MIDTERM EXAM FORM 3 TERM 1 2017

ENGLISH

READ THE PASSAGE AND ANSWER THE QUESTIONS

Good soil is of no use to man unless he cultivates it. Iron, gold ,oil, and copper beneath the soil are not wealth unless man digs them up and uses them. To cultivate and dig to dig means work. The continent of North America has always had good soils and rich minerals underneath but the Red Indians` lived there in poverty for hundreds of years because they did not know how to use this wealth. There has always been copper in Zambia , Uganda and Congo, and diamonds in Tanzania, but they were not wealth to the inhabitats of these countries until recently when people who knew how to use them came.

In order to produce wealth men have to work and the harder they work and the better they work the more wealth they produce. It is mainly a matter of better work. By working harder the farmer may be able to grow more food, but unless he uses better methods he may in the long run, do more harm than good. To have more wealth then, the farmer needs not so much more land (although that is needed in some places), but mainly more knowledge of how to use his land, the energy and the will to use it. Here we see the need for knowledge and health.

The same applies to those who work in factories offices and schools. The better they work the more they earn. That is why the most highly paid jobs go to those who knowledge is greatest and who are reliable workers.

Before we leave this question of work (or labour as it is sometimes called) there is an interesting point we should notice. Men have found by experience, from the time of the acient Egyptians that more wealth can be produced if different kinds of this system, which is called the `division of Labour` is that each worker can become an expert of his own job or trade, and so the total wealth produced is greater. In earlier days in Africa there was very little division of labour today there is much more. Most people are still farmers, but there are also, carpenters, builders, tailors, mechanics, miners, clerks, teachers and many others.

Land on which grow his crop and the work of cutting hoeing and planting were all the peasant of earlier days needed to produce his very small amount of wealth to keep him and his family alive, sometimes it was not enough. Today the people want more , not only necessities but also other things like sugar, salt slat, tea, clothes, bicycle, radio and so on. These things often come other lands and have to be paid for .They can only be paid for if more wealth is produced so that there is something left over.

Questions

1. According to the passage, can iron, gold, oil and copper be worthless? (2mks)
2. What is ironical about the Red Indians who lived in the continent of North America? (3mks)
3. Explain when copper became useful to the people of Zambia, Uganda and the Congo? (2mks)
4. Highlight 4 things that a farmer must do in order to produce more food. (4mks)
5. State one advantage of division of labour. (2mks)
6. Identify and illustrate the use of parenthesis from the passage, give two examples. (2mks)
7. The Red Indians lived there in poverty four hundreds of years. Add a question tag? (1mk)
8. Give one word that best explain the meaning of the following statements as used in the passage. (2mks)

a)`something left over’

b)`things from other lands’

i) Good soil of no use to man unless he cultivates it. Use `only’ (1mk)

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

It is in the middle of the night and \_\_\_\_\_\_\_\_\_\_\_\_ is heard all over the form two dormitory. The school is \_\_\_\_\_\_\_\_\_\_ and the teaching staff who live \_\_\_\_\_\_\_\_\_\_\_ staff quarters run \_\_\_\_\_\_\_\_ the scream are coming from. The principal is not left out. She is there\_\_\_\_\_\_\_\_\_. The screaming seems to get \_\_\_\_\_\_\_\_\_ as they approach the dorm. The girls are running \_\_\_\_\_\_\_\_\_\_\_\_ of the dormitory shouting \_\_\_\_\_\_\_\_\_\_\_ things. Is it a fire? Are there thugs \_\_\_\_\_\_ something in the dorm? What really could be\_\_\_\_\_\_\_\_\_\_\_\_?

**By use of arrows . indicate whether you would use a rising or falling intonation in the following sentences**

1. Why are you looking at me like that?
2. It is because you stole my ugali.
3. Did I really steal your ugali?
4. I think you did, don’t you think so your self

**Read the question below and answer the questions that follow**

Karimi and the ogre

Long time ago, an ogre arrived in a certain village at dawn and swallowed all the young men. It did not get satisfied. It then swallowed all the old men and the boys. Again, it was not satisfied soon, it swallowed all the old women, planning to save the young women and marry them. Still not satisfied , it gobbled the young women too and then slept. Its belly stretched to the river that separated the village and the forest nearby.

1. What narrative style is long time ago? What is its role in the story? (3mks)
2. Identify 2 aspects of repetition and their roles? (2mks)
3. What are the characteristics of a good story teller? (3mk)
4. How would you prepare the audience before narrating this story? (2mks)

**Underline the stressed syllables in the underlined words in the following sentences (5mks)**

1. They will import sugar this year.
2. We shall not apply for that contract
3. Can the county manage all of this refuse?
4. Why would you refuse to accompany me?
5. We will contract you for a minimum of two years.

**Write a word in similar in pronunciation to the following words (5mks)**

1. Loan
2. Check
3. Through
4. Reign
5. Bear

**Identify the silent letters in the following words. (5mks)**

1. Plumber
2. Weight
3. Dough
4. Psalm
5. Listen

**Little ladies like licking lollipops**

i)classify the above item (1mk)

ii) identify and illustrate the most outstanding style used in the genre. (2mks)

iii)What is lost when the above item is translated from the original language.(1mk

1. What are the functions of the above item? (2mks)

**Grammar (15mks)**

1. **Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence.**
2. The snake did not bite the boy.

(begin: The boy……………)

1. They were so happy that they forgot to lock the door.

(Begin: So happy ………….)

1. Peter was highly praised for keeping up his good performance.

(replace the underlined phrase with one word)

1. **Complete the following sentence with the correct form of the word in brackets**
2. The film, though poor in artistic value, was a \_\_\_\_\_\_\_\_\_ success (finance)
3. Will you \_\_\_\_\_\_\_\_\_ your theory. (clear)
4. They gave him morphine to \_\_\_\_\_\_\_\_ the pain (dead)
5. **Fill in the gaps in the sentences below with the appropriate personal pronouns**

i)could it have been \_\_\_\_\_\_\_\_\_\_ at the door?

ii)Jane and \_\_\_\_\_\_ are leaving now.

iii)Koech runs as fast as \_\_\_\_\_\_\_\_\_

1. **Fill in the blanks with the correct preposition**.

i)some people are keen \_\_\_\_\_\_\_\_\_ working in a team.

ii) Many office workers are fond \_\_\_\_\_\_\_\_\_having frequent coffee breaks

iii)The plane wasn’t allowed to take \_\_\_\_\_\_\_ because of the bad weather.

1. **Supply the appropriate question tags in the blank spaces in the following sentences.**
2. We needn’t worry about tomorrow, \_\_\_\_\_\_\_\_\_\_\_?
3. Let me have a taste, \_\_\_\_\_\_\_\_\_\_\_ ?
4. They’ll come early in the morning\_\_\_\_\_\_\_\_\_\_\_?