and stout,
But just before I sprang awake,
I knew what parents I would take.

And this surprise made me glad;
They were the ones I always had!

Questions.

- i)** Explain how the poet achieves rhythm in the poem (3mks)
- ii)** Which words would you stress in line 7 of this poem? (2mks)
- iii)** How would you say the last line of this poem? (1mk)
- iv)** You are performing this poem to your classmates. How would you know that they are not concentrating? (4mks)

2. Identify the shortcomings in Nyasuguta's telephone skills in the following conversation.

Nyasuguta: (Dialing a number) Is that Turbo wholesalers?

Voice 1: Sorry, wrong number

Nyasuguta: (Tries several other numbers unsuccessfully and eventually gets it right) Is that Turbo wholesalers?

Voice2: Yes it is. Can I help you?

Nyasuguta: I want to order Maize flour.

Voice 2: How many bales, Madam?

Nyasuguta: Just a minute (turns from the phone and asks her husband how many bags they need). Ten bales.

Voice 2: Any preference in the brand?

Nyasuguta: of course! Everybody goes for pembe brand.

Voice 2: Anything else, Madam?

Nyasuguta: No. But I want them delivered

Voice 2: When and what address?

Nyasuguta: Before too long to shop number eight, Musembe shopping centre.

Voice 2: Pardon, what was the number again?

Nyasuguta: (Impatiently and shouting) 8-9-5

Voice 2: We will deliver them in an hours time. Thank you Madam. It has been a pleasure doing business with you.

- a)** Shortcomings (5mks)
- b)** Identify instances of etiquette as used by voice 1 and 2 (4mks)

3. Identify the silent letter / sound in each of the following words. (6mks)

- i)** Fracas –
- ii)** Bomb –
- iii)** feign-
- iv)** Psychology-
- v)** wrap -
- vi)** Juice-

4. In the following sets of words identify/ underline the odd one out.

- i) Choir chord chore chain
- ii) Gas germinate grace guise
- iii) cynic cycle census chat
- iv) Chef chain chores charge
- v) Ambush Amass Amoeba Amaze

2. COMPREHENSION (20 MKS)

Read the passage below and answer the questions that follow

TATII'S PROBLEMS

She has lived a state of uncertainty since 1982. Her life has been dreary and full of disappointments. Her parents have been strict and demanding. She has had not time to visit her friends and cousins living upcountry. Every time, she has asked her parents to let her go and pay a visit to her friends, they have said, “You cannot go to visit your friends until you have finished your studies. Life had become very difficult in this country because of too many jobless young people. The situation has been made worse by the great number of examinations failures. No daughter of ours is going to be like these unemployed people. So you see, Tatii, you cannot go upcountry until your ‘O’ levels are over.

It has been like that for the past four years. Her life has been that of a zombie. She has listened to her mother’s sighs and her father’s preaching. The ‘O’ level results are out and her parents won’t believe that she has not passed.

What is she going to tell them? She had hoped to please her parents by securing entrance to the university, but all is now lost. Yes nearly lost. All would have been lost if Mrs. Ngueso, the school career teacher, hadn’t been called in to calm down Tatii and advise her parents.

Poor Mrs. Ngueso! She has had quite a task to save Tatii from her harsh parents. Tatii’s father has been the most difficult one to convince that Tatii is not the only girl who has failed her ‘O’ level examinations. As soon as he had seen Mrs Ngueso, he had started complaining that teachers no longer caned the children to make them work hard enough to pass their examinations. at some point in his discussion with Mrs. Ngueso, Tatii’s father had nearly lost his temper. But Mrs. Ngueso had been his match! She had braved his sour looks and insisted that it was Tatii they had met to discuss and not just any other school child.

She said, Tatii has worked well, but I has constantly appeared as if she has lacked the social support she needed to succeed. Tatii is a very girl but she has been very unhappy. Particularly

lately. Sir, the girl needed moral support from you, her parents, as well as from school. The school can give some moral support and the academic support a child needs. But most of all the parents have always been expected to encourage their children in the most crucial movements of their life. May be you and to some extent the school, owe Tatii some assistance.

Now Tatii's mother spoke for the first time. "Baba Tatii, let us do as Mrs. Ngueso says. The child has been very unhappy. I haven't told you this bhut since the appearance of the examination results I have lived in fear. Tatii has behaved very strangely at times. Her friends have reported that she was planning to run away from home. Please let us give her a second chance"

Tatii's father turned and looked at his wife for the first time sine Mrs. Ngueso arrival. He saw in her pleading eyes the pain of a loving mother. He quickly looked away. At that moment he realized how very blind he had been to his wife and daughters suffering. He rose to leave, turned and extended his hand to Mrs. Ngueso and said, ;Thank you very much, mwalimu Tatii will be in school at the beginning of term. Then he left the room.

- a) Why does the author describe Tatii life as having been dreary? (1mk)
- b) What excuse have Tatii parents constantly given for not allowing her to visit her relatives and friends. (2mk)
- c) Why was Tatii so unhappy after the results of the examinations came out. (1mk)
- d) What was Tatii father reactions to her results? (1mk)
- e) State the reasons Mrs. Ngueso gives for Tatii problems (2mks)
- f) What evidence is there in the passage to show that Tatii mother was more understanding than the father? (3mks)
- g) Compare Mrs Ngeuso's character and that of Tatii's father. Put your answer in the table below. (4mks)

Character	Character Trait	Illustrations from the text
Mrs. Ngueso		
Tatii's Father		

- h) Explain the meaning of the following words and phrases as used in the passage (6mks)
 - (i) Dreary
 - (ii) Demanding
 - (iii) Zombie
 - (iv) Security entrance
 - (v) Harsh
 - (vi) Braved

GRAMMAR. (20MKS)

1. Give the plural forms of the words listed below.

a) Ox –

b) stadium –

c) Radius-

d) Oasis –

e) Goose-

(3mks)

2. Rearrange the following words the order in which they would appear in the dictionary.

a) trachea, tweet, tragedy, thump, thirst.

b) Mongrel, Frenzy, target, puzzle.

c) climate, cataract, cockpit, captive, cock

d) Head lamp, headgirl, headboy, head teacher

(2mks)

3. Complete the following collective nouns using the appropriate word.

a) A _____ of journalists.

b) A _____ of flowers.

c) A _____ of judges

d) A _____ of monkeys

e) A _____ of sheep.

(2 ½ mks)

4. The words below are misspelled, correct them.

a) profesar

b) Tomorrow

c) Immediately

d) Pronunciation

(2mks)

5. Use suitable pronouns to replace the underlined nouns.

a) The wheather is changing. The wheather is becoming rather chilly.

b) Mary took the book. She said it was Mary's.

c) People don't like liars. People say liars are no better than murderers.

d) Otieno is a very good leader.

(2mks)

6. Join the following sentences using the conjunctions listed below.

Avoid unnecessary repetition, and, but so also, or.

a) Tigers are beautiful animals. Tigers are dangerous animals.

b) You can borrow my pen. You can buy one from the shop.

c) They went to the theatre. They bought tickets for "passion of Christ"

d) The train was booked up. I went by Akamba bus.

(2mks)

7. Rewrite the following sentences using either the comparative or superlative form of adjectives in brackets.

a) Statistics show that (much) energy is consumed by industry than by individuals.

b) Susan is the (tall) girl in our class.

c) This book is (expensive) than that one.

d) The Atacama Desert in Chile is the (dry) in the world. **(2mks)**

8. Fill in the blanks in the following passage with appropriate prepositions.

Breakfast was usually served _____ 6.30 am. Every recruit _____ the camp was expected to be _____ the parade ground _____ 7.15 am. _____ this particular Wednesday I had woken up feeling very low and my head was clouded _____ a myriad _____ thoughts _____ the impending events _____ the camp. **(4 ½ mks)**

FORM TWO HOLIDAYS SMART PASS
ENGLISH QUESTION PAPER NO: 03

ANSWER ALL QUESTIONS IN THE SPACES PROVIDED

Use the most appropriate word to fill in each blank spaces in the following passage(10mks)

Okonkwo was tall_____huge and his bushy eyebrows and wide nose gave him a_____severe look. He breathed_____and it was said that, when he slept, his wives and_____in the outer houses could_____him breath. when he_____was going to pounce on somebody. And he did pounce on people quite often.he_____a slight stammer and whenever he was angry and could not get his words out quickly enough ,he would_____his fist .He had_____patience with unsuccessful men. He had no patience with his father.

B.(i)identify five pairs of words that have the same pronunciation from the list below (5mks)

Whale	rain	pause
Way	tail	draft
Why	missed	wail
Reign	mist	ore
Pose	air	till
Bawl	ball	draught

(ii) Identify the silent in the consonant in the following word (5mks)

- a) Wednesday
- b) Buffet
- c) Resign
- d) Isle
- e) Wrist

C.COMPREHENSION

Read the passage below and answer the questions that follow (10mks)

Chief Ullini's daughter.

Every dark cloud were gathering in the late afternoon sky. There was stillness in the air, a stillness that threatened a storm.

The boatman who rowed people across the lake was making fast his boat when a young man and a woman approached him in a great hurry. They were desperate to cross the lake, they said, and urged

him to take them. He shook his head and pointed to the sky he told them that the storm was soon calming and that they should wait until it blew over. It would be dangerous to take his small rowing boat out to the lake.

All the time he was talking, the young couple were nervously looking behind them. Simon, the young man pleaded with the boatman to take them and offered him purse of silver coins. He told the boatman that he and the Elizabeth, the young woman, were in love and were determine to marry. Her father was chief ullini and he wanted to marry Elizabeth off to a neighboring chief, a man she did not love. The chief was at that moment pursuing them. They must cross the lake to be safe. The boatman knew of chief ullini fiery temper and how he would kill the young man if he caught him he could also see how very much in love the young couples were .Just then the boatman son Eric came. He was striking young man who helps his father , he was told the story of the young couple and sympathized with the plight. The young man spoke up. She would rather, she said, face the turbulent water than meet the wrath of the angry father. Tears weld up n her eyes, never, she protested, would she marry a man she didn't love.

The boatman was touched by her a appeal and told her son he had decided to row the couple across not for money, but because he admired their talent and love Eric looked anxiously at his father. A storm was certainly coming , he warned .it will be far too risky.

However, his father was already herding his passenger into his boat. when they were both seated he untied the rope and made to get in himself. Suddenly , Eric pulled his father away and leapt into the boat took up the Oars and began to row away.

His father ,when he had recovered his breath ,shouted for his son to come back .His wife, on hearing the shout went down to the lakes edge .seeing her son rowing away over the stormy water, she screamed for him to return .The threatening wind whipped her words away.

Towards the lake a group of armed men came. It was the chief with his warriors. He was angry, but when he saw his daughter on the lake being tossed by angry waves he was terribly afraid .He bellowed that he forgive them and that they should return.

It was in vain as he shouted the waves capsized the little craft and its three young occupants were drowned as the old people watched.

Comprehension questions.(10mks)

1. What was the boatman doing when the young couple went to him? (1mk)
2. Why did the boatman initially refuse to take the young man and woman across the lake. (2mks)
- 3 Why was the couple in a hurry to cross the lake ? (2mks)
4. Explain why the boatman decided to row the couple across the lake in spite of the bad weather. (2mks)
5. Why did Chief Ullin pursue the young couple? (2mks)
6. Never she protested, would she marry a man she did not love.
(Write the words that were actually spoken by Elizabeth) (1mk)

Rewrite the following sentences to express future.

- i. The student (open) school tomorrow. (present simple)
- ii. Judy was not at the concert. (use will+be)
- iii. I (go) visit my uncle this afternoon.
- iv. The teacher (talk) to you about subject choices later. (will+be)
- v. They (stop) by your house later. (use be + ing)

Order the adjectives in the following sentences.

- I. She wore a _____ dress. (evening, red, silk).
- II. Tirop wanted his _____ boots. (French, ski)
- III. The house I bought has _____ furniture. (old, brown)
- IV. She got a _____ costume. (nylon, black, swimming)
- V. He wore a _____ tie on his wedding day. (woolen , blue).

Oral literature. (10mks)

1. Explain any **five** types of songs.

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 04

1. Your school's **Debating Club** had attended a debating contest in another school. On your way back to school you went to a supermarket without permission and delayed everyone. Write a letter of **apology** to the Debating Club patron. (10mks)

2. **Read** the passage below and fill in each blank spaces with an **appropriate** word. (10mks)

It is an indisputable fact that agriculture **1**the backbone of the economy. It is therefore **2** that we stop over-relying on the rain-fed agriculture. Israel is a classic **3** Of a country that has reclaimed its deserts and put them **4**use. Land which was **5** 'useless has been turned around and **6**useful. Egypt which solely depends on **7** River Nile is a leading exporter of fruits and cereals. For our country to **8** self-sufficiency in food production and to get a **9**for export, land should be utilized to the **10**This is only possible with irrigation.

3. a).Study the **poem** below and then answer the questions that follow.

If We Must Die – Claude Mckay

If we must die – let it not be like hogs
Haunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accused lot,
If we must die – oh let us only die
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honour us through dead!
Oh Kinsmen! We must meet the common foe;
Though far outnumbered, let us show us brave
And for their thousand blows deal one death blow
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack
Pressed to the wall, dying, but fighting back!

Questions

- (i) Describe the **rhyme scheme** of this poem. (2 mks)
- (ii) Which words would you **stress** in the last line of this poem and why? (3 mks)
- (iii) Apart from **rhyme**, how else has the poet **achieved rhythm**? (4 mks)
- (iv) Suppose you were **performing** the above poem, explain **ways** in which you would make it very interesting (2mks)
- b). You have been invited to a very important interview. Explain briefly what you would need to do **before**, and **during** the occasion to ensure that you look presentable. (6 mks)
- c). For each of the words given below, write down another word with a **similar pronunciation**. (5mks)
- (i) Maid
 - (ii) One
 - (iii) Hire
 - (iv) Guest
 - (v) Ewe
- d). Identify the **silent** letters in the words below (5mks)
- (i) History
 - (ii) Debt
 - (iii) Psychology
 - (iv) Yacht
 - (v) Condemn

4 .Read the passage below and answer the questions that follow

Terrorism is a real and urgent threat to nations and their interests a threat that could become perilous if terrorists acquire nuclear or biological weapons. The policies pursued by the bush administration have too often been counterproductive and self-defeating. In the name of an ‘offensive’ strategy, they have undermined the values and principles that made the United States a model for the world, dismayed cooperative nations around the world and jeopardize their cooperation with us, and provided ammunition for terrorist recruitment in the Middle East and beyond. To achieve our long-term objective we must go beyond narrow counterterrorism policies to **embed** counterterrorism in an overarching national security strategy designed to restore American leadership and respect in the world. This leadership must be based on a strong commitment to our values and to building the structures of international cooperation that are needed to only fight terrorists, but also to meet key challenges of our time: proliferation; climate change and energy security; the danger of pandemic disease; and the need to sustain a vibrant global economy that lifts the lives of people everywhere.

We have to demonstrate that the model of liberty and tolerance embodied by the United States, are the enemy of these universal ambitions. We must pursue an integrated set of policies- on non-proliferation, energy and climate, global public health and economic development- which reflect recognition that in an independent world, the American people can be safe and prosperous only if others too share in these blessings. Our policies must demonstrate a respect for differences of history, culture and tradition, while remaining true to the principles of liberty embodied in the Universal Declaration of Human Rights. This kind of enlightened self-interest led others to rally to American leadership in the Cold War and offers the best hope for sustaining our leadership in the future. The world is filled with terrorist organizations. While the State Departments list of **designated** groups includes almost four dozen, numerous well known ones are still omitted because of issues related to designation process. Yet to many organizations, only one subset currently poses a serious and sustained threat to the United States and its allies: the Sunni jihadist organization known by the shorthand ‘al Qaeda’

The group merits this special status because it is the only terrorist organization with the ambition and the capability to inflict genuinely catastrophic damage, which can provisionally be defined as attacks that claim casualties in the four digits or higher. The group is also unique in that it may eventually be able to carry out a campaign of repeated attacks that would have a paralyzing effect on American life and its institutions. Its ability to **foil** fundamental U.S. strategic goals-as it did in Iraq and as it threatens to do together with the Taliban in Afghanistan-has been amply demonstrated. As the turmoil in Pakistan has demonstrated, its capacity for upsetting the geopolitics of major regions of the world today is also unrivalled among non-state actors. The evidence provided by September 11, 2001 is sufficient to demonstrate the groups’ capability and its determination. Unlike most terrorist, it eschews incremental gains and seeks no part of a negotiation process; it seeks to achieve its primary ends, including mobilization of a large number of Muslims, through violence.

The Bush administration has fundamentally misunderstood the nature of the jihadist movement and its actions have made the threat considerably worse. The administration has hyped the threat and subordinated foreign security policy into the ‘Global War on Terror.’ It has relied on the wrong tools –principally the military- and vastly overemphasized tactics at the expense of strategy. To the extent that it has a strategy for reducing the appeal of jihad, it is the ‘freedom agenda’ which has backfired. Counter terrorism requires a shift away from a foreign and security policy that makes counterterrorism the **prism** through which everything is evaluated and decided. It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today. International engagement is essential in meeting this threat since it will ensure that new terrorist recruits do not come to take the place of those that have been defeated.

(Adapted from ‘strategic Counterterrorism’ by Daniel Benjamin, Policy Paper Number 7, 2008)

Questions

- a) In what ways were the policies pursued by the Bush administration counterproductive and self-defeating? (3mks)
- b).What according to the author is the **essence** of American counterterrorism leadership? (3mks)
- c).Make **notes** on what ought to be done to uphold American leadership? (4mks)
- d).In the following sentence, replace the **underlined expression** with one word (1mk)
- It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today.....
- e).Why is Al-Qaida a unique group? (2mks)
- f).What is needed in the fight against terrorism? (2mks)
- g). In **your opinion**, what is the most dangerous aspect of terror a threat? (1mk)
- h). Explain **the meaning** of each of the following words as used in the passage (4mks)
- a) Embed
 - b) Designated
 - c) Foil
 - d) Prism

5. GRAMMAR (5mks)

- i).Fill in the blank with the **correct verbs** from the brackets (3mks)

1. The team.....expected back tomorrow. (**are/is**)
- 2.Youstay at home if you are feeling sick.(**would/should**)
- 3 .Parliament.....resolved to abolish school fees in all public schools.(**has/have**).

- ii)**Join** each of the following pairs of sentences into one sentence using the **phrase** given in brackets. (3mks)

- 1a.James is more responsible than his brother.
b. James is the last born . (**although**)
- 2 a. Onyango met the woman.
b . Onyango wanted to marry the woman's daughter. (**whose**)
- 3 a. The woman read a newspaper
b. The man prepared a meal. (**while**)

- iii).Fill in the blanks in the following sentences using the correct **collective nouns** (3mks)

1. The.....of onlookers was controlled by the police officers.
2. Many brides in African weddings throw the.....of flowers at their bridal party.
3. Some suitors believe in using aof singers to persuade ladies to accept their love.

iv). Use the correct **possessive pronouns** from the choices given to complete the sentences below.

(3mks)

1. Do you prefer to send the information via your email or.....(**him/mine**)

2. Our computer is not as big as.....(**theirs/ours**)

3.....(**Hers/She**) was a case of mistaken identity.

v). Rewrite the sentences below with the **adjective** in their **correct order**.

(3mks)

1. A designer is waiting to interview a dark Rwandese tall tailor.

2. We gave Kamau some heavy new sports grey shoes.

3. The company sold their black mahogany oval Turkish table.

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 05

Answer all the questions in the spaces provided.

SECTION A: FUNCTIONAL WRITING (10 MKS)

Schools are almost closing. Your friend Genevieve lives in Kitui. She has invited you to visit and stay at their home for one week.

(a) Write a packing list that you would use when preparing for the visit.

SECTION B: COMPREHENSION (20 MARKS)

Read the passage below and answer the questions that follow.

THE VILLAGE DEGREE

She was coming from the river when she noticed her primary school headteacher's bicycle leaning against the tree in front of her parent's house. Instinctively, she decided to stealthily go round the house and hide in the kitchen. She didn't want her teacher to see her in her torn and patched work dress. But the mention of Alliance Girls High School made her forget about her attire. She rushed into the house, water jerry can still on her back.

She became the heroine of the family, the village, the location and even the district. Her name appeared in the newspapers. She was the best in Kenya Certificate of Primary Education in the county and her name was on the lips of everybody. The whole family crowded around the teacher to read for them this great letter.

Even those who could not read wanted just to touch it. The letter spoke of hope and freedom from poverty and as many of the women seemed to think, free from dependence on men in their celebration. Many older women repeated in different versions their belief that with education you my daughter won't have to be a slave for a man. You will be your own master. Though Mwongeli did not understand much about what the older women meant, she was excited as they were over her apparently open path to freedom.

So Mwongeli had joined Alliance thrilled by the prospects of freedom. There she met the best brains in the country and they were all celebrating freedom from slavery. But to her surprise, the

presence of visiting boys' school seemed to generate such excitement that she wondered from men.

As for Mwongeli, her mother had told her not to mix men and education. In obedience, she kept the two apart and sure enough, after four more years, yet another letter came to her and there was cause for women folk in her village to celebrate `again. The daughter had been admitted to study for a degree in Electrical engineering at the university of Nairobi, the only woman in the class of twenty. Yes, she was no longer Mwongeli she was already a village engineer. In fact, the name Mwongeli even in its form 'Ngeli' was lost. Now the focus was a degree. She was now Engineer Mwongeli'

Aren't you going to open the letter? Atieno asked, startling Mwongeli out of her reverie. 'It's not urgent' Mwongeli replied in a flat tone. 'I was just thinking how I can do this quietly you remember how the whole village hired a van to come and celebrate my masters scholarship offer? I'm usually glad to see them happy and excited but I find I have no privacy. I'd like to handle this one differently. I'll need to read the letter when I have had a rest and I'll tell you what I decide.

And with that Mwongeli put her letter in the handbag and sat down to enjoy a cup of tea and chat with her friend.

QUESTIONS:

- (a) According the passage, why did Mwongeli want to hide in the kitchen? (2 mks)
- (b) Why did Mwongeli's name appear in the newspaper? (2 mks)
- (c) What had made Mwongeli's teachers visit her home? (2 mks)
- (d) Explain the irony in paragraph three of the passage? (3 mks)
- (e) Which letter is being referred to in paragraph three of the passage? (1 mk)
- (f) How many Engineering students were in Mwongeli's class? (1 mk)
- (g) According to the passage, what shows that children belong to the community? (2 mks)
- (h) What advice did Mwongeli's mother give her that enabled her to go through Alliance High school? (2 mks)
- (i) Apart from doing well in school, what else in the passage shows that Mwongeli was a hardworking girl? (2 mks)
- (j) Give the meaning of the following words as used in the passage. (3 mks)
 - (i) Stealthily –
 - (ii) Attire –
 - (iii) Reverie –

SECTION C: CLOZE TEST (10 MARKS)

Fill in the blank spaces with the most appropriate word

I used to enjoy reading horror stories until I realized (1) _____ much they affected me. I had to study late in the (2) _____ to prepare for my examination. I used to be alone (3) _____ the hall when everyone else was (4) _____. Very slight noise frightened me. I imagined that there was (5) _____ behind me while I was memorizing the Math's formulae. Every (6) _____ the curtains fluttered in the wind, my heart would skip a (7) _____. When my neighbours dog barked, I broke (8) _____ in goose bumps because dogs (9) _____ assumed to be able to see spirits that are invisible to the human (10) _____

SECTION D: ORAL SKILLS (15 MARKS)

POETRY

(a) Read the poem below and answer the questions that follow.

INFANT SORROW

My mother groaned, my mother wept;
Into dangerous world I leapt;
Helpless, naked, piping loud,
Like a friend hid in a cloud.

Struggling in my father's head
Struggling against my
Swaddling-bands
Bound and weary I thought best
To suck upon my mother's breast.

QUESTIONS:

- (i)** Describe the rhyme scheme of the above poem. **(2 mks)**
- (ii)** Mention two non-verbal cues you would use to enhance a recitation of the poem. **(4 mks)**
- (iii)** Which words would you stress in line five of the poem and why? **(2 mks)**

(b) The principal of your school visits your class during a class meeting. As the class prefect, You are seated at the front of the class. You note that some students are not listening. State three observations that are evidence enough that they are not listening. **(3 mks)**

(d) For each of the following words, write a word that is pronounced the same as: (4 mks)

- (i) Queue –
- (ii) Male –
- (iii) Him –
- (v) Rain –

SECTION E: GRAMMAR (15 MARKS)

(a) **Rewrite each of the following sentences with the appropriate form of the word in brackets** (4 mks)

- (i) The _____ between Makuyu and Kamenno had been the greatest challenge for the people (**enemy**).
- (ii) There has never been such an _____ in our school (**occur**).
- (iii) The chronic _____ will eventually lead to her poor performance (**absent**).
- (iv) Mr. Makori works in the vehicle _____ department (**maintain**).

(b) **Fill in the blank spaces with the plural form of the nouns in the brackets.** (3 mks)

- (i) The three _____ were arrested by the police. (passer-by)
- (ii) How many _____ does the computer have? (word-processor)
- (iii) The _____ are very powerful in the armed forces (commander-in-chief)

(d) **Arrange the adjectives given in the brackets in the right order and use them to fill in the blank spaces.** (3 mks)

- (i) They found the _____ car parked outside the office (white, metallic, small)
- (ii) They talked to the _____ watchman. (Old, ugly, Congolese)
- (iii) I will buy her a _____ table (wooden, coffee, beautiful)

(e) **Use the correct preposition to complete the sentences.** (3 mks)

- (i) In accordance _____ the new constitution, men and women are equal partners in marriage.
- (ii) We need to sit _____ the shade.
- (iii) Do not sit _____ the glass table, it will break.

(f) **Fill in each blank space with the correct collective noun.** (2 mks)

- (i) The whole maize crop was destroyed by a _____ of locusts.
- (ii) A _____ of pilgrims make a trip to Mecca each year so as to acquire the title 'Alhaji'

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 06

SECTION A : WRITING (20mks)

1. You attended a cousin's wedding during the April holiday. On the day of wedding, your younger sister Celestine Wanjiku went missing. You decided to help your parents in the search for the girl, hence, you did not open school with the rest, which is against the school rules.

Write a letter of Apology to the Principal of your school, explaining what made you not report on the first day of the term.

SECTION B: COMPREHENSION

(20mks)

Read the passage below and answer the questions that follow

Decades ago, two geologists visited Migori County and left villagers with high hopes of striking it rich.

A valuable mineral had been discovered.

Now, 20 years later, nothing much has been done to tap the gold in Macalder. Instead, hundreds of people have died in the process of digging the mines, while pregnant women working in the area have been giving birth to children with deformities.

Residents attribute their misfortunes to lack of modern equipment to professionally exploit the mineral. They have been mining gold using mercury mixed with water and powdered stones which they stir to the consistency of porridge before washing off the mercury into their farms.

One man is keen to prevent deaths among the residents depending on gold mining as a source of income.

He has invented a gold mining machine- the ball mill machine.

Mr. Olello, 41 says he got idea for the machine from a friend who went to Zimbabwe on business and returned with a photograph of a gold mining machine.

"It took me two years to design my first machine and in 1999, I eventually came up with the ball mill". Mr. Okello says his villagers neither knew nor cared whether mercury was harmful to their health.

Mr. Okello explains that his machine is a multipurpose appliance. It can mill numerous kinds of rocks for building materials industry.

For gold mining, the machine uses small steel ball grinders which separate gold ore from dust, after which it is further refined.

Among the places that have been mapped for gold deposits within the region are Rongo, Kehancha in Kuria District; Masara and Kehara in Nyatike constituency, Lolgorian area in Trans Mara and some parts of Siaya county.

Gold qualities make it one of the most coveted metals in the world. Not only can it be beautifully shaped and sculpted, the yellow metal conducts electricity and does not tarnish.

Gold has been used in dentistry for nearly 3,000 years. It is used for filling, crowns, bridges and orthodontic appliances. Gold can be placed in contact with person's body and not cause harm.

QUESTIONS

- a) What gave the villagers the hopes of striking it rich? (2mks)
- b) Outline the challenges experienced by the villagers in the mines. (2mks)
- c) What according to the residents contribute to their misfortunes? (2mks)
- d) Explain how the rate of deaths among the villagers has been prevented. (2mks)
- e) How did Mr. Okello get the idea of the machine? (2mks)
- f) "It took me two years to design my first machine and in 1999 I eventually came up with the ball mill," says Mr. Okello. (Rewrite in reported speech) (2mks)
- g) Mr. Okello explains that the machine is a multipurpose appliance (add a question tag) (1mk)
- h) Make notes on uses of gold (4mks)
- i) State the meaning of the following words as used in the passage (3mks)
 - i. Invented –
 - ii. Mapped –
 - iii. Coveted –

SECTION C: CLOZE TEST

(10mks)

Fill in the blank spaces with the most appropriate word.

What is good governance? This is a question that people _1_____ very often. It refers to the responsible _2_____ of the affairs of a village, town or country.

Where there is good governance, people live in harmony; ways of _3_____ poverty are sought and people assume ownership _4_____ the process of developing their communities.

_5_____ the government is expected to create a _6_____ political and legal environment for development, it cannot succeed if ordinary citizens do not co-operate and play their role. Everyone craves for the _7_____ of the rule of law, but if we do not obey that _8_____ law, we will not know peace. We accuse certain sectors of _9_____ but give bribes in order to induce others to give us _10_____ treatment. If we really desire to have positive changes in our society, we must change our attitude and join our hands in building a society.

SECTION D: ORAL SKILLS

(15mks)

I. Read the narrative below and answer the questions that follow.

One day the chameleon and the donkey were arguing as to who could run faster than the other. The donkey said; "You chameleon, you are very old. You can't compete with me in a race."

The chameleon replied, "Don't blow your own trumpet. I am not going to praise myself but I know you can't defeat me in a race. We shall be equal."

The race began and the chameleon jumped on the donkey's tail. They ran until the donkey was so tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey's tail and said, "Now my friend donkey, are you faster than I?"

"No, now I know that you are a man."

Questions

- a) Mention any **two** things you would do to capture the attention of the audience before you begin your narration. (2mks)
- b) Explain any **two** ways you would use to make the narration from, "The chameleon replied.....(line 4) ... We shall be equal. (line 5) effective. (2mks)
- c) If you were part of the audience for this story, explain three things you would do to show that you are participating in the performance. (3mks)

II. In each of the following words, underline the syllable that is stressed. (4mks)

a) chal .lenge (verb)

c) ac.cent(noun)

b) ad.vise

d) de.lete

III. For each of the following words, write a word that is pronounced the same way (4mks)

a) time

c) what

b) toad

d) seller

SECTION E: LITERARY APPRECIATION

(20mks)

Read the song below and answer the questions that follow.

Daughter of Lekamoi

Oh, mother

Behold the daughter of Lekamoi

Who has just grown up

Young woman, when will she return

When does my love come back?

Daughter of the bull?

Woman, come, let me see you,

Listen;
Daughter of Lekamoi
Leader of the girls
When does my own arrive?
Ah! Abul, chief of women.
Her neck resembles a snake
Coming out of a vase
Behold, daughter of Lekamoi
Her teeth are like ash
Oh, when does my love come back?
Daughter of the bull
Abul, come and dance before me
Listen
Daughter of Lekamoi
Who has just shot up,
All men want her
Ah, Abul, chief of women
My girl appears on the path from
Anaka
Behold the daughter of Lekamoi
Tall and graceful
With whose daughter can you
Compare her?
My companion, when will
She return?
Daughter of the bull
Woman come, I will take
You from your husband, Listen
Daughter of Lekamoi,
Leader of the girls,
Ye, all the men want her
Abul, Chief of women.

Questions

- i.**What type of song is this? Give reasons for your answer. **(2mks)**
- ii.**who is the singer? **(1mk)**
- iii.**To whom is the song sung? **(1mk)**

- iv. Describe the singer's attitude towards the subject? (3mks)
- v. Where is Abul at the time of singing? (2mks)
- vi. What makes the song an **oral** song? Support your answer (4mks)
- vii. Identify and illustrate any **two** poetic styles used in this song (4mks)
- viii. With illustrations, describe the mood of the song? (3mks)

SECTION F: GRAMMAR

(15mks)

I. Fill in the blank spaces with the correct preposition.

(4mks)

- a) Every member was asked to part _____ twenty shillings for the purchase of the gift.
- b) He bought a bicycle _____ loan from the credit shop in town.
- c) We heard the news _____ the radio.
- d) Have a look of yourself _____ the mirror.

II. Fill in the blank spaces using the correct form of the verb in the blanket

(4mks)

- a) If I had the money, I _____ (buy) the computer already.
- b) If I _____ (be) Bill Cosby, I would have helped the poor with the money I made.
- c) We _____ (walk) along Koinange street when we met him.
- d) The party _____ (start) when we arrived.

III. Rewrite each of the following sentences as instructed.

(5mks)

- a) Wanjohi is more responsible than his brother.

Wanjohi is the last born.

Join the two sentences, beginning with the word 'although'

- b) The man bombed the hotel.

He was finally arrested.

Join the two sentences, using the word 'who'

- c) Jane is strong. Her brother is equally strong.

Join the two sentences using a comparative

- d) The young man was very hungry. He swallowed the potato without chewing it.

Join the two sentences beginning with 'so'

- (e) Kimani said, "I will do the work tomorrow"

Rewrite in reported speech

IV. Arrange the adjectives in brackets and use them to fill in the blank spaces.

- a) The East African community has _____ forces.
(Combined, military, powerful).
- b) She bought a _____ bed.
(huge, wooden, old, Japanese)

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 07

Functional writing

Write an apology letter to your English teacher for failing to complete the holiday assignment that he/she had given you. Ensure you explain the reason for your failure (20mks)

Comprehension (20 marks)

A BILL OF RIGHTS

A bill of rights is a written a list of rights freedoms of citizens of country. It is designed to recognize, protect and preserve the dignity of people. it is therefore an important part of Kenya's constitution. The bill is guidance for ensuring that no citizen is treated unfairly. The right to life is a basic right. Every person has a right to live. The life of a person begins at conception. Abortion is, therefore not permitted except in cases where the life of a mother is in danger. It is therefore a crime to take another person's life.

Every person is equal before the law, and has the right to equal protection and benefit of the law. Before the law, therefore should be no difference with regard to a person's sex, religion, political affiliation, race or status in society. The law should be applied in all cases equally. For instance, if the law states that punishment for stealing is imprisonment that should be applied in all cases whether the person who has stolen is a Christian or Hindu, male or female, master or servant. The state shall not discriminate directly or indirectly against any person on any basis including Race, sex, pregnancy, marital status, health status, ethnic or social origin, colour age, disability, religion, conscience, belief, culture, dress, language or birth. People should not discriminate directly or indirectly against others on the same bases. For instance, if a student performs well in the Kenya Certificate of Primary Education (KCPE) they should not be denied admission to secondary school because of their religion, race or culture. The states will therefore, take specific measures to ensure that people are not discriminated against.

Women and men have the right to equal treatment including the right to equal opportunities in political, economic, cultural and social activities. In addition, both men and women have an equal right to inherit have access to and manage property. any law, culture, custom or tradition that undermines the dignity, welfare, interest or status of women or men is prohibited. For instance, although in some cultures all property including land belongs to the men the constitution states that women have a right to own property to. By law, Women in such a community can insist on their right to own land and property.

In the proposed revised constitution of Kenya, the state shall take measures to ensure that women and their rights are protected. The state shall also provide reasonable facilities and opportunities to ensure that women realize their full potential and advance in the society.

The youth constitute an important part of the society and are entitled to enjoy all rights and freedoms set out in the bill of rights, taking into account their unique needs. The state shall try to ensure that the youth have access to quality and relevant education, training and employment.

The youth shall also be given a chance to participate in governance. The state shall also ensure that the youth have enough chances in the social, political economic as well as other areas of national life. The youth, like other citizens have a right to associate with others to further their interests within the limits of the law. They are also entitled to protection from any culture, custom, tradition or practice that undermines their dignity or quality of life. They should lead a life free from exploitation, discrimination or abuse.

It is the duty of every state to observe respect, protect, promote and fulfill the rights and freedoms of the citizens. Laws, policies and other measures should be used to ensure that this rights and freedoms are recognized. A person has the right to complain to the commission of human rights and administrative justice, and take legal action if the rights or freedom are violated, infringed or denied.

QUESTIONS

1. What is a bill of rights? (1mk)
2. Explain the purpose of the bill of rights? (2mk)
3. State two rights mentioned in the passage? (2mks)
4. In what ways, according to the Bill of Rights, are women treated as equal to men? (3mks)
5. Explain how the state can ensure that the rights and freedoms of the youth are safeguarded? (3mks)
6. Explain, using an example how you can be discriminated against because of your age, religion or sex? (3mks)
7. To whom can people complain if their rights are violated or denied? (1mk)
8. Explain the meaning of the following words as used in the passage (5mks)
 - I) Dignity
 - II) Promote
 - III) Infringed
 - IV) Violated
 - V) Unique

3. CLOZE TEST

Two politicians Mambo 1)_____ Jumbo had just arrived at the airport (2) _____ a foreign country. Mambo was (3)_____ illiterate and had no profound knowledge of English. Jumbo on the other (4)_____ was moderately well versed at the language. On the day they arrived there was a workers strike in that country. All the newspapers (5)_____ the headline “Boycott”. Mambo looked at the headline and shook (6)_____ head. He looked at it again, but he couldn’t understand what the word “Boycott” (7)_____ at least he knew (8)_____ the word “Boy” meant, but as for “cott” he had (9)_____ idea “or maybe they meant ‘Caught’,” he wondered. He turned (10)_____ his colleague, Jumbo, and asked him, “Jumbo, what has the boy done this time?” Jumbo looked at him and laughed wondering.

4. ORAL SKILLS

a. For each of the following words provide a word that is pronounced in the same way (5MKS)

- (i) Band
- (ii) Sell
- (iii) Lapse
- (iv) Find
- (v) Bear

b. Write the silent letters in the following words

(5MKS)

- 1. Debt
- 2. Honour
- 3. Bridge
- 4. Watch
- 5. Receipt

c. Identify the word that is pronounced with a different Vowel sounds from the ones provided below

(5MKS)

- 1. Bear bare beer
- 2. Wore war woe
- 3. Worn won one
- 4. Choir quire queue
- 5. Knows gnaws nose

5. Grammar

a. Rewrite the following sentences using the correct form of the verb given in the brackets(5MKS)

- i) Mary _____ five lengths of the swimming pool yesterday(swim)
- ii) He _____ a stone into the sea (fling).
- iii) They _____ around in amazement (spin).
- iv) A front tyre _____ as we were driving along the road (burst).
- v) Have you _____ two bottles of soda (drink).

b. Add question tags to the following (5MKS)

- i) He should have finished by now...?
- ii) I'm rather late...?
- iii) Let us go to the cinema...?
- iv) You haven't seen the teacher...?

c. fill the following with the correct preposition (5MKS)

- i) She taught us a lot _____ cooking
- ii) James has been suffering _____ malaria.
- iii) He shows no interest _____ hokey.
- iv) She finds it hard to concentrate _____ her work.

d. Change the following into direct speech (5MKS)

- i) "I will do it tomorrow." He promised.
- ii) "I can go no further," said John.
- iii) "Where did I leave my pen?" she asked herself.
- iv) "You've passed your examination." The teacher told me, "Congratulations."

e. Change the following sentences into passive voice (5MKS)

- i) Paris is a very beautiful city.
- ii) She hates people staring at her.
- iii) Some should do something about the plight of the homeless.
- iv) Rats have eaten all the stored grain.

(vi) Read the following song and answer the questions that follow

I went and went and went
And found the gazelle
Grinding millet for her kids
And it said
Grind for me

I ground and ground and ground
And it said
Then go
I went and went and went
I found the turtle in water
Dancing the music
I said dance for me
And she danced and danced and danced

Questions

- i) Mention the different types of song you know? (4mks)
- ii) On what occasion will this song be sang? (2mks)
- iii) What feature of style is evident in this song? (2mks)
- iv) What do you learn about the community from which this song is taken from? (2mks)

(b) Identify the following short forms (4mks)

- i) Do not judge a book by its cover
- ii) Challenger: My house has no door
Respondent: An egg
- iii) She sells sea shells at the sea shore
- iv) I can see you are at sea

(vii) (a) Complete the following dialogue between Mary and her father (6mks)

Father: Good morning Mary?

Mary: Good morning father. How was your night?

Father:

Mary: Er, father I would like to make a request

Father:

Mary: I know you don't like trips, but I would like to go camping in Mombasa this coming holiday.

Father:

Mary: I understand, but this trip is very important. We shall undergo first aid training and to be trained on how to deal with the AIDS pandemic. I promise to finish my homework before we go.

Father:

Mary: I agree with you father. I promise to start putting lots of effort in my studies from now on.

Father:

Mary: Thank you father.

Father:

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 08

1. FUNCTIONAL WRITING

(20 marks)

SawaSawa Institute of Technology, a new college in Makindi Town wishes to invite applications for Computer Engineering, Hotel management ,Nursing and Medical Laboratory as well as Early Childhood Education Courses as advertised in the daily nation on 13th July 2018 Only those who have attained a KCSE mean grade of C+ qualify. Applications should reach the Director before 4th August 2014. Write an application letter.

1.CLOZE TEST

Fill in each of the spaces with an appropriate word.

(10mks)

What is good governance? This is a question that people (1) _____ very often. It refers to the responsible (2) _____ of the affairs of a village, town or country. Where there is good governance, people live in harmony, ways of (3) _____ poverty are sought and people assume ownership (4) _____ the process of developing their communities. (5) _____ the government is expected to create a (6) _____ political and legal environment for development, it cannot succeed if ordinary citizens do not co-operate and play their role. Everyone craves for the (7) _____ of the rule of law but if we do not obey that (8) _____ law, we will not know peace. We accuse certain sectors (9) _____ but give bribes in order to induce others to give us (10) _____ Treatment. If we really desire to have positive changes in our society, we must change our attitudes and join hands in building a society we can all be proud of.

2. ORAL NARRATIVE.

Read the Oral Narrative below and answer the questions that follow.

AN OLD WOMAN AND HER DEFORMED SON

There was an old woman whose children died in infancy and only a deformed boy survived to grow into adulthood. The boy was a hunchback.

Although the old woman loved this hunchback son of hers, she was secretly ashamed of his physical appearance. She was ashamed that each day she was on the look out of visitors who might come around just to make fun of him. To keep him away from the public eye, she used to confine him in a drum most of the time. So, right from his childhood, the boy grew up in a drum. He was taken out only a few times during the day when the old woman was sure that there were no intruders around. When the boy attained circumcision age, he was duly circumcised. After

circumcision he said to the old woman, “mother, I now want a wife, can you please find me a girl to marry!” “Yes, my son,” said the old woman. I will try. I am indeed very pleased to learn that you are already thinking of a wife.”

By and by, the old woman went to look for a suitable girl to marry her son. She approached a pretty girl and asked her whether she would be interested in marrying her son and the girl promised to think about it. Without disclosing her son’s physical defects to the girl, the old woman set about wooing her intensively. She brought all sorts of gifts to her mother, helped the girl to collect firewood and even helped her with work in the shamba. Reluctantly the girl gave in and there upon requested the old woman to make the necessary arrangements so that she would meet the future husband. The old woman cunningly suggested that the girl should accompany her to her house where she would be able to meet the boy.

The old woman lived along way from the girl’s village. On the day when the girl decided to visit her prospective bridegroom, she walked and walked until the sun set. It was a very long journey indeed. When she eventually arrived, the old woman pretended that the young man was around and he would appear shortly. The girl waited and waited but the boy did not appear at all. At bedtime, the girl was told that the boy was already in bed sleeping. She was shown a separate place to sleep, and, thus no opportunity to either see or talk to the boy as would have been expected of people who were planning to live together.

Very early in the morning the girl asked the woman, “Please, where is the boy you want me to marry? And the woman replied, “My son woke up early in the morning and went to work in a different village yonder so that he can earn something for your bride price.” Everything was around the house. The old woman and the girl went to cultivate in a banana grove. While they were away, the boy jumped out of the drum, busied himself about he house with the little chores singing:

KhanenuyaMunju, mwange, Khanenuyemunjumwange
Mkhasinakikhalimisilu, majikukuombelesyamusechakacha
Khucuma, abele khuchumanachasina?
Menyile, mukhang’oma, kurumbakulikhumukongo
(Let me busy myself in my house. Aren’t women foolish?
Mother fooled her,

“Your husband has gone to work,” How could I have gone to work? I just live in my little drum because I have a hunchback”)

The girl heard the boy’s singing but it was so faint that she would neither comprehend the meaning of the song nor even make out as to which direction the sound came from. However, out of curiosity she stopped from time to time and listened. This went on for several days until she started to guess the meaning of the words in the song. On getting the message home she was quite

disturbed. Her suspicion was strengthened by the fact each morning they left for the shamba without sweeping or washing utensils but on their return they found everything tidy about the house. One day she deceived the old woman by telling her that she was going to attend to a call of nature while in fact her intention was to discover exactly what was going on in the house. No sooner had she disappeared behind the bushes than she tiptoed to the house and stood listening keenly at the door. She got really upset with the boy's derogatory song. She pondered with herself, "So this is my husband to be? A hunchback confined to a drum? No wonder the old woman deceived me the way she did. What girl in proper sense could marry a man like that? Anyway what can I do now? I must put an end to this confirmed bluff..."

One morning she said to the old woman, "Mother, today you will go look for firewood while I go to the plantation alone." The old woman said, "Yes, my daughter, we can share work that way." She had grown so used to the cheerful and friendly manner of the girl, thinking that she would not mind staying on as her daughter-in-law even after discovering that her son was deformed. Indeed she was already contemplating making the revelation to her.

And so each went her separate way. But as soon as the old woman vanished from the sight, the girl dashed back and stood at the door which had now become familiar ground for spying on the hunchback. She listened briefly as the boy sang mischievously inside the house. Then she stole a quick glance peeping through a side hole.

To her amazement, she saw that he was really a hunchback! Quite oblivious, the boy went on sweeping the floor and singing. The girl felt that she could no longer stand it. She broke into the house suddenly with the intention of beating up the mischievous fellow. But before she could get hold of him he dodged nimbly and slipped back into the drum. Nonetheless, the girl fuming with anger picked up the drum and smashed it on the floor. A pool of blood started oozing from the broken drum. The poor hunchback was dead!

Considering it appropriate revenge on the old woman the girl felt no remorse for the action she had taken. She rolled over the cold body of the hunchback as a lamp of anger swelled her throat. When the old woman returned home and found the mess she had done in the house she screamed at the top of her voice, "Ooh, oh, Uuuuuwe... uuuuuwe!" But it was all in vain. The deformed boy whom she had been ashamed of showing to the public was dead and gone for ever! Yes, instead of feeling relieved by burden of shame she now felt great anguish for this loss. After killing the hunchback the girl also disappeared never to be seen again. The poor old woman remained there weeping and feeling quite forlorn.

Questions

- a) Categorize this narrative. (2mks)**
- b) What function does the song serve in this narrative? (2mks)**
- c) What features of oral narrative are evident in the above story. Identify and illustrate. (4 mks)**

- d) Describe the character of:- (4mks)
- i. The girl ii. The old woman
- e) What moral lesson do we learn from this narrative? (2mks)
- f) How far is the old woman to blame for the tragedy that befell her? (3mks)
- g) Identify **two** socio-economic activities in the community. Support your answer with evidence from the story. (4mks)
- h) Give a proverb to summarize this narrative. (2mks)
- i) "Mother, today will you go to look for firewood while I go to the plantation?" (change into reported speech) (1mk)
- j) **Provide a homonym for the words given below** (5 mks)
- i) route ii) know iii) grown iv) eight v) blue

3. GRAMMAR 15 MARKS

1. Identify the main clause in the following sentences

- i. I finished my homework before it was due.
- ii. Because he lost his money, Makoha hiked a lift home.
- iii. Although Omollo is very cunning, he did not fool the teacher
- iv. Stay here until I come back
- v. As soon as they got home they had lunch.

2. Fill in each of the following sentences with appropriate prepositions

- i. Gachie was very proud _____ his sons performance.
- ii. He arrived _____ London at midnight.
- iii. The teacher was very angry the lazy students.
- iv. I travelled to Nakuru _____ bus.
- v. The sweets were shared _____ members of the class.

3. Choose the correct choices in the brackets to complete the following sentences

- i. For _____ (who/whom) are you carrying that food?
- ii. I missed the earliest car to the airport, consequently, I missed the flight _____ (all together/altogether)
- iii. John could not _____ to see his house stripped _____ of all furniture. (bare/bear)

Complete the following sentences with a phrasal verb starting with the word in brackets. (2mks)

1. She looked carefully at the document but couldn't _____ what it meant (make)
2. The teacher couldn't _____ the students' bad behaviour (put)

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 09

CLOZE TEST

Fill in the blank spaces with the appropriate word. (10 marks)

Murangi was determined to (1) _____ the forthcoming general elections. He had previously (2) _____ for the seat of Member of Parliament for Mabanda constituency three times in a row without (3) _____. A recent law passed in parliament restricted the age (4) _____ those vying for a Parliamentary seat to seventy years. Murangi was now sixty-seven years. This was going to be his (5) _____ attempt at the seat. Murangi constituted a powerful campaign team comprising of people from all walks of (6) _____. After a lengthy discussion it was observed that the majority of (7) _____ in Mabanda constituency were coffee workers who were very poor. A few campaign team (8) _____ were requested to come up with ingenious way of influencing voters. They advised the team to give fifty shilling to each voter and supply them with illicit (9) _____. On the eve of the elections, several lorries supplied the farm workers with hundreds of litres of brew known in the area as “umeme”. The workers enjoyed (10) _____ immensely and promised to vote for Murangi the following day. Come the following morning, none of the workers could wake up. They had all been knocked out by the strong “umeme” brew they had drunk the previous evening.

COMPREHENSION (20 marks)

Read the passage below and answer the questions that follow.

THE PATA MONKEY

Pata monkeys were nicknamed military monkeys because of the dashing white moustache sported by adults both sexes. Sometimes they have a white nose-spot on their otherwise black faces. Their shaggy coat is bright orange, with an even brighter red cap outlined in black. The belly and limbs are white. The adult female weighs between seven and eight kilograms, while the male is twice as big.

Patas lived in the wooded savannah that lies between the desert and the forest that stretches right across Africa, from Senegal to Ethiopia. In East Africa, they live in Northern and Eastern Uganda, and in Kenya from Kitale across to Nanyuki.

Patas, of all monkeys are most adapted to life in open country. Long legend , standing on their fingers and toes rather than on the sole of their hand and feet like most plantigrade primates ,Patas can cover long distances at speed on the ground. They avoid stream-beds and stay out in the drier thorn scrub where the trees have been destroyed. They even live in quite open grassland. Patas have teeth very much like those of forest monkey, and their fingers are delicate and rather weak. They eat very small tender pieces of grass, berries, soft leaves, flowers and fruits of acacias. They catch a lot of grass hoppers, occupational chameleons and eat the invertebrates they find underneath.

Patas females travel in groups of six to twelve, together with their off springs. A single adult male accompanies each group. The male is quite peripheral to the group, and most the time the female ignore him completely except to threaten him if they fancy he is too close to an infant. They usually choose their own line of March, and ignores his suggestions, so that he has to retrace his step to follow them. Nonetheless, the male will on occasions show how herding behaviour, in which he rounds up the members of the group and tries to drive or lead them.

The male spends much of his time on vantage points, often standing up on two and scanning anxiously around, he thereby warns the group in good times of approaching danger.

QUESTIONS.

1. Explain why Pata monkeys were nicknamed military monkeys (2 mks)
2. How heavy is a male Pata monkey (1 mk)
3. What is the habitat of the Pata monkey (1 mk)
4. Why are Patas monkey able to cover long distances on the ground (2 mks)
5. Identify two roles that male Patas monkey play in the group. Explain his achievement in each role. (4 mks)
6. Describe the character of the female Patas monkey (1 mk)
7. What is the main source of the protein in the diet in the diet of the Patas monkeys? (1mk)
8. Use one word to describe the feeding habits of the Patas monkey (1mk)
9. Explain the irony in the relationship between the male and the female Patas monkey (2mks)
10. Give one reason why you are most likely to find Patas monkeys in open country. (1mk)
11. Explain the meaning of the following word and phrases as used in the passage. (4mks)
 - i. Sported
 - ii. Invertebrates
 - iii. Peripheral
 - iv. Vantage

POETRY (10 marks)

Read the poem below and respond to the questions that follow.

I can see the rain
As I walk along the lane
I can hear, the lion roar
Just as lions did for yore
I have learnt to run a race
And I can ravel out some lace
I can fly and I can row
Let my rich imagination flow

QUESTIONS.

1. Identify and illustrate how rhythm has been achieved in the poem (4 mks)
2. Identify any two pairs of rhyming words in the poem (2 mks)
3. Comment briefly on the rhyme scheme used in the poem (2 mks)
4. How would you effectively perform line 7 in the poem above (2 mks)

GRAMMAR. (10 marks)

Fill in the blank spaces using appropriate preposition.

(3arks)

- i. We want to go to Bondo _____ the lake but it started raining.
- ii. I heard the news of his success _____ the radio.
- iii. Maneno is tired _____ running up and down.

Re-write according to instructions given after each.(2 marks)

- i. Ramesh can manage the work. (rewrite using “cope”)
- ii. The prices of land were very competitive and he only bought an acre. (begin: so.....)

Use the correct form of the word in bracket to complete the sentences below.(2 marks)

- i. The problem seemed _____ (exceed) complex to me.
- ii. My father is very _____ (quarrel)

Arrange the adjectives in the correct order in the sentences below (3 marks)

- i. She bought her sister a set of _____ spoons. (serving ,large, Chinese)
- ii. The carpenter made a _____ house. (rectangular, wooden, huge, beautiful)
- iii. By the time I saw her, she was wearing a _____ dress. (white, nylon, wet)

FORM TWO HOLIDAYS SMART PASS

ENGLISH QUESTION PAPER NO: 10

Q1. FUNCTIONAL WRITING – 20MKS

Imagine you went out on a tour at impala park in Kisumu, you later sneaked out of the tour venue and returned when the bus was about to leave for school. The teacher in charge was never pleased with your behaviour and told you to write a letter of Apology.

Write a letter of apology expressing your remorse on your behaviour.

Q2. CLOZE TEXT – 10MKS

Read the passage below and fill in each blank space with the MOST appropriate word.

Oral literature(1) one way of maintaining cultural(2) and educating any given society.(3) the various genres and sub-genres, our(4) character traits are reflected. The virtues and(5) are all brought to the surface as(6) means of self-reflection. This is because everyone in Africa is a(7) of the society. It is,(8) important for the adults to(9) the correct values to the(10) through this mode of communication.

Q3. COMPREHENSION – 20MKS

Read the passage carefully and then answer the questions that follow.

A Choice Chunk of Meat- Tekayo

The period of short rains was just starting in a semi-arid part of the Sudan. The early morning mist had cleared, and faint blue smoke rose from the ground as the hot sun touched the surface of the wet earth.

“People in the underworld are cooking. People in the underworld are cooking!” the children shouted as they pelted each other with wet earth.

“Come on, Opija,” Tekayo shouted to his son. “Give me hand, I must get the cows to the river before it is too hot.”

Opija hit his younger brother with his last handful of sand, and then ran to help his father. The cows were soon out of the village and Tekayo picked up the leather pouch containing his lunch and followed them.

They had not gone far from home when Tekayo saw an eagle flying above his head with a large piece of meat in its claws. The eagle was flying low searching for a suitable place to have its

meal. Tekayo *promptly* threw his stick at the bird. He hit the meat and it dropped to the ground. It was a large piece of liver and fresh blood was still *oozing* from it. Tekayo nearly threw the meat away, but he changed his mind. What was the use of robbing the eagle off its food only to throw it away? The meat looked good: it would supplement vegetable lunch wonderfully. He wrapped the meat in a leaf and pushed it into his pouch.

They reached a place where there was a lot of grass. Tekayo allowed the cows to graze while he sat under an *ober* tree watching the sky. It was not yet lunch time, but Tekayo could not wait. The desire to taste that meat was burning under the *ober* tree. When the meat was cooked, he ate it greedily with millet bread which his wife had made the previous night.

“My! What delicious meat,” Tekayo exclaimed. He licked the fat juice that stained his fingers and *longed* for a little more. He threw away the bitter herbs that were the rest of his lunch. The meat was so good, and the herbs would merely spoil its taste.

The sun was getting hot, but the cows showed no desire to go to the river to drink. One by one they lay down in the shade, chewing the cud. Tekayo also became overpowered by the afternoon heat. He rested against the trunk and slept.

While asleep, Tekayo had a dream. He was sitting before a log fire roasting a large piece of liver like the one, he had eaten earlier. His mouth watered as he watched rich fat from the roasting meat dropping into the fire. He could not wait, and although the meat was not completely done, he removed it from the fire and cut it with his hunting knife. But just as he was about to take the first bite, he woke up.

Tekayo looked around him wondering what had happened to the meat! “It was too *vivid* to be a dream!” He sat upright and had another look around, as if by some miracle he might see a piece of liver roasting on the log fire beside him. But there was nothing. All he saw were large roots of the old tree *protruding* above the earth’s surface like sweet potatoes in the sandy soil. The cattle had wandered a long way off. Tekayo got up and followed them. They reached the riverbank, and thirsty cows ran to the river. While the cows drank, Tekayo sat on a white stone cooling his feet and gazing lazily at the swollen river as it flowed mightily towards the plain.

Beyond the river stood the great “Ghost Jungle”. A strong desire for the rich meat came back to Tekayo, and he whispered, “The animal with that delicious meat must surely be in that jungle.”

From Tekayo, Land without Thunder by Grace Ogot

Questions.

- i. How do children explain the steaming ground? (2mks)
- ii. How did Tekayo acquire the piece of meat? (3mks)
- iii. Identify rhetorical questions. (2mks)
- iv. Why did Tekayo throw away his packed lunch? (2mks)
- v. Quote two sentences or phrases that are descriptive. (2mks)
- vi. Make notes to prove that the meat has a strange effect on Tekayo. Cite evidence from the text. (5mks)
- vii. Using evidence from the passage, suggest what Tekayo will do next. (4mks)

Q4. ORAL LITERATURE – 10MKS

Read the narrative below and answer the questions that follow.

HARE AND HORNED ANIMALS

A long time ago all animals lived together in peace and harmony. All of them, without any exception, worked together for their common good. All of them, that is, except for Hare who was lazy and liked to sit back and enjoy life while the other animals were breaking their backs working on a communal project.

What annoyed the animals was that when time came to share the produce or enjoy a party, Hare would be first on the line. Hare had such a sweet tongue that he would always succeed in *flattering* and persuading the other animals to give him the best part of what they had worked for. No animals could find it in him to criticize Hare.

However, after many years of *reaping where he had not sowed*, Hare became arrogant and started thinking that he was like a king and that it was his right to be served by the other animals.

“Bring me green maize to roast,” he told antelope one day as Antelope and Buffalo prepared to go to work on the farm. “And don’t forget the arrowroots,” he added with a lot of disdain. “Make sure they are not rotten.”

Antelope had had enough. With his friend Buffalo, he discussed the problem Hare posed. The two agreed that they had to do something about it. They consulted Rhino, Warthog and Elephant. The animals *resolved* to convene a meeting of all animals to discuss the matter further. However, since they did not want Hare to attend, they declared that only horned animals were invited.

Antelope was asked to give the other animals the notice for the meeting.

“Why is the meeting only for horned animals?” Hare indignantly demanded.

“Because we have learned that Lion and Leopard are planning to eat us all,” Antelope replied.

“Since it is only the horned animals who can fight back, we have decided to hold a closed-door meeting to strategize.”

Hare did not believe this explanation. *Intuitively*, he knew that the animals were planning to discuss him. He knew that the only way to forestall this was to attend the meeting. But what to do? Alas! He had no horns! After a long and sleepless night in which Hare tossed and turned in bed *racking his brains* on what to do, he came up with a brilliant plan.

Early the following day, before the third cock crow, before Buffalo had suckled her calf, Hare was in the forest looking for a suitable piece of wood to carve himself some horns. He spent the entire day locked up in his room, carving, polishing, and oiling the wooden horns until they shone like the moon.

On the day of the meeting, Hare went down to the river and used mud to stick the ‘horns’ onto his head. With a lot of pride, he sauntered to the venue for the meeting.

The other animals were flabbergasted to see Hare swaggering down to the meeting place, a pair of splendid horns stuck to his head. To speak truth, hare's horns were the most resplendent they had ever seen. They were confused. What could they do? They could not ask Hare to leave because he had horns!

Antelope came up with a solution. They would delay the commencement of the meeting for as long they could. So as a preliminary to the meeting, Antelope called several animals to entertain the rest. Buffalo presented a dance. Cow narrated a story. Warthog sang. Rhino and Elephant recited a poem. All this while, the sun was steadily making its way up the sky and getting hotter and hotter. Before long the mud on Hare's head dried up and began to crack.

"Please speed up the proceedings," Hare pleaded in desperation. "I have another meeting to attend."

"Relax," Antelope responded. "We have all the time in the world. Furthermore, the animals think best after they have been warmed up by this beautiful sunshine."

Inevitably, the mud finally crumbled, and Hare's horns collapsed. He walked away in shame knowing full well that Antelope had outwitted him.

Questions.

- | | |
|---|--------|
| i. What type of narrative is this? | (1mk) |
| ii. What would you take to be the biggest mistake that Hare did? | (2mks) |
| iii. Prove that the Hare is imaginative and creative. | (2mks) |
| iv. How did the animals plan to keep Hare away from the meeting? | (1mk) |
| v. How did Antelope outwit Hare? | (2mks) |
| vi. Summarize the moral lesson of this narrative using a proverb. | (2mks) |

Q5. POETRY - 10MKS

Read the poem below and then answer the questions that follow.

PRAYER OF AN AFRICAN WOMAN

I am a woman,
created in the image of God,
with dignity and virtues,
formed by the very hands of God,
given life by God's breath.

I am a woman,
mother of presidents and of workers,
mother of housemaids and ministers,

mother of kings and subordinates,

I am a woman,
farmer, cook, housewife and neighbor.
I work from morning till late at night,
sow and reap under a burning sun,
go off with heavy burdens,
and return home to feed my family.

I am a woman,
the heart of the family.
I am loved, and yet oppressed,
held in esteem, and still considered inferior,
caressed and yet beaten,
indispensable, and still overlooked.

I am a woman.
Lord, you created me and you know me.
you know me by my name,
you listen to me when the world
refuses to understand me.
you know all my worries,
you see my tears and hear my sighs.
You are everything to me.
With you, Lord, there is hope.
In you I want always to put my trust:
as a woman.

Grace Eneme

Questions.

- i.** With example, identify the persona in the poem. **(2mks)**
- ii.** Explain the theme in the poem. **(3mks)**
- iii.** With illustrations, list down styles that have created rhythm in the poem. **(3mks)**
- iv.** State and describe the rhyme scheme of the first two stanzas in the poem. **(2mks)**

Q6. ORAL SKILLS – 10MKS

- a. *Provide an equivalent Homophone to each of the words given.* (5mks)
- (i) Caught
 - (ii) Foul
 - (iii) Filled
 - (iv) Eye
 - (v) Bore
- b. *Underline the silent letter in the given words below.* (5mks)
- (i) Interesting
 - (ii) Often
 - (iii) Debt
 - (iv) Sachet
 - (v) Button

Q7. GRAMMAR – 20MKS

- I. *Fill in each blank space with a correct preposition. (3mks)*
- a. The athletes complained because they were forced to runwind.
 - b. I will speak to you phone.
 - c. Someone is knocking door.
- II. *Complete the following sentences by using the correct form of the word.* (3mks)
- a. “I will give the time of your life” She vowed. (good)
 - b. He was elected Chief Justice because he is theJudge on the bench. (corrupt)
 - c. Civil war has never appearedthan it did in 2008. (imminent)
- III. *Complete the given sentences with correct alternative pronoun given.* (3mks)
- (i) Their car is not similar to(ours/our/our’s)
 - (ii)dear friend, that is not the way to do it. (mine/my)
 - (iii) Grace took my hand in(hers/his)
- IV. *Give the plural forms of the given nouns.* (3mks)
- a. Roof
 - b. Studio
 - c. Stadium

V. Complete the given sentences with a Reflexive Pronoun. (3mks)

- a. She seems to be very proud of
- b. I wrote that poem
- c. Will the TV switch off?

VI. Rewrite the given sentences as instructed after each. (3mks)

- (i) Peter worked hard to pass the exam. (Rewrite in interrogative form.)
- (ii) What a lovely compound you have! (State the type of sentence.)
- (iii) Why is the classroom dirty the teacher asked (punctuate the sentence.)

VII. Use given conjunctions below appropriately to write the sentences correctly. (2mks)

- Conjunctions – (unless, where, before, since, after)

- a. Sarah wanted to know. They had kept it.
- b. I have not seen Korir. We moved from Voi.

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