**Name: ……………………………………………………………. Index No:…………………**

**Date: ……………………………                                                       Signature:…………………**

**OPENER EXAMINATION TERM 3, 2022**

**101**

**ENGLISH**

**2 ½ Hours**

 **FORM 2**

**Instructions to Students**

1. Write your name in the space provided.
2. Sign and write the date of exam in the space provided.
3. Answer all the questions in this paper.
4. All your answers must be written in the space provided.

**For Examiners use only**

|  |  |  |
| --- | --- | --- |
| QUESTION | MAXIMUM SCORE | CANDIDATES SCORE |
| **1** | **20** |  |
| **2** | **10** |  |
| **3** | **20** |  |
| **4** | **20** |  |
| **5** | **20** |  |
| **6** | **10** |  |
| **TOTAL** | **100** |  |

1. **FUNCTIONAL WRITING**

 The school is about to be closed. As soon as the school closes, members of Christian Union

are visiting a town far away from your county. Since there is little time to prepare for this trip,

 you have thought of writing a letter to your cousin to help you pack the items you will need

 when going on this trip.

1. Write the letter that you will send to your cousin. (12 mks)

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1. Write the packing list you will attach to the letter. (8 mks)

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**2.CLOZE TEST: (10 MARKS)**

The ability to speak fluently and clearly is very important \_\_\_\_\_\_\_\_1\_\_\_\_\_\_\_ communication. People have failed to achieve \_\_\_\_\_\_\_2\_\_\_\_\_\_\_\_ objectives because of poor speech\_\_\_\_\_\_\_\_\_\_3\_\_\_\_\_\_\_\_\_\_. One may, for instance, speak so softly \_\_\_\_\_\_\_\_\_\_\_\_4\_\_\_\_\_\_\_\_\_\_ the listener is unable to \_\_\_\_\_\_\_\_\_\_5\_\_\_\_\_\_\_\_\_ what has been said. Another thing that adds to the \_\_\_\_\_\_\_\_\_6\_\_\_\_\_\_\_\_\_\_\_\_ of speech is the pace. Listeners find it difficult to keep up with a speaker who talks very \_\_\_\_\_\_\_7\_\_\_\_\_\_\_.

A speaker also needs to make good \_\_\_\_\_\_\_8\_\_\_\_\_\_\_ of gestures. A speaker can say one thing with the \_\_\_\_\_\_\_\_\_9\_\_\_\_\_\_\_\_\_\_\_\_, while his or hergestures are saying a \_\_\_\_\_\_\_\_\_\_\_\_\_10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thing altogether.

**3. COMPREHENSION (20 marks)**

**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 words, 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 are 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 advanced 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 behaviour, 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 suggested by the old English saying “What’s good for the goose is good for the gander”.

**Questions**

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

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

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(c) How are gender roles passed on? (1 mark)

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(d) Add a question tag to the following:

Any girl can climb a tree as smartly as any boy……………………………(1 mark)

(e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles. (1 mark)

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(f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women. (6 marks)

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(g) In not more than three sentences, re-write the author’s argument. (3 marks)

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(h) Change the following question into a statement: (1 mark)

Should children be denied the right to inherit their parents’ property on the grounds of sex?

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(i) What is the meaning of the following “What is good for the goose is good for the gander.”(1 mark)

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(j) Explain the meaning of the following as they are used in the passage.(3 marks)

 (i) Segregated……………………………………………

 (ii) Absurdities………………………………………….

 (iii) Blanket excuse……………………………………..

**4. ORAL LITERATURE (20marks)**

**Read the following narrative and answer the questions that follow:**

Once upon a time, Warthog and Hare were best friends and they lived together. They shared duties according to each one’s abilities. Hare had speed, therefore, duties involving fetching or delivering items fast were left to him, while Warthog, who was gifted in cooking, handled kitchen duties. However, Warthog had his shortcomings. He lost his temper easily and was ready to fight at the slightest provocation. Hare tolerated him all the same.

Things were not always good in the kitchen. The two always quarrelled over missing food. Warthog was always on the defence, denying any wrong doing. One day, Hare bought five tilapia fish but warthog only served two. When he was asked what happened to the other three fish, as usual, Warthog insisted that he knew nothing about the missing fish. Hare was aware that arguing or fighting would not bring back the lost fish. He also knew that he was smaller and could never win a physical fight against warthog.

Not long after the missing fish incident, Hare and Warthog went hunting. They chanced upon a young gazelle too weak to run. They took the gazelle home and slaughtered it. Warthog as usual was the chef. Hare left him and went for a stroll as he waited for the meat to cook. When he returned, warthog, was sleeping under a shady tree, pretending to be very tired, after cooking. Hare opened the lid and Lo! There were only few pieces of meat left.

Hare was really angry and he threatened to beat Warthog up if he failed to account for the missing pieces. Under faked annoyance, Warthog pounced on hare mid-sentence and beat him up thoroughly. Hare promised to get even. That evening, hare went to see Mr. Squirrel who was the best known magician in the whole region. Squirrel gave him a pot of honey to take to Warthog. When he went back home, Hare feigned forgiveness and invited warthog to taste the honey.

Warthog approached him cautiously, he knew that Hare was quite tricky at times. He thought the pot might contain a snake.

So he started apologizing to Hare from a distance for beating him but Hare laughed it off, reminding him that the differences between them were history and they should both start anew. Warthog, who loved honey, approached hare and scooped some which he ate greedily. However, what he did not know was that it had passed through the hands of Squirrel who had laced it with poisonous herbs that would affect Warthog and his descendants.

After eating half the pot’s contents, Warthog felt dizzy and sleepy. When he woke up, he could not remember anything, his brain had been affected by the poisonous herbs. He forgot about his friendship with squirrel and Hare. He did not even remember eating the honey. He was so confused that he ran off into the bush. Warthog’s brain has never recovered. Till now he is always confused and forgetful.

***GEORGE OLWALO(Adapted from Sunday Nation July 3 2011)***

**Questions**

1. Classify the above narrative. (2marks)

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1. Identify and illustrate three features of style in the narrative. (6marks)

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1. What makes Warthog and Hare best friends? (2marks)

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1. What are the economic activities in the community where the story is taken from? (4marks)

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1. Giving examples, describe two character traits of the Hare shown in the story (4marks)

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1. What moral lesson do we learn from the above story? (2marks)

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**5.** **GRAMMAR ( 20 MKS)**

1. **Choose the correct forms for each of the following words given in brackets. (3 mks)**
2. Jack and James …………………… (is, are) over the hill.
3. There …………………………(goes, go) Julius and his favourite bag.
4. Susan is one of the singers who ………………….. (is, are) always off key.

 **(ii) Write the past tense forms of each of the verbs in brackets in the following sentences. (4 mks)**

1. The chef ……………………………. a delicious cake (bake)
2. He ………………………… to the classroom. (hurry)
3. He got ……………………………. by the teacher (annoy)
4. She ……………………………. the whole incident. (plan)

**(iii)Fill in the most suitable preposition. (4 mks)**

(a) I disagree …………………… you completely. You can’t do this!

(b) Can you excuse us ………………… .class this afternoon?

 (c) Domnic insisted ………………….. his answer.

(d) He prefers swimming ………………. fishing.

**(iv)Punctuate the following sentences correctly. (3 mks)**

(a) jane and jack went to the market.

 ……………………………………………………………………………………………

(b) he wasn’t the only one who knew the answer.

 ……………………………………………………………………………………………….

(c) Don’t go outside she said

 ………………………………………………………………………………………………

**(v)Without changing their meanings, rewrite the following sentences according to the instruction given after each (3 mks)**

 (a) Eucabeth washed a pair of **small school smart** uniform.

*Correct the order of the words in boldface*

……………………………………………………………………………………………………………………………………………………………………………………………

 (b) His room is full of **African old strange** pictures.

 *Correct the order of the boldfaced words*

 …………………………………………………………………………………………………..

 …………………………………………………………………………………………………..

 (c) I saw nothing.  *Use: did not*

 …………………………………………………………………………………………………

**(vi) Fill in the most appropriate form of the word in brackets. (3 mks)**

(a) I ………………………. the composition. Can I go out now? (write)

(b) Please be quiet. The students……………………….(read)

(c) By this time next year, she …………………………………………… medicine for three years. (study)

6. **ORAL SKILLS ( 10MKS)**

Read the conversation below between Rose, a student and the school Secretary, then

 answer the questions that follow.

Rose: Hallo: Good morning

Secretary: Who is on the line and what do you want?

Rose: I am Rose, a Form 4N student and I have been away from school for three

 days now. May I speak to the Principal?

Secretary: The Principal is not in the office now.

Rose: Could I please leave a message for him?

Secretary: Oh, please, don’t you have his cellphone number?

Rose: No Madam, since it is official, kindly take down the…

Secretary: Excuse me, young girl, I am too busy for this idle chat.

Rose: I am sorry but it is very urgent, madam.

Secretary: (Without a pen or paper) Go ahead and you better be quick.

Rose: Thanks for the attention.

**Questions**

1. **Identify the weaknesses in the secretary’s telephone conversation skills. (3 mks)**

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1. **Suggest three things the secretary should have done to observe telephone etiquette.(3 mks)**

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1. **Identify three instances in the conversation when telephone etiquette has been observed.(2 mks)**

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**2. (i) Indicate the correct intonation for the following sentences. (2 mks)**

 (a) Can I take you home?

 (b) How did she travel to Nairobi?