**NAME.................................................................... ADM.NO.………………………..**

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**GATITU SECONDARY SCHOOL – P.O. BOX 327- 01030 GATUNDU**

**FORM THREE ENGLISH - MIDTERM – 3RD TERM EXAM -2014**

**Q1. Read the passage below and fill in each blank space with an appropriate word. (10mks)**

Everyone who participates in a discussion must also be an active listener. This means (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_if you don’t have anything to say at a particular time, you have to be (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You need to examine ideas as (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are presented and figure out whether you (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_them. Then, when its your turn to (5)\_\_\_\_\_\_\_\_\_\_\_\_, you can make a meaningful comment.

As you listen to what others say, try to be (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Free yourself from preconceived ideas. Don’t be like the person who says “my mind is made (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Don’t confuse me with facts.” This sort of a person comes to a discussion too (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to accept any (9) \_\_\_\_\_\_\_\_\_\_\_\_different from their own. If left unchallenged, such a person can (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the whole discussion

**Q2. (a) Read the poem below and answer the questions that follow**

**Burry me in a free land**.

Make me a grave wherever you will,

In a lowly plain, or a lofty hill,

Make it among earth’s humblest graves,

But not in a land where men are slaves.

I could not rest if around my grave

I heard the steps of a trembling slave;

His shadow above my silent tomb

Would make it a place of fearful gloom.

I could not rest if I heard the tread

Of a gang to the shambles led.

And the mother’s shriek of wild despair.

Rise like a curse on trembling air

By France Watkins Harper (USA)

(i) Describe the rhyme scheme of the above poem. (2mks)

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(ii) What features would you employ when reciting the above poem before an audience? (2mks)

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(iii) Mention two ways in which you would know that your audience is fully participating

during the recitation of the above poem. (2mks)

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(iv) How would you say the last line of the poem? (2mks)

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(b) You are part of an audience that is listening to a speech. You look around and notice that some people are looking at their watches, a few are yawing and one or two are shifting in their seats.

(i) What would be the likely cause of such behaviour? (3mks)

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(ii) What would you do to ensure you continue listening effectively? (3mks)

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(c) You are invited as a motivational speaker to give a talk to a group of people.

(i) State three factors you must consider before giving the speech. (3 marks)

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(ii) State three factors the listener ought to observe in order to gain from the speech. (3 marks)

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***(e) You are invited as a motivational speaker to give a talk to a group of people.***

(i) State three factors you must consider before giving the speech. (3 marks)

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(ii) State three factors the listener ought to observe in order to gain from the speech. (3 marks)

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d) Indicate the type of intonation appropriate for the following : (3marks)

(i) Where is Jane? ……………………………………………………………

(ii) Do you like swimming? ……………………………………………………………

(iii) Oh my! ……………………………………………………………

**Q3. Read the extract below and answer the questions that follow. (25 marks)**

**GROOM:** Better put him down, I tell you. I’d rather not think what’d happen to anybody that was found with that baby.

**COOK:** That’s right. Once they started, they’ll kill each other off, whole families at a time. Let’s go.

*Exeunt all but* GRUSHA*, with the* CHILD *on her arm, and* TWO WOMEN*.*

**TWO WOMEN:** didn’t you hear? Better put him down.

**GRUSHA:** The nurse asked me to hold him a moment.

**OLDER WOMAN:** She’s not coming back, you simpleton.

**YOUNGER WOMAN:** Keep your hands off it.

**OLDER WOMAN:** *(amiably):* Grusha, you’re a good soul, but you’re not very bright , and you know it. I tell you, if he had the plague he couldn’t be more dangerous.

**GRUSHA :***(stubbornly)* He hasn’t got the plague. He looks at me! He’s human!

**OLDER WOMAN:** Don’t look at *him*. You’re a fool – the kind that always gets upon. A person need only say, “run for the salad, you have the longest legs,’ and you run. My husband has an ox cart – you can come with us if you hurry! Lord, by now the whole neighborhood must be in flames.

*Both women leave, sighing. After some hesitation,*GRUSHA *puts the sleeping* CHILD *down, looks at it for a moment , then takes a brocade blanket from the heap of clothes and covers it. Then both women return, dragging bundles,* GRUSHA *starts guiltily away from the* CHILD *and walks a few steps to one side.*

**YOUNGER WOMAN:** Haven’t you packed anything yet? There isn’t much time, you know. The Ironshirts will be here from the barracks.

**GRUSHA:** Coming!

*She runs through the doorway. Both women go the gateway to wait. The sound of the horses is heard. They flee, screaming. Enter the* FAT PRINCE *with drunken* IRONSHIRTS*. One of them carries the Governor’s head on a lance.*

1. Which events led to the happenings in the extract?
2. Who is Grusha?
3. Why are the other women warning Grusha to put the baby down?
4. Identify and illustrate three character traits of Grusha found in the extract.

**Q3. Read the extract below and answer the questions that follow. (25 marks)**

GRUSHA: There is, Simon. There’s no keeping that from you.

But please don’t worry, it is not mine.

SIMON: When the wind once starts to blow, they say, it blows through every cranny.

The wife need say no more. (GRUSHA *looks into her lap and is silent*.)

SINGER

There was yearning but there was no waiting.

The oath is broken. Neither could say why.

Hear what she thought but did not say:

“While you fought in the battle, soldier,

The bloody battle, the bitter battle

I found a helpless infant

I had not the heart to destroy him

I had to care for a creature that was lost

I had to stop for bread crumbs on the floor

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I had to break myself for that which was not mine

That which was other people’s

Someone must help!

For the little tree needs water

The lamb loses its way when the shepherd is asleep

And its cry is unheard!”

SIMON: Give me back the cross I gave you. Better still, throw

it in the stream (*He turns to go*.)

GRUSHA (*getting up*): Simon Shashava, don’t go away! He isn’t

Mine! He isn’t mine! (*She hears the children calling*.) What’s

The matter, children?

VOICES: Soldiers! And they’re taking Michael away!

GRUSHA *stands aghast as two* IRONSHIRTS, *with* MICHAEL

*between them, come toward her.*

ONE OF THE IRONSHIRTS: Are you Grusha? (*She nods)* Is

This your child?

GRUSHA: Yes. (*SIMON goes*) Simon!

IRONSHIRT: We have orders, in the name of the law, to take

this child, found in your custody, back to the city. It is suspected that the child is Michael Abashwili, son and heir of the late Governor Georgi Abashwili, and his wife, Natella Abashwili. Here is the document and the seal. (*They lead the* CHILD *away*.)

GRUSHA (*running after them, shouting*): Leave him here. Please!

He’s mine!

Questions

(a) Which events lead to the happenings in this extract? (2mks)

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(b) “There’s Simon. There’s no keeping that from you.” What question from Simon prompts

Grusha to give the answer and why is ‘that’ in italics? (3mks)

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(c) Which battle is the singer referring to? (2mks)

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(d) Explain how Grusha found ‘the helpless infant’ (4mks)

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(e) Mention five challenges that Grusha faces in an effort to save the life of the infant (5mks)

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(f) What do you understand by line 13 of the song? (2mks)

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(g) Which cross is Simon asking for and why had he given it to Grusha? (3mks)

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(h) Make notes on what will finally happen to Michael on arrival to Nukha (4mks)

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