

NAME..... ADM NO.....

SCHOOL..... CANDIDATES SIGN.....

DATE .....

101/1  
ENGLISH  
FORM 2  
END OF TERM THREE  
TIME: 2 HOURS

## END OF TERM (III) EXAMINATION -2019

*Kenya Certificate of Secondary Education (K.C.S.E)*

101/1  
ENGLISH  
FORM 2  
END OF TERM THREE  
TIME: 2 HOURS

### INSTRUCTIONS TO THE CANDIDATES

- Answer all the questions in this paper in the spaces provided.
- Write legibly and neatly

### EXAMINER'S USE ONLY

| QUESTION | MARKS | CANDIDATE'S SCORE |
|----------|-------|-------------------|
| 1        | 20    |                   |
| 2        | 10    |                   |
| 3        | 20    |                   |
| 4        | 15    |                   |
| 5        | 15    |                   |
| TOTAL    | 80    |                   |

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

As we stand, HIV/AIDS pandemic is on the rampage, ravaging the young and old alike. It is time for people to decide for themselves what is good and what is not. And the earlier they do this is the better.

The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for a remnant to remain by just abstaining from premarital sex. And how will they abstain if everywhere they look images of sex stare at them, beckoning alluringly?

The thing to remember is that it is their responsibility to censor the stuff that gets onto their minds because this will definitely affect the kind of decisions and lifestyles they adopt. Before reading a pornographic book or magazine, they should pause and ask themselves, "Do I hope to become better after reading this?" The same consideration should be made before watching certain movies and listening to offensive music. Guarding one's mind against trash requires laying down very clear principles. Discipline is imperative.

For young people, it is important to choose friends wisely. They should determine what they will be doing when they come together. If a friend is not building them up, or causing them undue pressure, they then should shun him or her. This pressure often takes the form of making those who choose to abstain from pre-marital or illicit sex feel inadequate.

Avoiding idleness is equally important. The wise say that an idle mind is the devil's workshop. The solution is to get busy with constructive activities be they academic, economic, physical or spiritual. Trying out new hobbies such as gardening playing football, swimming, basket weaving, banking and volunteer work is a step in the right direction.

Parents must also take full responsibility of bringing up their children. They are first counselors of their children especially in the formative stages. Unless they do something in good time, they will cry alone when the disaster of teenage pregnancies, abortion and HIV/AIDS happens right under their own roofs. The onus is upon them to freely discuss issues of sexuality with their children.

Teachers too have a very crucial role to play in lives of their students. The youth spend a bigger percentage of their waking moments with their teachers. The teachers not only equip them with academic knowledge but also with the right attitude and behavior. And it is good thing that sex education has been

introduced in the school curriculum. Studies by AMREF have shown that, contrary to popular belief, sex education does not promote promiscuity. Rather, it enlightens its recipients on reproductive health issues.

Moreover, places of worship must pitch in with their contribution. They are in an excellent position of imparting the correct moral values of their adherents besides, they can provide social and religious activities that will build youth up spiritually and mentally.

Finally, it is incumbent upon the government to put in place legislation governing what citizen, especially the youth, are exposed to in the form of print or electronic media.

In conclusion, the future generation is keenly watching us to see if we will wreck or salvage the boat of their survival. Every member of our society has a part to play in enhancing morality. It is only by doing this that we can hope to check the onslaught of HIV/AIDS.

**Questions**

a) Why is there need to make a decision soon? (2mks)

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.....  
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b) What is pornography and how do you think it influences one's behavior? (3mks)

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c) Which two words does the writer use to show displeasure with some kinds of film music? (2mks)

.....  
.....  
.....

d) What sort of friends does the writer seem to approve of? (2mks)

.....  
.....  
.....

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e) In note form give evidence to show that every member of the society has a role to play in enhancing morality? (4mks)

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.....  
.....

f) What does the writer feel about pornography? (2mks)

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.....  
.....

g) Rewrite the following sentence in reported speech. They should pose and ask themselves, "Do I hope to become better after reading this?" (1mk)

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.....  
.....

h) Explain the meaning of the following words and expressions as used in the passage (4mks)

(i) Beckoning alluringly

.....  
.....

(ii) Adherents

.....  
.....

(iii) Incumbent upon

.....  
.....

(iv) Onslaught

.....  
.....

## 2. CLOZE TEXT (10MARKS)

*Read the following passage and fill in the blank spaces with the most appropriate words.*

Recently some students were asked to write a (i) \_\_\_\_\_ entitled 'The Ideal Teacher'. When a friend (ii) \_\_\_\_\_ me to read some of them, I could not resist. I was curious to find out what they had said. Going through those (iii) \_\_\_\_\_ of writing was a fascinating experience for me. I always assumed that students would rather work (iv) \_\_\_\_\_ teachers who allow them to do exactly what they want, or those who give the fewest assignment (v) \_\_\_\_\_ those who do not seem to mind even when students miss classes. But how wrong I was!

(iv) \_\_\_\_\_ They may appear to be fond of easy-going, irresponsible teachers, most students resent them. Deep (vii) \_\_\_\_\_ they know that such teachers do not add value to their academic life. (viii) \_\_\_\_\_ They waste their valuable time and dwell on trivial matters. They (ix) \_\_\_\_\_ amuse them; or allow them to get away with indiscipline but students crave for a different breed of (x) \_\_\_\_\_

## 3. NARRATIVE (20MARKS)

*Read the narrative below and then answer the question that follow.*

Long time ago, there lived wild animals and domestic animals. They all lived together peacefully. No animal tried to send their friends back to the creator. Their vicinity was beautiful; and greenish. Food was adequate for all animals to eat. Everything was alright. The creator of everything on earth was called by the king of the jungle to have a word with him. He did not reject the invitation and so he went and had a meeting with him. He was startled because of lion's ideas. Lion the king said to God, 'For how long will we live this peaceful life?' He said that the animals should be separated into two groups, the wild animals and domestic animals. He also suggested that the animals should be eating predators. In god's utter shock, he was surprised to hear that lion never wanted peace. Lion told god if he would refuse they would go on riot.

God agonized on what to do. His mind served him right that he was the creator of everything but he allowed lion to do whatever he wanted. Their meeting with God ended after spurs of minutes. He called animals and he was filled with ecstasy to announce that report.

When animals got the report they dreaded that they would be killed. There was going to be no peace and harmony. This made them unhappy but they would do nothing because it was already signed by the king and creator.

Hyena asked lion how he would do such a thing but lion asked him in a hoarse voice, "What will you do?" He was filled with anger and thought he would beat lion. He was shoved on the ground and given a hefty blow that made him fall on the ground with a thud. He woke and that made him nose bleed. When the other animals saw that there was a fight, they took to their heels.

Lion beat black and blues and told him that he would beat him to death. A group of elephants came from the blues and were surrounding, cheering that the lion would win. Although hyena fought tooth and nail, he became weak and weaker such that he would not go on with the fight.

Lion asked for a sword from his older son to send hyena back to his creator. Hyena was filled with trickles of perspiration that he almost fainted. This was only to scare him but not to kill him. He was confused. "It is my end, but why?" he soliquized.

He was frog-matched to the den. All animals ran away from the forest. He was released and asked to go back to his home at two past midnight. All the night he did not sleep praying that lion's mind would fail him. It was that very night that most animals fled the jungle to live with man since they were not safe near the king lion, who had ill motive.

a) Classify this narrative. Give reason for your classification (2mks)

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.....  
.....  
.....

b) Using correct illustrations, identify the character of the following:- (4mks)

(i) Lion  
.....  
.....

(ii) Hyena  
.....  
.....

c) Identify and illustrate two oral features that make the above form an oral narrative (4mks)

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.....

d) Identify one social and one political activity of community referred to in this narrative. Give reason for each (2mks)

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.....  
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.....

e) What does this story teach us? Give reason for your answer (1mk)

.....  
.....

f) If you were to narrate this story to your classmates, how would you make the narration interesting? (4mks)

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.....  
.....  
.....

g) "They all lived together peacefully" Rewrite as an interrogative sentence (1mk)

.....  
.....

h) 'In god's utter shock.....'  
'God agonized on what to do'

Explain the irony in the two statements above (1mk)

.....  
.....

i) "..... hyena fought tooth and nail" Explain this idiomatic expression (1mk)

.....  
.....

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4. ORAL SKILLS (15MKS)

a) Considering the pronunciation of the underlined sounds, write down the odd one out in the spaces provided. (3mks)

(i) sun, pun, June.....

(ii) care, cell, cease .....

(iii) head, heir, heal .....

b) Underline the silent letters in the following words (3mks)

(i). different

(ii) solemn

(iii)doubt

c) Underline the stressed syllable in the following words (3mks)

(i) Con.vict (noun

(ii) Ad.vice

(iii)Dis.like

d) Fill in the following conversation that it flows naturally.

**Jim:** Martha, I would like to invite you to a football game at Nyayo Stadium tomorrow afternoon.

**Martha:** .....  
.....(1mk)

**Jim:** Oh! why is it that many girls are not football fans. Anyway, even if you don't enjoy the game, you might enjoy my company.

**Martha:** .....  
.....(1mk)

**Jim:** Thank you. That's nice of you to say. So is it a deal then?

**Martha:**.....  
.....(1mk)

**Jim;** And what condition is that?

**Martha;**.....

**Jim:** But I don't like watching movies, they are so boring.

**Martha:** .....  
.....(1mk)

**Jim:** Wait, wait I am very sorry for being selfish; all the same, I accept your apology.

**Martha:** .....(1mk)

**Jim:** Thank you. I agree with your suggestions. A football game by a movie it shall be.



5. GRAMMAR (15mks)

- a) Use the correct past tense of the word in brackets to fill the gaps (2mks)
- (i) The girls..... to the ogre before they escaped (lie)
- (ii) The dog ..... the thief before he could break into the house (bite)
- b) Use the adjectives in brackets in their correct order (2mks)
- (i) Moraa bought a .....handbag (blue, leather, small)
- (ii) He was a .....doctor. (medical, famous)
- c) Fill the blanks in the sentences below with suitable pronouns (2mks)
- (i) Can ..... be good friends? You and I have known each other long enough.
- (ii) I cannot allow ..... to take over the restaurant before she is well trained.
- d) Supply an appropriate interjection for the following utterances. (2mks)
- (i) ..... this is a messy washroom.
- (ii) ..... Doctor, the needle hurts
- e) Rewrite the sentences according to the instructions given (2mks)
- (i) We will submit all essays (in passive voice) .....
- .....
- (ii) Kairu volunteered to do the work. She was very tired (begin; Although.....) .....
- .....
- f) Fill the blanks with either and, but or or. (2mks)
- (i) Chao took a risk ..... it paid off.
- (ii) Wash this tie yourself ..... take it to the dry-cleaners.
- g) Use the correct forms of the nouns in brackets to complete the sentences (3mks)
- (i) One finger cannot kill a ..... (lice)
- (ii) The maths teacher asked how many ..... make a whole (half)
- (iii) We compared ..... from the two countries (curriculum)