

# FOCUS A365

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## FORM 3 TERM 1 English pp2 EXAMINATIONS 2018

NAME: \_\_\_\_\_ ADM NO: \_\_\_\_\_ CLASS: \_\_\_\_\_

### INSTRUCTIONS TO CANDIDATES

Answer all the questions asked in all the sections. Your answers must be written in English.

	MAXIMUM SCORE	CANDIDATES SCORE
QUESTION 1	20	
QUESTION 2	25	
QUESTION 3	20	
QUESTION 4	15	
TOTAL	80	

## 1) COMPREHENSION

(20 marks)

**Read the following passage and answer the questions that follow.**

Most parents innocently believe that parental guidance with regard to television watching means making sure that your child does not sit too close to the set. They believe that sitting close to the TV can hurt their eyes. Unfortunately the harmful effects of electronic media go deeper than just the psychological damage of X-rays on the brain and eyes.

This is especially so with children under seven, whose senses are only just beginning to develop. Electronic media has been discovered to hamper young children their capacity to create their own inner pictures which is the foundation of all creativity.

Imitation is the key at this early age. A child can only to be truly human from human beings themselves. Not from electronic gadgets which do not faithfully represent humanness. And especially not from television. Studies show consistently how watching TV slants creative play in young children. Night mares often ensue from the violent scenes watched (even violent cartoons.)Televisions anaesthetize our higher brain function and disrupts the balance and interaction between the left and right hemisphere.

It **bombards** children with ready made images, so the brain has nothing left to do, possibly leading to reading difficulties from an inability to create mental pictures of letters or words. By watching television, we miss out precious time learning about the world from primary experience. In the first three years of life, we learn to talk, walk and think conversely, TV keeps us sitting, leaves little room for meaningful conversation and seriously impairs our ability to think.

Watching television has been characterized as multi leveled sensory deprivation that may be **stunting** the growth of our children's brains. It really only presents information to two senses, hearing and sight.

In addition, poor quality reproduced sound presented to our hearing and the flashing coloured fluorescent over-stimulated images presented to our eyes cause problems in the development and proper function of these critical sense organs.

Keep the television switched off as much as possible. One author recommended avoiding television as much as possible for the first 12 years of your child's life and the encourage your child to always read the book before watching the movie. It helps the child to keep the TV out of mind. Remember that what we do serves as a role model for our children. We can't really ask our children to stop watching TV if we are doing it. That will eventually lead to power struggles.

When the television is on, then try to **neutralize** its damage. Select the programmes carefully and watch TV with your child so that you can talk about what you see. Keep a light on when watching TV since that will minimize the effects of the reduced field of vision and provide a different light source for the eyes. Try to sit at least four feet from the television and eighteen inches from the computer screen. Plan to go outside for a walk after viewing television.

Read a lot of books to your children (especially ones without a lot of pictures) and tell your children lots of stories. Children love to hear stories about our lives and when we were little or you can make them up. Bed-time stories and riding in the cars provide good opportunities for telling stories. Telling our children stories help **stimulate** their thinking and creative abilities.

### QUESTIONS.

- 1) Explain the misconception presented in the first paragraph. (2mks)
- 2) It bombards children with ready-made images (rewrite in the passive voice) (1mk)
- 3) Which critical senses does the TV fail to appeal to? (3marks)
- 4) We can't really ask our children to stop watching TV if we are doing it. (Rewrite to begin: If..... (1mk)
- 5) Briefly explain how TV inhibits creative play among children (2marks)

6) Make notes on measures that can be undertaken to minimize the harmful effects of the TV (6 marks)

7) Keep the television switched off as much as possible. (Rewrite to end with "switched off" (1mark)

8) Explain the meaning of the following words as used in the passage (4marks)

- Bombards
  
- Stunting
  
- Neutralize
  
- Stimulate

## QUESTION TWO

READ THE FOLLOWING EXCERPT FROM THE BLOSSOMS OF THE SAVANNAH AND ANSWER THE QUESTIONS THAT FOLLOW.

Mama Milanoi was also happy. Although she had not seen the house before then, she knew it was tastefully built. She had always trusted her husband to do the best for the family. There was no reason, therefore, for her to have doubted him. She married him twenty two years, not only to meet the expectations of the Nasila people, but also to get someone to look after her and the children.

And true to her expectation, Ole Kaelo had always been responsible. Even as she sat happily beside him that sunny afternoon, she **let her mind travel fancifully** into her past. She recalled with amusement the pride of her father and mother when the parents of one Parsimei Ole Kaelo accompanied by other elders came to engage her. Her parents were all along determined to find a well-to-do son-in-law, preferably from a well known family. When the suitor happened to be a young man reputed to be an upcoming business man, her parents was satisfied that their daughter would not only be in safe hands, but that their daughter would have a dependable protector. After what appeared to her to be protracted negotiations, the parties agreed and she was betrothed.

She accepted him without any resistance. Tradition did not allow her to offer any and as expected of her she did not resist. So at eighteen after undergoing the **mandatory** initiation rituals, she had married Parsimei Ole Kaelo who was then twenty four years old. And although over the years he had scolded and bullied her, like a halfwitted child, she knew he was a good man, a great provider, a foresighted planner and a man with a will to succeed in whatever he put his mind on. She also knew that he loved her genuinely. For even after all those years of marriage he still pampered her. She, however, knew that she had failed miserably by not giving him the sons that he so much looked forward to. But she also knew it was still not too late. God could still favour her with a son or two. And now that she had gone back to the home of the gods of motherhood, she was going to join the rest of Nasila women in their ancestral prayer, song and praise-*Enkai Aomon Entomono*-a prayer **exhorting** God to open women's wombs.

She turned and looked at her daughters. They were full of animation as they walked hurriedly down the road that led to the gate. That made her happy.

## QUESTIONS

1) What happens immediately before and immediately after this extract? (4 marks)

2) (a) The family in the above extract is moving to a new home. Explain giving reasons.(2mks)

(b)Where are they coming from? (1mk)

3) Identify and illustrate one character traits of the following: Give illustrations from the excerpt (4marks)

(i)Mama Milanoi

(ii)Ole Kaelo

4) Explain and illustrate any one theme from the excerpt (3 marks)

5) Illustrate two stylistic devices from the excerpt (4 marks)

6) Name the two daughters of Ole Kaelo and Mama Milanoi(2 marks)

7) From elsewhere in the text, briefly mention who Ole Supeyo is. How does he relate to Ole Kaelo (2 marks)

8) Explain the meaning of the following words and phrases as used in the excerpt (3marks)

- Let her mind travel fancifully
  
- Mandatory
  
  
  
  
  
  
  
  
  
  
- Exhorting

**3. READ THE FOLLOWING ORAL POEM AND ANSWER THE QUESTIONS THAT FOLLOW.**

Oh beautiful bride, dont cry  
Your marriage will be happy  
Console yourself; your husband will be good  
And like your mother and your aunt  
You will have many children in your life  
Two children, three children four.....

Resign yourself, do like others  
A man is not a leopard  
A husband is not a thunderstruck  
Your mother was your father's wife  
It will not kill you to work

It will not kill you to grind the grain  
Nor will it kill you to wash the pots  
Nobody dies from gathering firewood  
Nor from washing clothes

We did not do it for you  
We did not want to see you go  
We love you too much for that  
It's your beauty that did it  
Because you are so gorgeous.....  
Ah, we see you laugh beneath your tears!

Goodbye, your husband is here  
And already you don't seem  
To need consolation

(Translated by Charlotte and Wolf Leslan)

**QUESTIONS**

(a) With evidence classify this oral poem (2mks)



(b) Who do you think are the singers of the song? (2mks)

(c) Explain any two contradictory aspects in stanza 4 (2mks)

(d) Illustrate and explain the effect of each of the following in the oral poem.

(i) Repetition (2mks)

(ii) Ellipses (.....)(2mks)

(e) In note form outline the duties of the wife according to the song. (2mks)

(f) Explain any one social aspect and one economic activity carried out in the community from which this oral poem is taken (4mks)

(g) What is the effect of translation to the original version of the song (2mks)

(h) With evidence from the song, show how you would make its performance interesting to the audience (2mks)

#### **(4) GRAMMAR**

**(A) Fill in the blank spaces with the correct form of the word in brackets (2mks)**

(i) The.....of his property was carried out under direct order of the state (seize)

(ii) The judge's.....was doubtful (part)

**(B) Fill in the blanks with the most appropriate preposition (3mks)**

(i) Last holiday I ran.....an old friend I had not seen for many years.

- (ii)The newspaper covered the story of the politician's car which had taken the country.....storm.
- (iii)The oral literature researcher translated the Maasai narrative word.....word.

**(C)Rewrite the sentences below, replacing the idiomatic expression with words of similar meaning. (2mks)**

(i)He has crossed the red line.

(ii)When James tore my shirt, he made my blood boil.

**(D)Fill in the blank spaces with the correct article. (2mks)**

(i)The students said they wanted.....union.

(ii)What is.....ewe?

**(E)Choose the correct word from those in brackets (2mks)**

(i)A range of issues.....discussed. (Was/were)

(ii)All the.....should be taken out for airing. (bedding/beddings)

**(F)Replace the underlined words with a suitable phrasal verb formed the words in brackets. Rewrite the sentence. (3mks)**

(i)The dog attacked the stranger the moment the gate was opened. (go)

(ii)The patient recovered from his injuries sooner than we expected. (go)

(iii)Linnet was deceived by the smartly dressed man. (take)

**(G)Punctuate the following sentence. (1mk)**

How many times have I warned you not to dirty your clothes mother asked my little brother.

<http://atikaschool.org>  
[sales@manyamfranchise.com](mailto:sales@manyamfranchise.com) [0728 450425]