

**GATITU GIRLS SECONDARY SCHOOL \_ P.O BOX 327-01030 GATUNDU.**

**NAME** \_\_\_\_\_ **ADM.NO.** \_\_\_\_\_

**CLASS** \_\_\_\_\_ **DATE** \_\_\_\_\_

**2<sup>ND</sup> TERM 2015 -MIDTERM EXAMINATION. FORM THREE ENGLISH**

**ANSWER ALL THE QUESTIONS.**

**Q1. *Read the excerpt below and then answer the questions that follow***

IN THE 'BOX' THE WOMENS HALL OF residence, no one was consulted before being assigned a room mate and one could end up with a real creep. In the first year, there was one room to be shared between two people. In the second and third years, one moved into a semi-divided room which guaranteed at least some privacy. Vera was lucky in the room-mate she drew in her second year. She was a commerce student called Mary-Anne Ngugi- a nice human being by any standards. She had a boyfriend whose name was Mathew Saisi who was studying Design. He was very friendly and had in fact hit it off with Tommy very well. Their shared room was therefore like an Island in the midst of the tumultuous sea that was the 'Box'. Mary-Anne was a Nairobiian whose parents lived in Buru Buru. Being an only daughter in a family of six, her parents treated her like something special and constantly brought her food from home. Most of this found its way to Vera, whom Mary-Anne treated like the sister she had never had. Vera had maintained enviably slim. So when Vera came in that night weeping, Mary-Anne was very solicitous of her. She put her in bed and just held her arms until she calmed down, then she made a cup of cocoa just the way Vera liked it-dark brown and sweet, with no milk.

"Want to talk?"

"Tommy and I broke up today. Then I went to look for my sister- I felt so lonely."

"A sister?"

"Yes, my twin sister."

"You have a sister in this town?"

"Yes!"

"How come she never comes to see you?"

"Are you going to listen!"

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(c) Describe the events that led to Vera and Tommy's break up

(3mks)

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(d) Identify any two styles in the excerpt

(4mks)

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(e) "You have a sister in this town" Rewrite this question adding a question tag (1mk)

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(f) Describe the character of Vera and Mary-Anne Ngugi as portrayed in this excerpt. (4mks)

(i) Vera

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(ii) Mary-Anne

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(g) Vera's twin sister had left home unceremoniously. From elsewhere in the novel state what necessitates the sister's departure from home? (4mks)

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(h) Explain the meaning of the following words as used in the excerpt. (3mks)

(i) Creep

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(ii) Solicitous

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(iii) Censure

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**Q2. Oral Skills**

- a) **Read the following poem and then answer the questions that follow.**

**THE MOP**

What more do you see in me?  
What more but a mop to be used.  
To wash once you have fed.

What more do you see in me?  
What more but a fridge.  
To store all your garbage ideas

What more do you see in me?  
What more but a dummy recorder.  
To reproduce the dictates of your tyranny.

What more do you see in me?  
What more but a soft object  
To toy with whenever you want game  
What more do you see in me.

**Questions:**

- i. Describe the rhyme scheme in this poem. (3mks)

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- ii) Which word will you stress in the second line of the last stanza? Give a reason. (2mks)

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iii) How will you say the last line of the poem?

(1mk)

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iv) What is the tone of the poem? Support your answer.

(2mks)

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v) Imagine you were presenting this poem during your district drama festival. How will you perform stanza one? (3mks)

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b) Study the **genres** below:

I Four arrows meet in a hole at the time. (Answer: Milk entering a guard during milking).

II If two witches were watching two watches, which watch would each witch watch.

III That which is at hand is still far from the mouth.

**Questions**

(i) Identify the above genres. (3mks)

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

(ii) Identify the context you will apply genre III. (1mk)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Indicate whether the following have a falling or rising intonation. (5 mks)

- (i) How could you!
- (ii) Wash your clothes now.
- (iii) It was time to cook.
- (iv) She got a bouncing baby girl!
- (v) Do you know why?

d) Select five pairs of words with similar pronunciation from the following. (5 mks)

Our	cut	chute	flow
Right	pew	cat	soot
Sent	led	pure	sow
Scene	flew	red	show
Sin	rite	hour	blew
Blue	cue	kill	queue scent

e) . Imagine that you are narrating a story in class. How would you know if your audience is attentive(5mks)

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f) In the following sentences, the words in bold are used differently. **Underline** the correct syllable to be stressed to bring out the difference in meaning. (4mks)

- (i) (a) What is the **address** of your school.  
(b) Would you help me **address** these envelopes?
- (ii) (a) Parents must monitor the **progress** of their children in school.  
(b) We are meeting again tomorrow to try and **progress** the matter.
- (iii) (a) When did the doctor **discharge** the patient?  
(b) The patient will require ongoing care after **discharge** from hospital.
- (iv) (a) Don't **delay** if you want to get your order.  
(b) Please excuse my **delay** in replying to your letter.

g) Identify the silent letter/sound in the in each of the following words (5mks)

- (i) Coup  
(ii) Fracas  
(iii) Satchet  
(iv) Comb  
(v) Knight

- h) (i) An external speaker has been invited to address your school on the importance of hard work. You look around and see restlessness in the audience, list down **three** things which in your opinion could be causing such a reaction from the audience. (3mks)

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- (ii) Suggest any **three** things you could do to ensure that you continue to listen to the speaker. (3mks)

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