**GATITU MIXED SECONDARY SCHOOL**

**ENGLISH FORM 2 END TERM THREE CAT 2 2014**

**GRAMMER**

1. Which intonation would you use to say each of the underlined words? 4mks

Malusu: omenda, what time is the meeting tomorrow?

…………………………………………………………………………………………………Omenda: (surprised) Tomorrow!

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

Malusu: you didn’t forget, did you?

…………………………………………………………………………………………………

Omenda: I’m afraid I did

…………………………………………………………………………………………………

1. For every word in the sentence below, provide another that is identical in pronunciation.6mks

Aren’t you here for eight days?

1. Rewrite the following sentences as instructed. 4mks
2. I would gladly have helped them were it not for the shortage of funds at the time.(begin: But……………)
3. What we need are such ideas.( begin: it is…….)
4. The board of Governors has been looking into the matter. (End….Board of Governors.)
5. “How often do you come here?” Mathenge asked his friend. (Rewrite in indirect speech…)
6. Rewrite the following sentences, correcting the error in each 5mks
7. Most people prefer playing football than hockey.
8. Emachar is the highest paid employee in this company.
9. I demand to know what is this .
10. The fact that you cannot be able to do it does not mean it is impossible.
11. “My names are John Kamau Mwangi,” the little boy murmured.
12. Use the correct form of the word in blankets in the sentences that follow. 4mks
13. Each category of verbs (behave) in a different way.
14. I wonder why the bell is being (ring) this early.
15. I could not remember the (define) of the word.
16. The (enormous) of the crisis was shocking.
17. Rewrite the sentences below, replacing the underlined idiomatic expression with words of similar meaning. 2mks
18. There are some who will try to rock the boat during the meeting.
19. Can we stop flogging a dead horse and instead move on to something more useful?
20. **Read the passage below and then answer the questions that follow.**

Africa wastes its women as much as it does its children. In many African societies, the woman is a beast burden. She is exploited like a cow which produces offspring, gives milk and has the force to work and offer pleasure. But when she is old and tired, she is no longer valued highly.

 Far fewer women than men can read and write. But they carry 90 percent of water and firewood. An average woman’s workdays runs up to eighteen hours – rearing children, pounding grain, farming, cooking and hauling produce to the market.

Women, often illiterate, dominate market places, selling this and that. Some run small businesses with admirable success. When wronged, they face police with surprising courage. But few **stand up to** theirhusbands. They live in fare that their husbands will throw them out.

 In the field of agriculture, they don’t fare any better. Agricultural modernization always passes through the heads of men while it is the women who form the pillar of family food production. When a farmer decides to devote two thirds of his land to cash crops, he is counting mainly on feminine labour, but the women never take part in the decision that **wreaks havoc** on their work schedule.

 But all is not lost. In every country of Africa, women have shown that they can increase productivity, run flourishing enterprises, and devise new ways of **augmenting** family income. To do this effectively, however, they must first break free of retrogressive traditions.

 One way of doing this is to empower themselves economically. They can liberate themselves to a great extent by joining self help projects which generate income. There is no shortage of the profitable activities they could engage in – growing vegetables and fruits both for sale and home use, poultry – keeping, pottery and weaving. Those who can access credit could run posho mills and supply their local communities with clean water.

 The beauty of it all is that in these projects, women get to manage their own affairs – finances and all. And as has been proven time and time again, women can be very good managers. It is not surprising; therefore, that many banks across Africa are extending loans to such women projects.

 There is another front on which the battle to liberate women must be fought. Improving their lot should and must start with health and nutrition. In much of Africa, a woman is more likely to die during childbirth than a woman her age in the developed world. Her children are also more likely to die of disease and malnutrition before age five. These diseases include whooping cough, diarrhea and malaria. The HIV/ Aids pandemic has greatly complicated the situation.

 Basic hygiene education can save a lot of lives. It is for this reason that government and private volunteer agencies often concentrate on mother – child nutrition care. The mothers taught, for instance, that oral rehydration salts can restore essential fluids to a child stricken with severe diarrhea. They are also made aware of locally available nutritious foods that can boost their health and that of their families.

 It is encouraging to note that though the situation seems grim for the African woman, something positive is being done to uplift her status.

(Adapted from **thinking Globally** by Andrew E. Robson. New York: McGraw- Hill companies 1997) in [**http://www.mhcollege**](http://www.mhcollege)**. Com)**

**Questions**

1. In what way is an African woman treated like a cow? 2mks
2. Rewrite the following sentence to begin with:”There……” 1mk

Far fewer women than men can read and write.

1. Describe the chores that make the African woman a beast of burden. 2mks
2. What is ironical about the fact that women are not able to stand up to their husbands? 2mks
3. Why does the author say that men should consult women before deciding what to do with the farms? 2mks
4. Replace “but” in he following sentence with another word without changing meaning: But all is not lost. 1mk
5. Does the author think that traditions hinder the economic progress of women? Explain your answer. 2mks
6. In what way can the full potential of women be exploited? 3mks
7. How useful is basic hygiene education? 2mks
8. Explain the meaning of the following phrases as used in the passage: 3mks
9. Stand up to
10. Wreak havoc
11. augmenting

1. **Poem**

**“I want to Die while you love me”**

I want to die while you love me,

While yet you hold me fair,

While laughter lies upon my lips,

And lights are in my hair.

I want to die while you love me

I could not bear to see

The glory of this perfect day

Grow dim or cease to be.

I want to die while you love me

Oh! Who would care to live

Till love nothing more to ask,

And nothing more to give.

I want to die while you love me,

And bear to that still bed

Your kisses, turbulent, unspent,

To warm me while I’m dead.

 **Georgia Doughlas Johnston**

**QUESTIONS**

1. Write down two pairs of rythming words each from stanzas 1 and 3. 2mks
2. Give instances of the use of the following sound patterns in the poem; 2mks
3. Repetition
4. Alliteration
5. If you were an adjudicator in the music festival, explain any four aspects you would look for in the performance of this poem. 4mks
6. For each of the following words, write another that is pronounced in the same way: 2mks
7. Die
8. bear