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**Name--------------------------------------------------------------------Admission No.-------------**

**Date---------------------- Candidate’s signature----------------------------------**

**ENGLISH**

**FORM TWO**

**TERM TWO**

**TIME: 2HOURS 30MINUTES**

**INSTRUCTIONS TO THE CANDIDATES**

1. **write your name in the spaces provided above**
2. **sign and write the date of the examination in the spaces provided above**
3. **answer all questions in all sections**
4. **candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing**

**FOR EXAMINERS USE ONLY**

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| --- | --- | --- | --- |
| ***QUESTION*** |  | ***MAXIMUM SCORE*** | ***CANDIDATES SCORE*** |
| ***1*** | ***Functional writing*** | ***20*** |  |
| ***2*** | ***Cloze test*** | ***10*** |  |
| ***3*** | ***Comprehension*** | ***20*** |  |
| ***4*** | ***Oral skills*** | ***30*** |  |
| ***5*** | ***Grammar*** | ***20*** |  |
| ***Total score*** | ***100*** |  |

**1. FUNCTIONAL WRITING (20marks)**

Imagine your class has gone for a week’s academic trip at the coast, you visited the following places :

1. Shimba Hills National Park
2. Wasini Island
3. Diani public beaches
4. Tsavo west national park
5. Fort Jesus

Write 5 entries in your personal journal, remember to include your observations, feelings and impressions.­­­­­­­­­­­­­­­

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**2. CLOZE TEST( 10marks)**

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

Kenyans are tired -------------waking up to -----------news of fatal attacks,the case of --------------is an issue being addressed by-----------------leaders daily but no improvement recorded so far,this is majorly because the solutions ----------come up with are not functional --------------- safe guarding security in Kenya.

Many innocent ---------------are lost every day ,intercommunity -------------------and Alshabab attacks are some of the many incidents where innocent blood has been shade and properties worth millions of shillings --------------------.

The security sector should ensure ---------------------- while addressing the issue of insecurity, the measures they come up with are fit to secure every Kenyan.

**3. Comprehension (20mks)**

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

Kenya has is slowly becoming a dumping ground-not a transit point- for narcotic drugs, a0ccording to a police report. This, says the report, is because traffickers now find it more difficult to move the drugs out of the country once brought in. Cases involving **illicit** drug trafficking have been on the increase in the last few years. Kenya has slowly become not only a transit country but also a small consumer. This is because when traffickers find it difficult to ship drugs out of Kenya, they re-distribute them for local sales expanding their markets within.

In the last four years, the Anti-Narcotics Police Unit has seized 4.8 tonnes of bhang, 163kg of heroin, 1.3 tonnes of cocaine, and 15000 tablets of mandrax. Police have also noted a considerable level of abuse of pharmaceutical drugs Diazepham and Flundrapam. The increase in **seizures** is being attributed to Kenya’s strategic link to source countries for drugs in Latin America and Asia and the consumer countries in Europe and North America.

Drug couriers are also re-routing their heroin cargo, which they now pick from Iran and then **disguise** on their return route to Kenya. While 28kgs of heroin was seized in the country in 2001, the quantity increased to 41kg in y2002. It dropped to 30kg in 2003 but shot up to 41kg the following year. By June this year 23kg of the substance had been seized. A worrying trend in the seizure of cocaine has also been observed, with 207kg impounded in 2001 and 18kgs in 2002. Only 3kgs was seized in 2003 but success was outdone by the seizure of 1.14 tonnes of cocaine seized in Nairobi and Malindi on December 14,2004. The trafficking of stolen motor vehicles by international criminal syndicates is also being associated with drug traffickers, terrorists and illegal fire-arms dealers.

However, the formation of the Anti Motor Vehicle Theft Unit manned by highly trained officers to specifically deal with the crime has resulted in high recovery rates. Working closely with Interpol and private firms has also helped. Some 3,088 stolen motor vehicles 7have been recovered by police since 2003.

Meanwhile, eight months after local security agents seized 1.1 tonnes of high grade cocaine valued at shillings 6.4 billion, two suspect containers from South America were shipped into the country through either Kilindini or Shimoni in Mombasa. Intelligence agents suspect that the containers contained a **consignment** of cocaine.

“ There are two suspect containers which arrived in the country in July from South America and were transported to Nairobi. Some detectives were **tipped-off** about it but nothing seems to have been done,” a source close to investigations reported.

1. According to the passage why has Kenya become a dumping ground for narcotic drugs? ( 2mks)

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1. Kenya has slowly become not only a transit country but also a small consumer. ( rewrite starting with: Not only\_\_\_\_\_\_\_\_\_) (1mk)

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1. What has contributed to Kenya slowly becoming a consumer of drugs? (2mks)

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1. Name two parts of the world from which drugs consumed in Kenya originate. (1mk)

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1. Give the total amount of drugs seized in 2001. (2mks)

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1. According to the passage what has accelerated the trafficking of stolen vehicles? (3mks)

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1. Where did the containers containing consignments of cocaine originate from and how did they enter the country? (3mks)

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I)Explain the following words as used in the passage: (4mks)

 i) Illicit

 ii) Disguise

 iii) Consignment

 iv) Tipped-off

1. **ORAL SKILLS(30MARKS)**

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

Why do you wear that dress so white?

Why do you where that veil so light?

Why do your young eyes shine so bright?

Is it your wedding?

I wear the dress and veil to show

That gladly to my love I go

My young eyes shine because I know

It is my wedding.

**Questions**

1. a) Identify the rhyming words in this poem**(.2marks)**

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1. describe the rhyme scheme of this poem**(2marks)**

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1. How would you perform the poem to distinguish stanza 1 and 2 **(2marks)**

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1. Identify and illustrate two stylistic devices in this poem **(4marks)**

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1. a)***What intonation would be used in the following circumstances (4marks)***
2. Do you love me?
3. What are your hobbies?
4. Hurray! We have won the game.
5. She went home.

***b) Underline the silent letters in the following words.(4marks)***

1. Coup
2. Mnemonic
3. Poignant
4. Debut

**c) Challenger**: nikanini mwenyu ndakasida kuua.

(A small married woman who cooks better food than your mother)

**Response**: Nzuki(honey bee)

1. Identify the above oral literature genre**(2marks)**

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1. What are the characteristics of the genre identified?(2marks)

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1. What are its functions?**(2marks)**

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1. **Who are the target audience of this genre, explain your answer (2marks)**

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**d) Imagine that the English teacher catches you reading a magazine during a class lesson, the teacher summons you after the lesson and the following is part of the conversation between you and him.**

 **Teacher: (holding the magazine)Why were you reading this kind of trash during the lesson?**

 **You: ---------------------------------------------------------------------------------------------------------------**

 **----------------------------------------------------------------------------------------------------------------**

 **------------------------------------------------------------------------------------------------------------------**

 **Teacher: My question is why you were reading and not what you did not intend to do!**

 **You: ----------------------------------------------------------------------------------------------------------------------**

 **------------------------------------------------------------------------------------------------------------------------**

**Teacher: A what? You have a nerve to dismiss it?**

**You: sir, I mean (pleading desperately)**

**Teacher : (walking away) follow me to the discipline master’s office, there you can explain better what you mean by calling it an oversight.**

**You: ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Teacher: I just can’t get myself to sort anything with you. Do as I say**

**You: ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Teacher: alright then, but be careful not to compromise that which you cannot keep, last pardon and just as you said, bring your updated notebook latest at four o’clock this evening.**

**You: (almost kneeling down, talks unsure of the pardon) ----------------------------------------------------------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **GRAMMAR (20mks)**
2. **Use the words in brackets in the appropriate form to complete the sentences. (3mks)**

i) The children played \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the party. (merry)

ii) I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aware of the case. (full)

iii) Don’t just sit there \_\_\_\_\_\_\_\_\_\_\_\_; help her. (idle)

1. **Rewrite the following as per instructions in the brackets. (3mks)**

i ) Kibet’s pen was thrown in the dustbin by Atwoli. ( Rewrite in the active voice)

ii) I have never seen such a big aircraft. (Begin: Never\_\_\_\_\_\_)

iii) It started raining when I reached the house. (Begin: No sooner\_\_\_\_\_\_\_\_\_\_)

1. **Complete the following sentences with the most appropriate prepositions. (3mks)**

 i) His breath smelt \_\_\_\_\_\_\_\_\_ alcohol.

ii) She was living \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her means.

iii) The meeting was to start at 10.00a.m. She arrived at 9.56am so she was \_\_\_\_\_\_\_\_\_\_\_ time.

1. **Use one word to replace the underlined words. (2mks)**
2. The tourists were attracted to the large number of fish swimming together.

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1. The people in the church were attentive to the vicar’s summon.

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1. **Rewrite the following changing the underlined compound noun into plural. (3mks)**
2. The scientist has been examining that bird-of-prey since morning.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My sister has a problem with her mother-in-law.

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1. The gang attacked the passer-by.
2. **Use the adjectives provided in their correct order to complete the sentences given. (3mks)**
3. The old lady sank into her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (leather, comfortable, expensive) chair.
4. The library has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (new, interesting) books.
5. He had to wear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (woolen, old, grey, loose) suit to work.
6. **Complete the following sentences with the most appropriate modal verbs in brackets. (3mks)**

i) She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ stay at home if she is unwell. (would, should)

ii)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I go out, the little girl asked the teacher. (may, might)

iii) The two clans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have reached an understanding. ( might, can)