**MID TERM ONE, 2021 EXAM**

**ENGLISH FORM 3**

**NAME: ………………………………....………………………..…..………ADM NO: ………………….CLASS: …………………..**

At least 1400 people have ------------ in two years in ever increasing bodaboda accidents. Some 1956 others have been----------------- injured, while 634 people have sustained slight injuries between January 2015 and January 2017, when 1399 died. These deaths from motor cycles are half the------------- annual deaths (3,000) on the roads, a disturbing finding that the National transport and Safety Authority is scratching its head--------------- in search of a solution .The Authority blames the grim statistics on impunity­­­­­­­------------ of the law and difficulties in implementing regulations. ‘This is an----------------- that is really worrying us. And you see­­­­­­­------------------- people see their colleagues die and they know that if they had a helmet, followed simple road rules, they would have survived. I don‘t know why they do it.‘‘ The director general, Mr. Francis Meja, told the Nation--------------- his office in upper Hill, Nairobi. Bodaboda have become a-------- to traffic jams in the city, and areas where roads are chock-a- block with vehicles. Mr. Meja said the deaths should be a warning to Kenyans and riders--------------- ignore the law

1. **COMPREHENSION MATIANG‘I TO CRACK THE WHIP ON SCHOOLS MANAGEMENT BOARDS**

The education ministry has proposed a change of law to regulate the number of people who can sit in schools boards of management to address cases of unrest. Speaking on Friday, Education Cabinet secretary Fred Matiang‘i said the ideal number of board members per school should be nine, adding that the current situation where boards are bloated was ―complete madness.

Why would you have 17 people in a board of management in a school? We look like a country of idlers, he said after receiving report on the reasons behind the 2016 wave of unrest in schools. The task-force was looking into the chaos that saw structures in more than 100 schools destroyed between June and August last year. ―We have proposed a reduction of that number to nine so that we have a small number of people. And we are prescribing qualifications so that we have people who add value, not people who are just good villagers, said Dr. Matiang‘i. Incapacity of boards of management was one of the more than 50 reasons that the task force pointed out as being behind the unrest. Dr. Gracie Mullei, a member of the task force who gave a summary of the findings at the Kenya Institute of Curriculum Development, said one of their recommendations was that those who sit in schools boards should meet certain criteria. ―We should enforce the minimum academic qualifications for membership of schools boards. We were horrified by some of the members of boards that we have and are expecting them to run our secondary schools, she said. To implement the change, Dr. Matiangi said the ministry had proposed to lawmakers to amend the education law. ―We will take the proposals to parliament and we believe that our leaders in the legislative arm of government will see our sense in strengthening the management of schools so that we can now manage in a modern, responsible manner and use resources better, he said.

The change of law is among the 11 actions that the Education ministry is taking as a direct response to the recommendations by the task force. Another planned line of action is creating a digital database of all learners in Kenya. ―We are about to launch the new Education Information Management System which will make our data management much tidier. We will create a database which enables us to share information on students records in schools so that we are able to track students as they go along, said the CS. In future, he said, Kenya may employ a policy being used abroad where errant students are denied government loans for university education. ―You cannot burn a school and loiter around because you are well-connected and then you turn up and you want to be given a loan from public coffers. If you are an indisciplined person who has a criminal record, we should treat you as such, he said. In its findings, the task force said school heads had been making a kill from the movement of learners among schools. ―Principals receive money for that and they take in the students and then bad things happen in our schools, said DrMullei. The reckless nature of handling examinations, both within schools and at the national level was also pointed out as a cause of unrest. DrMullei said in some schools, students had to sit on examination at the beginning, middle and end of a term. Dr. Matiang‘i also said there will be tighter checks during this year‘s national examinations. Another change has been the appointment of substantive county directors of education because those in place last year were in acting capacity when the arson happened. The task force made 29 recommendations on how to address the mess including lifestyle audits of principals and bursars, eradicating titles like ―president among prefects and having CCTV cameras

(Adapted from Sunday Nation of May 21, 2017)

**QUESTIONS**

1. According to the ministry of education, what is neccesitating the change of law in school boards of management? (1 mark)

2. Which figure does the CS propose as ideal for the board of management per schools and what is his rationale? (2 marks)

3. In what way does the CS view the current situation in management of schools as ridiculous? (1 mark)

4.Comment on the main objective behind the formation of the task force by the Dr. Matiang‘i led ministry of education. (2 marks)

5. In note form highlight four changes that the ministry of education has effected based on the recommendations of the task force. (5 marks)

6. How will the ministry of education ensure that errant students do not get away with their crimes ? (2 marks)

7. Supply the correct question tag. (1 mark) We look like a country of idlers ...................................................

8. Describe Dr. Matiangi‘s feelings towards the current schools‘s boards of management as revealed in paragraphs two and three. (2 marks)

9. What does the rhetorical question in paragraph three aim to achieve ? (2 marks)

10. Explain the meaning of each of the following as used in the passage. (2 marks)

i) make a kill

ii) bloated

1. **READ the exerpt below and answer the questions that follow.**

‘’No Joseph,”She said in an infantile whimper. “I can’t bear that we can’t express the love that we have for one another because at some primitive culture. If by loving you, I offend the sensibilities of Nasila then let me offend and face the consequences of doing so!”

“I also love you very much,”Joseph Parmuat responded finally. “I loved you the moment I saw you during your father’s homecoming ceremony. But then the clan matter came to separate us. It is true we have no blood relation. But Nasila culture dictates who are related and who are not. We are slotted among those who cannot marry,”

“No, it can’t be. I cannot accept its verdict,”

She said petulantly her words agonised.” No way, never!” She stopped, confused and angry with herself at her inarticulate outburst. She took several long steadying breaths and then said,” I cannot accept that a culture that does not feed feed, clothe or house me comes to control may life. Our lives belong to us, Joseph. The destiny of our lives is in our own hands. We should guard in jealously.” At last they drew a little part. His eyes were open, honest and steady upon her face.

**QUESTIONS**

1. What happens before this excerpt? (3mks)

2. For both Joseph and Taiyo, give and illustrate two character traits. (4mks)

3. How is dialogue significant in this excerpt? (4mks)

4. Explain any **two** thematic concerns addressed in this except. (4mks)

5. From elsewhere in the novel, how does Joseph sacrifice for his love for Taiyo. (4mks)

6. Explain the meaning of the following vocabulary as used in the excerpt. (4mks)

a) destiny

b) infantile

c) Petulantly

d) primitive

7. What happens immediately after this extract? (2mks)

**GRAMMAR**

**1. Rewrite the following sentences as directed. (4mks)**

i) He shut the door immediately he heard a knock from behind. (Begin: No sooner………..)

ii) The teacher told us that studying is necessary before we achieve success (write in direct speech)

iii) Mrs. Kimani is teaching Agriculture (Begin Agriculture)

iv) Somebody took the key from my desk (Rewrite as a question)

**2. Against each of the following sentences indicate whether you would end with a rising or falling intonation.**

i) You actually saw the pyramids?.............................................................................................

ii) Why did you oversleep? …………………………………………………………………………………………………..

iii) What a tragic experience that was! ………………………………………………………………….…………….

iv) My younger sister has identical twins. ……………………………………………………………………………

**3. Place the adverbs given in their natural position and order. (3mks)**

i) My telephone rang fifteen times last night (almost)

ii) I wanted to make an appearance (merely)

iii) The performance was fantastic (absolutely)

**4. Give the correct form of word to show the opposite gender to the one given**

i) Wizard-

ii) Boar-

iii) Duke-

iv) Author-

**3. POEM**

**Read the poem below and answer the questions that follow:**

Stopping by woods on a snowy Evening

Whose woods these are I think I know,

He will not see me stopping here,

To watch his woods fill up with snow.

My little horse must think it queer.

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year

He gives his harness bells a shake

To ask if there is some mistake

The only other sounds the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep

But I have promises to keep

And miles to go before I sleep,

And miles to go before I sleep.

**QUESTIONS**

i) Describe the rhythm of this poem. (4mks)

ii) Identify **two** other sound devices used in the poem and say to what use they have been put. (2mks)

iii) How would you say the last two lines? Why (2mks)

iv) For each of the following words write another that is pronounced in the same way but is spelt differently. (2mks)

a) Site

b) stationery

c) horse

d) rain