

KCPE 2002

ENGLISH SECTION A: LANGUAGE

Time: 1 hour 40 minutes

READ THESE INSTRUCTIONS CAREFULLY

1. You have been given this question booklet and a separate answer sheet. The question booklet contains 50 questions.
2. Do any necessary rough work in this booklet.
3. When you have chosen your answer, mark it on the ANSWER SHEET, not in this question booklet.

HOW TO USE THE ANSWER SHEET

4. Use only an ordinary pencil.
5. Make sure that you have written on the answer sheet:
YOUR INDEX NUMBER
YOUR NAME
NAME OF YOUR SCHOOL
6. By drawing a **dark line** inside the correct numbered boxes mark your full Index Number (i.e. School Code Number and the three-figure Candidate's Number) in the grid near the top of the answer sheet.
7. Do not make any marks outside the boxes.
8. Keep the sheet as clean as possible and do not fold it.
9. For each of the questions 1-50 four answers are given. The answers are lettered A, B, C, D. In each case only **ONE** of the four answers is correct. Choose the correct answer.
10. On the answer sheet the correct answer is to be shown by drawing a **dark line** inside the box in which the letter you have chosen is written.

Example

In questions 16 to 18, choose the word that means the *opposite* of the underlined word.

17. Asha denied committing the offence.

- A. refused
- B. admitted
- C. agreed
- D. rejected

On the answer sheet:



In the set of boxes numbered 17, the box with the letter B printed in it is marked.

11. Your **dark line** MUST be within the box.
12. For each question **ONLY ONE** box is to be marked in each set of four boxes.

Questions 1 to 15

Read the passage below. It contains blank spaces numbered 1 to 15. For each blank space, choose the best answer from the choices given.

Drug abuse can be 1 as the use of a drug to the point where the user's health is affected, 2 where it becomes difficult for the user to live 3 responsible life. It is 4 recognised that drug abuse 5 young people is a social problem in Africa. Drug abuse is something which affects 6 the drug users and 7 families. For the users there is the 8 of permanent addiction; their bodies 9 become completely unable to 10 without drugs. This exposes them to disease and can in the end 11 their death. 12 of the bad effects of addiction 13 the user's family is the loss of 14 when the user is unable to continue working. Another problem is that relationships in the family begin to get 15 as the other members of the family stop sympathising with the user.

- | | | | |
|-----------------|---------------|--------------|--------------|
| 1. A. seen | B. considered | C. defined | D. thought |
| 2. A. or | B. even | C. but | D. also |
| 3. A. the | B. that | C. any | D. a |
| 4. A. now | B. therefore | C. still | D. again |
| 5. A. for | B. among | C. between | D. in |
| 6. A. half | B. all | C. first | D. both |
| 7. A. there | B. they're | C. their | D. the |
| 8. A. risk | B. trouble | C. problem | D. intention |
| 9. A. would | B. will | C. may | D. should |
| 10. A. function | B. perform | C. exist | D. live |
| 11. A. bring | B. hurry | C. cause | D. invite |
| 12. A. Any | B. Many | C. Some | D. One |
| 13. A. for | B. on | C. in | D. to |
| 14. A. money | B. wealth | C. resources | D. income |
| 15. A. worse | B. difficult | C. serious | D. tough |

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26. From the first sentence we know that the writer
- was not sure what was wrong at that time.
 - did not realise for many years the wrongs he had done.
 - had childhood problems but did not quite know it.
 - somehow managed to live through those years.
27. Why did the writer think he was going crazy?
- He was different from everyone else.
 - He could not relate with people.
 - He had no close friends.
 - He felt different from other people.
28. Which of the following is closest in meaning to "unsure" as used in the passage?
- unaware
 - unhappy
 - uncertain
 - uncomfortable
29. "My parents seemed to confirm this ..." means that his parents
- knew that he did not have abilities.
 - were dissatisfied with his lack of confidence in his abilities.
 - did not have confidence in him either.
 - reminded him about it by complaining constantly.
30. Which of the following statements is **not** correct?
- The writer did not have any close friends.
 - The writer's father was a sick man.
 - The writer's parents had more than four children.
 - The writer did not seem to enjoy other people's company.
31. The fact that the writer and two of his sisters were "huddled" in a bedroom shows that they were
- surprised.
 - cold
 - lonely.
 - frightened.
32. The writer's two sisters
- believed nothing was wrong.
 - pretended nothing was wrong.
 - did not know what was going on.
 - wanted the fighting to end.
33. How do we know from the third paragraph that the writer did not trust his father?
- He punished his mother very often.
 - He thought his father would kill his mother.
 - He was afraid his father would hurt his mother.
 - He was terribly scared of him.
34. Which of the following choices **best** describes the writer?
- He was confused and unfriendly.
 - He was confident and merciful.
 - He was caring and courageous.
 - He was crazy and unsure.
35. Which of the following statements is **true** according to the passage?
- The writer's mother loved him more than the father did.
 - The writer often stopped fights between his father and mother.
 - The writer loved his mother more than he loved his father.
 - Both parents must have caused the writer much pain.
36. "These problems went on for years" means
- the father's drinking and their suffering continued for a long time.
 - the yelling and screaming did not stop immediately.
 - the quarrelling and fighting were frequent.
 - the parents argued and fought for many years.
37. From the last paragraph, we can conclude that the writer's father was finally
- despised by the family.
 - laughed at by the mother.
 - forgiven by the family.
 - admired by the mother.
38. What does "My father kept his word" mean?
- He was faithful.
 - He stopped fighting.
 - He stopped drinking.
 - He fulfilled his promise.

Read the following passage and then answer questions 39 to 50.

Hearing impairment or deafness can either be total or partial. People who begin to go deaf in adult life have different problems from those who are born with a hearing impairment. They have to learn different ways of behaving and different ways of communicating, perhaps at a time when learning is not at all easy.

Such people have to learn how to use a hearing aid although the device is not a complete solution to their problem. The sound perceived by the hearing impaired person through the hearing aid is distorted and appears to have more background noise than is heard by someone with normal hearing. In addition, the hearing impaired have to look at the movement of the speaker's lips in order to understand what the speaker is saying. This is called lip-reading. Lip-reading is difficult; it demands intense concentration, and an uninterrupted direct view of the speaker's face. No other activities can take place at the same time: the lip-reader has to stop eating, stop washing up, stop reading, stop everything in order to concentrate on 'hearing'. This may make them appear stupid to the ignorant. However, it is not a question of stupidity, but a way of ensuring that the lip-reader does not misunderstand the message. Imagine what it is like trying to communicate to someone in a very noisy classroom. Frustrating, isn't it? The hearing impaired have to face *that* all the time.

A useful way of looking at the problem is to see the hearing impaired person as a foreigner and to treat him as he would be if you were in a foreign country. This means that you have to speak more clearly and raise your voice slightly. You have to use gestures in order to make your meaning clear and also to be ready to use pencil and paper to be absolutely certain. It is also important to make sure that you do not obscure your mouth with your hand or any object.

Another point quite often forgotten is that a hearing aid may be quite useful in a quiet room. But try it on a busy street, in a noisy market, bus or classroom and you have a really difficult problem distinguishing speech. So do not suggest to or even encourage hearing impaired people to go to functions which are going to make disability appear worse and thus increase their sense of failure. This does not mean that the hearing impaired should be cut off from social activities. On the contrary, you can carefully select for them entertainment places with good sound systems. Also choose the best seating locations so that their hearing is enhanced rather than hindered. Making sure that the people talking are clearly seen will also help.

(Adapted from *Effective Reading* by Simon Greenall and Michael Swan)

39. According to the passage, people who lose hearing ability in adult life
- are luckier than those born with a hearing impairment.
 - find it more difficult to learn to communicate.
 - are more unfortunate than the others.
 - find life very difficult.
40. Which of the following is closest in meaning to the word *device* as used in the passage?
- a machine
 - a tool
 - a commodity
 - an instrument
41. Which of the following is **not** true about hearing aids?
- They are
- not very efficient in noisy places.
 - quite useful in quiet places.
 - helpful in improving hearing.
 - the solution to the hearing problem.
42. The most important thing to do when lip-reading is to
- watch the speaker very carefully.
 - concentrate fully while "listening".
 - stop eating and washing.
 - ensure you do not appear stupid.
43. To help the hearing impaired, we can
- shout, speak clearly and use gestures.
 - use gestures, read and speak slowly.
 - shout, use pencil and paper, and speak clearly.
 - use gestures, be loud enough and write.
44. "The hearing impaired have to face *that* all the time." What does the word "that" refer to?
- misunderstanding
 - background noises
 - frustration
 - appearing stupid
45. You should discourage the hearing impaired from attending functions that
- seem to make them fail.
 - are held in noisy places.
 - seem to worsen their disability.
 - are attended by many people.
46. The word 'obscure' as used in the passage means
- block.
 - shut.
 - hide.
 - protect.
47. How many groups of hearing impaired people are mentioned in the passage?
- two
 - three
 - four
 - five
48. From the passage, we can conclude that the hearing impaired should be treated with
- sympathy
 - consideration
 - humility
 - favour
49. The last paragraph suggests that the hearing impaired should not be
- excluded from social functions.
 - forbidden from entertainment places
 - discouraged from attending social activities.
 - hindered from enjoying themselves.
50. What would be a suitable title for this passage?
- Looking after the hearing impaired
 - Using hearing aids
 - Communicating through lip-reading
 - Understanding the hearing impaired