

Name.....Index number.....  
School.....Signature.....  
Date.....

101/2

ENGLISH

(Comprehension, Literacy)

Appreciation and Grammar)

July / August 2010

2 ½ Hours

## FORM FOUR LAICOMET 2010

101/2

ENGLISH

Paper 2

### Instructions

- ❖ Write your name and index number in the spaces provided above. Answer **ALL** the questions in this question paper.
- ❖ **ALL** your answers must be written in the spaces provided in this question paper.

**For Examiner's use only**

Question	Maximum score	Candidates score
1	20	
2	25	
3	20	
4	15	
	Total score	

1. Read the following passage and then answer the questions that follow.

The number of new cancers and cancer deaths is rising, yet many types of cancers can be prevented by simple lifestyle choices.

High levels of estrogen in the body predispose women to cancer, so efforts to reduce the risk of breast cancer have focused largely on reducing estrogen levels. A fatty diet increases the levels of estrogen in the body, and foods containing soy can mimic estrogen and cause cells to proliferate in the breast. Greater physical activity, even if started late in life, reduces the overall risk of developing breast cancer.

Lung cancer is largely related to tobacco use. The risk of getting lung cancer increases with duration of smoking and the number of cigarettes smoked daily. Exposure to second-hand smoke in childhood has been found to carry a risk of developing lung cancer later. Diets rich in fruits and vegetables are believed to offer protection against lung cancer, possibly due to their rich antioxidant content. The risk of developing bowel cancer is higher among those who eat few vegetables than those who eat more. Unrefined plant foods such as whole cereals, legumes and more vegetables. Frequent consumption of red meat (beef, lamb) and alcohol increases the risk, while eating fish and poultry carries a lower risk.

A high calcium intake protects against bowel cancer, and physical activity stimulates bowel movement, thereby decreasing the time food remains in the gut, thus lowering the risk of developing bowel cancer.

Certain sexual behaviour increases the risk of developing cervical cancer. Having many sex partners or sleeping with someone who has had many sexual partners increases the risk of contracting the germs that cause STIs, thus heightening the risk. The age at which a woman first engages in sex has also been cited as a risk factor because it might damage her still underdeveloped cervix.

A high calorie intake has been linked with increased prostate cancer deaths. Indeed, taking little carbohydrate slows the growth of prostate tumors. Advanced prostate cancer and the risk of dying from it have been diagnosed in obese men. Whereas frequent sex in men in their 20s increased the risk of prostate cancer, it appeared to protect against the disease in those above 50.

(Daily Nation, Wednesday March 3, 2010.- Adapted)

- a What is the authors' opinion on the increase of new cancers and cancer deaths?

(2mks)

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.....

- b According to the passage how can a woman reduce the risk of suffering from breast cancer?

..... (2mks)

- c Make notes on how human behaviour leads to higher risks of cancer attack

(6mks)

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d What do you think would be the result of eating few fruits and yet smoking tobacco. (2mks)

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.....

e Paraphrase the following statement. (statement missing) (2mks)  
“ Greater physical activity , even if started late in life, reduces the overall risk of developing breast cancer”

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

f What is the meaning of the following words and phrases as used in the passage? (2mks)

Bowel movement

.....

Unrefined

.....

g “A high calorie intake has been linked with increased prostate cancer deaths”,  
Rewrite this statement in the negative. (1mk)

.....

h Explain the irony in the last paragraph (3mks)

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

2. **Read the passage below and answer the questions that follow:**

But just now he was faced with the task of getting more teachers for the school already built. Something had to be done. Again Siriana was the only place which could still produce men with the necessary education for carrying on the teaching in the ridges. So he one day made a sudden journey to a ridge near Siriana, where he met some young men who were in their final year at the mission place. He

talked to them and pleaded with them. They agreed to his proposals but asked him to go back before Christmas day to straighten out the arrangement.

At home the kiama was getting more and more power over the people. The cry that started the new schools was again taken up. Keep the pure tribe. And people listened to them because they did not want the tribe to die. And the kiama wanted to fight for the land which had now been taken by the settler, the missionary and the government. Kabonyi and his followers went from ridge to ridge, getting people to take the oath of allegiance to the purity of the tribe. People knew that their teacher had taken such an oath. And he had been one of the leaders of the kiama, at least before he resigned. Nobody could break this oath. Nobody who had taken it would ever betray the tribe.

The old rivalry went on. And it was spreading to the other ridges. Joshua's centre was Makuyu, while kameno was seen as the centre of the tribe. The teacher came from there. Waiyaki did not like to be identified with either side; he was now committed to reconciliation. But since those two memorable meetings, things had gone from bad to worse. Each group seemed more arrogant and more confident of itself than ever. Joshua preached with more vigour than ever and his followers sang damnation to the pagans openly and defiantly. Joshua was identified as the enemy of the tribe. He was with Siriana, with the white settlers. For now it was said that Siriana missionaries had been sent to prepare the way for the settlers. The white people were now pouring into the interior in greater and greater numbers. Indian traders too had come and were beginning to carry on a thriving business.

For Waiyaki the fleeting feeling of guilt at having failed to preach reconciliation was now growing stronger. He had missed the opportunity at a time when he could have made his stand clear. A combination of events, excitement and Kabonyi had made him lose that moment when he had the people from various ridges under control. Would such a chance come again? He would bide his time. He would wait for another moment, a moment when he would preach reconciliation, tolerance and unity. Then his work would be done. His mission of enlightenment through education would prosper. Early next year there would be another conference of the parents. Then he would speak his mind.

Waiyaki continued working hard day by day. The moments of self-blame came to him these days with greater and greater vigour and persistence. But he had still his joy when an old man, a woman or a child stopped him and shook hands with him, a smile of trust on their faces. He was thankful that he had left the kiama. He would not have been able to carry on its activities and those of new schools' committee.

He often thought of Nyambura. It pained him that she had refused him. Often he tried to whistle the whole thing off. He could only do this by throwing himself into activity. Kinuthia came to him after school. He came with an air of secrecy. "I would like to talk with you"

i What position had Waiyaki held in the Kiama and why had he resigned? (2mks)

.....  
.....  
ii What character, of Waiyaki is portrayed in this passage. (2mks)

.....  
.....  
iii Identify the theme evident in the excerpt (2mks)

.....  
.....  
iv Punctuate the sentence below as one sentence. (Rewrite it) (1 mk)

.....  
.....  
Waiyaki did not like to be identified with either side he was committed to reconciliation.

.....  
.....  
v 'Nobody could betray this oath' Discuss briefly the truth of this statement in relation to the turn out of events later on. (4mks)

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.....  
vi Discuss what Kinuthia discussed with Waiyaki immediately after this excerpt (2mks)

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.....  
vii Identify one style in this passage (2mks)

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.....  
viii In not more than seventy words discuss the history of the rivalry between Makuyu and Kamenno (7mks)

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ix Explain the meaning of the following words as used in the passage.

- a. damnation (1mk)  
.....
- b. enlightenment (1mk)  
.....
- c. Vigour (1mk)  
.....

Total = 25mks

3. a) Read the proverb below and answer the questions that follow .

(Many rats...cannot, all at once dig a hole for their home.

- i. Explain the meaning of the above proverb. (2mks)  
.....  
.....
- ii. Give a proverb whose meaning contradicts the one above (1mk)  
.....  
.....
- iii. Describe a situation in which this proverb can be applied. (2mks)  
.....  
.....
- iv. Give a proverb similar in meaning to the one above. (1mk)  
.....
- a. Explain what is meant by each of the following terms in oral literature (4mks)
  - i. Recording (1mk)

.....  
ii. Transcription (1mk)

.....  
iii. Translation (1mk)

.....  
iv. Analysis (1mk)

.....  
c) State a problem that you are likely to encounter when collecting oral literature  
Material.

..... (1mk)

**3b Read the following song and then answer the question that follow.**

You came into your land.  
You came into your capital  
You chose your hour for coming

A chief commands  
He speaks his will  
Lift up your head  
Look at the sea of faces  
It is your world

It is your people,  
Which sits  
When you say sit  
Which rises  
When you rise

You are a new chief  
You are chosen as chief  
Your people is with you  
The barriers are cut  
We must follow  
For all will follow

You are a new chief  
Lift up your head!  
Look at the sea of faces,  
That answers when you call

i. What is this song about? (4mks)

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

ii. Give any two occasions this song is likely to be performed (4mks)

.....  
.....

iii.State any two functions of this song (2mks)

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.....

iv.What type of people are the chief's subjects? (4mks)

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

v.Highlight any three aspects of performance that can be lost if this song is written down

.....  
(3mks)  
.....  
.....

vi.Explain the meaning of the following lines as used in the song. (3mks)

1. You chose your hour for coming

.....

2. The barriers are cut

.....

3.Look at the sea of faces

.....



### 3. Grammar

a) Rewrite the following sentences by following the instructions given after each. (4mks)

i The boys have all been awarded .(Rewrite to form a question)

.....

ii It is interesting that you two are friends.(Use the word “interestingly” in the sentence)

.....

iii Someone is following us. (Rewrite in the passive voice)

.....

iv The doctor asked the little boy where the pain was.(Rewrite in the direct speech)

.....

b) **Fill** in the blanks with an **appropriate word** formed from the ones given in brackets

(5mks)

i That was .....(self) of him having sacrificed his life for her.

ii Every serious student should avoid .....(decide) about their lives.

iii There will be a ..... (memory) service for the departed souls.

iv As Mueni ..... (lie) on her bed that morning, she dreaded facing her boss.

v The director refused to write him a .....(testimony)

c) In the sentences below replace the underlined words with **one** word. (2mks)

i The police spokesman says that the police will go into it.

.....

ii The couple who had been at loggerheads made up for the lost time

.....

d) Explain the **meaning** of the underlined phrases. (2mks)

i She was told to stop beating around the bush.

.....

ii Don't trust him . He heard it on the grapevine.

.....

e) **Fill** in the blank spaces with the correct word. (2mks)

i The car burst one of .....tyres.

ii The whole of this building is .....she spent a lot of money constructing it.