

NAME:ADM.....
CLASS.....DATE.....

101

END TERM 1 2019

ENGLISH

FORM 2

TIME: 2 ½ HOURS

END TERM 1 2019

FORM 2 ENGLISH

INSTRUCTIONS

Answer all the questions in the space provided in this question paper

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	STUDENT'S SCORE
1	20	
2	10	
3	15	
4	15	
5	20	
TOTAL SCORE	80	

1. COMPREHENSION

(20mks)

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

Gender is probably the most important social issue in the world today. It affects and influences every aspect of our lives:-

Politics, economics, religion and leisure. People in the 21st Century strongly believed that every project must get the gender dimension right in order to succeed. But what is gender?

Basically, gender is the expectation that people should do or not do certain things according to their sex. Every normal human being is either female or male. This is sex and it is a biological fact. Indeed, sex is the most conspicuous difference between human beings. The moment we look at a person, we can tell whether that person is a man or a woman, a boy or a girl. The question is if society should use this biological difference to tell people what they should or should not do.

Yet, since time immemorial, this is what human communities all over the world have done. Some African societies bring up their boys to believe that men must be fighters; take whatever they want – by force if necessary and never cry. If anyone asks why they should or should not do this and that, the ready answer is always: you are a man, and that's what men are supposed to do. Girls are told to be gentle and quiet, to obey men, not to climb trees and not to eat certain kinds of food. A girl who asks why she should not climb trees or speak loudly in public is told, you are a woman, and women don't do that. In other word, society is always telling us what we can do and what we cannot do just because we are men or women.

In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called, "chefs" are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female.

On the face of it, there is nothing wrong with sharing roles – indeed, there many cases where it is logical to expect that certain people should do or avoid some activities. For example, it would not be safe for a woman in advance stages of pregnancy to go hunting wild animals or grazing livestock many miles away from home. However, this should not be taken as a blanket excuse to declare that all women must not hunt wild animals. The problem is even worse when some people use gender roles to exploit or oppress other people. Men for example, have for a long time invoked gender roles to force women to do certain things and to prevent them from doing things the women may want to do.

This oppressive practice may be called gender imposition, and it may be seen in all aspects of society.

In social relations, boys and girls are segregated from the earliest years of life. Members of each sex are strictly drilled into what "feminine" or "masculine" in behavior, speech, dress and every activity. Boys and girls are told what work they should or should not do, what places they can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are

boys or girls. By the time a person is in his or her teens, he or she has learnt – from both example and direct teaching by older members of society – what exactly is expected of him or her as a man or a woman. These gendered roles often suggest that men should lead and command in everything, be “tough” – meaning hard and even cruel – and “strong”, which often means aggressive and violent. The women on the other hand, are required to be soft and kind, submissive and unquestioningly obedient to men. Even in public affairs, such as politics or religion, the gendering of roles leads to some curious situations. In some places of worship for example, men and women are strictly separated. Several denominations do not permit women to preach in public or to be ordained as priests or pastors. Politics is widely regarded as a man’s field. Some societies insist that a woman cannot be a leader, like President or Army commander. The nagging question, which many women and enlightened men are asking today is: Why not?

This is the challenge to the conventional gendering of roles. Is there any logical reason why a man should not change the nappies of his child, or go into the kitchen and cook? Why can a talented woman not become a top soccer or rugby player, or a bishop or a top business executive? Is it fair to prevent people from eating such nutritious foods as chicken and eggs simply because they are women? Should children be denied the right to inherit their parents’ property on the grounds of sex? Is it not pathetic seeing men inflict beastly violence on their wives and children, or one another simply because men are expected to be “tough” and “strong”?

To avoid such absurdities, advocates of gender equity demand that sex should not be the main consideration in dealing with people. Assigning roles to people on the grounds of biological differences is a form of evil discrimination, like racism. A more sensible way of dealing with men and women is to take them strictly on the basis of their individual abilities. A human being is a human being, whether man or woman and each should be given every opportunity to realize his or her full human potential. An enlightened approach to gender equity is suggest by the old English saying “What’s good for the goose is good for the gander”.

Questions

1(a) According to the passage, what is the difference between gender and sex? (2mks)

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(b) What is gender imposition? (1mk)

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(c) Add a question tag to the following: Any girl can climb a tree as smartly as any boy ----(1mk)

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(i) What is the meaning of the following: "What is good for the goose is good for the gander."
(1mk)

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(j) What is the meaning of the following words as used in the passage. (3mks)

(i) Segregated

(ii) Absurdities

iii) Blanket excuse

2. Cloze Test (10mks)

Read the passage below and fill in the blanks with the most appropriate words

Judging by weight alone, we humans are made (a)of water. This water, (b)is salty, accounts for between 60 – 70 per cent of the body's (c) – about 45 kilograms in the average adult made. Even (d).....seemingly solid bones are 20 per cent water, while our blood plasma is 95 per cent water. (e), the fluid inside the human body (f)be referred to as a salty inland sea.

The inland sea (g)the watery environment that the first groping organism carried with it when it crept out of the warm life-nurturing oceans on the land 500 million years (h) The sea flows (i).....the blood vessels and all the body's ducts, however tiny. It laps every cell wall and fills every cell. No part of the body could survive (j).....it.

3. **Read the narrative below and then answer the questions that follow.** (15mks)

A long time ago none of the animals had been tamed. Man desired to tame some of them. While hunting one time, a hunter killed a large animal which was too heavy for him to carry alone. So, as he wondered how to carry his kill, he saw a donkey pass nearby and an idea came to his mind. "Why not place this carcass on the donkey so that ... can help me?" he wondered. He did not know what would happen if he tried this because the donkey was also a wild animal. Nevertheless he decided to try.

So he followed the donkey and **luring** it with sweet words and grass, the donkey allowed him to place his load on its back without resistance. He then led the way until they arrived home. After unloading the donkey, he gave it more grass and some water. It ate and drunk and appeared happy.

From that day, the donkey never left the hunter's homestead; and he gave the donkey food and water daily. The donkeys multiplied and there were many donkeys in this homestead, all helping the hunter to carry his loads.

Soon, the story went round that somebody had tamed a donkey, which he was using as a beast of burden. Villages came to see for themselves and they were impressed with the way the hunter's donkeys were working. Having satisfied their curiosity, they also went out into the wild to look for donkeys to tame. The donkey became a famous beast of burden in the whole village and beyond, carrying all the heavy loads that men and women could not carry even with assistance.

As all this was happening, the donkeys which were left in the wild did not know what was going on. They would only see their friends go away with men and women never to return. They came to understand that they had been deserted only after most of their friends had been taken away. The few who were left started to hide deep in the woods to avoid any contact with human beings. But their efforts to hide were **all in vain!** Human beings had realized that donkeys were very useful animals. So they made every possible effort to catch them even from deep in the forest.

This problem disturbed the wild donkeys. Many of their kind had been captured by human beings. The rumours spreading around were that the captured ones were made to work very hard with only little food, since there was no time to graze, while those left in the wild grazed the whole day and even during the night.

Indeed, this was frightening. The rest of the donkeys decided to act quickly lest they too be captured. They called a meeting at which they discussed what should be done to stop the movement of donkeys into people's homes. When the meeting came to a stalemate, one donkey suggested that they should seek help from Hare since he was known to be cunning and clever. All agreed to seek advice from Hare.

The next morning, the donkeys' representative went to Hare. Hare was only too willing to help. Therefore, Hare asked him to tell all his friends to come to his compound early the next morning. They agreed. When they arrived, they found Hare with whitewash in a large bucket and a brush in his hand. They were all **at a loss** as to know how this whitewash was going to help them. When they enquired, Hare tried to explain but they could not understand.

So Hare asked one of them to volunteer for a demonstration but none wanted to. Then Hare approached one old donkey and whispered in its ear saying, "once you have been painted, you will not be a donkey anymore and human beings will not take you away". The old donkey said, "I will volunteer because if the human beings take me and put loads on my back, I will die".

So the Hare quickly started painting stripes of whitewash on this donkey. Soon, the entire body of the donkey was filled with white and grey stripes. When the other donkeys looked at the painted donkey they admired it and some wanted to be painted. But others came to the painted donkey and it whispered something in their ears. So they rushed and crowded around Hare. They jostled, pushed, fought and even bit each other in the struggle to be the next one to be painted. It was during this struggle to be painted that one donkey toppled the bucket containing the whitewash, pouring the entire contents on the grass from where it could not be recovered.

The donkeys that had been painted remained in the forest because human beings did not capture them for they looked different from domesticated ones. The striped donkeys changed their name from donkey to Zebra. All the ones that remained unpainted after the whitewash were captured by the human beings and taken to their homes to labour for them up to this day. And there ends my story.

Questions

3(a) Classify this narrative, giving reasons for your classification. (2mks)

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a) Identify one social and economic activity of the people in this community. Illustrate your answer. (4mks)

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b) What is the character of the first donkey to be tamed? (2mks)

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c) Identify any two features of oral narratives evident in this story. (2mks)

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d) What is the attitude of the donkeys towards the Hare? (2mks)

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e) Explain the meaning of the following words and expressions as used in the story. (3mks)

- (i) Luring
- (ii) All in vain
- (iii) At a loss

4. ORAL SKILLS (15mks)

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

Lisa had a **blue** cat
Whoinside her hat
Lisa had **eight** other cats
Who oftenlots of rats
The cats **made** a big mess one day
And then thebegan to say.
“You have **too** many cats!
.....on your head
And seven under your bed”
Now Lisa **knows** all this
So she tapped her and said
“Hey Miss!
My **dear** maid, everything you say
Is true
So I’ll trade my nine cats for nine
.....that’s what I’ll do!”

(i) Fill each blank space with the word pronounced exactly the same way as the word bold faced just before it. (6mks)

(ii) From the poem, identify a word whose pronunciation differ with the first sound with: (6mks)

- (i) Cat
- (ii) Rats
- (iii) Day
- (iv) Tot
- (v) Set
- (vi) Said

(iii) Identify the silent letters in the following words. (3mks)

- (i) Debt
- (ii) Hour
- (iii) Dormitory

5. GRAMMAR (20mks)

a) Fill the blank spaces in the following sentences with the most appropriate preposition. (4mks)

- (i) He cannot prevent megoing home if I want.
- (ii) Mutuma will presidethe harambee function.
- (iii) We wondered if there was needbuys such equipment.
- (iv) Mwela dipped the bucketthe well.

b) Rewrite the sentences below replacing the underlined words with the appropriate possessive nouns. (2mks)

- (i) A goat that belongs to Omari disappeared.

.....

- (ii) The teachings of Jesus touches many

.....

c) Use few of a few to complete the sentences. (2mks)

- (i) I saw veryanimals in the park.
- (ii) The teacher had to makeadjustments.

d) Fill in the blank spaces in the sentences below with the correct form of the verb in brackets. (3mks)

- (i) I(know) Julie for twelve years.
- (ii) We(arrive) by the time the meeting begins.
- (iii) The students(complete) the exercise when the teacher came to class.

e) Complete the following sentences by filling in the blank spaces with the correct form of word in brackets. (2mks)

(i) Neither the headmaster nor his deputy (is/are)in.

(ii) Mr. Mwaura with his adopted kids(come/comes) to our church this Sunday.

f) Fill in the blank spaces with the appropriate form of words in brackets. (2mks)

(i) Mutua wasof the three boys. (tall)

(ii) Of the five languages skills, speaking istested (little)

g) Identify and correct misspelt words in the following passage. (3mks)

The priest asked the nineth person in the 1st row to lead the chorus as the happily wedded couple walked down the aisle. It was the beginning of their new life.

h) Punctuate the following sentences as necessary. (2mks)

(i) Sir I would rather be right than be president

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.....

(ii) How do you cope with such friends

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