**NAME:…………………………………………………………….ADM:………….CLASS………………**

**FORM 4**

**ENGLISH**

**MIDTERM ONE EXAMS 2021**

**TIME: 2HRS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

**1.** *Fill in the blank spaces below with an appropriate word.* **(10 marks)**

All the ordinary Kenyans and their leaders, irrespective of their political 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, must fully 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the war on drugs. The consequences of drug 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are devastating, and many have been moved to tears on seeing young people wrecked by these substances. When these drugs are exported, 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have the same effects on the users overseas. And this is why governments in the west, including the United States, invest heavily in 5\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_drugs.

The extradition of two Kenyans and their suspected foreign accomplices to the US is a manifestation of the determination 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_break up cartels that ruin American lives. It is, 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, unfortunate that anybody would wish to politicize such a8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_matter. Kenya is bound by International conventions to co-operate and facilitate the arrest of criminal suspects on its own. If the suspects can prove they have 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to do with drug 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, there is no reason why they should not return home as soon as possible.

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

 We are constantly being reminded that this is the century of the common man. Among the rights the common man may be expected to claim is that of a share *moulding* his mother tongue. In that agreeable essay “Grammar without Tears” written with so pleasant a blend of good sense and *whimsicality* that it is not always easy to be sure whether the author’s tongue is in his cheek, Mr. Hung Sykes – Davies invites us to pay our tribute to the common man of the past – the “Lowly man”, he calls him – who throughout the centuries has defied the grammarians and, by insisting on going his own way, has rid our language of tiresome and useless things like inflections and genders and brought it to its present state of ease and flexibility and what Bradley called it *“ noiseless grammar”.* Mr. Sykes – Davies advocates that the lowly man should be free to continue his work. As no doubt he will, speaking no longer with the accent of the English countryside but with that of the citizen of the United States. Whether there his influence will still be beneficient only time can show. What seems certain is that we cannot do much about it. All experience goes to show that in the long run popular taste decides our vocabulary, and in the past has done so not too badly. When we feel depressed about what is happening now we must get what consolation we can out of the throughout, not wholly fantastic, that posterity may look back on the two Elizabeth ages as the eras of greatest activity in word- making and find that on each occasion the result was an enrichment of the language to suit the needs of the time.

 A worse danger threatens our language than its corruption by the *undiscriminating* absorption of new words. That is the way we are using the words we already have, especially the growing habit of speakers and writers of both countries of concealing their thoughts “even from themselves”, as George Orwell says, under resounding generalities and pseudo-scientific jargon. “Will the next translation of the bible”, asks an English man, Ivor Brown, “be allowed to “heal the sick’ No, it will have to rehabilitate those who are suffering from psychophysical maladjustment. A spectre haunts our culture,” says an American, Lionel Trilling.’ It is that people will eventually be unable to say, ‘’We fell in love and married,’ let alone understand the language of Romeo and Juliet, but will, as a matter of course, say “our libidinal impulses being reciprocal, we integrated our individual erotic drives, and brought them within the same frame of reference. A combined operation to exorcise this spectre would be an enterprise more worth while than competing with each other for the other for the future control of a vocabulary which is unlikely to submit to dictation by anyone.

 *(The complete Plan Words, DavidGorline Publishers, 2002)*

1. Which one right is the common man expected to demand this century (2marks)

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1. How has the “ lowly man” affected the English language (3marks)

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1. What is the writer’s attitude towards the introduction of new words? Explain. (4marks)

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1. Why does the writer object to jargon (4marks)

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1. In a paragraph of about 80 words, summarize the writer’s views on the future of the English language.

 (7marks)

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1. Explain the meaning of the following words and expressions as used in the passage. (5marks)
2. Moulding

………………………………………………………………………………………………………………

1. Whimsicality

………………………………………………………………………………………………………………

1. Tongue is in his cheek

………………………………………………………………………………………………………………

1. Noiseless grammar

………………………………………………………………………………………………………………

1. Undiscriminating
2. ***Oral Narrative***

***Read the narrative below and then answer the questions that follow***

 Once upon a time, all animals in the jungle were of the same plain colour. But when they were invited by king lion for his son’s wedding, they decided to decorate themselves for the occasion. The tortoise was given the task of making the dye to be used. Though he was slow, he was the most intelligent.

 The big day was fast approaching but the tortoise had only managed to make one big pot of black dye. He called a meeting and they all decided to use the available dye to make various patterns in their skins.

 The leopard was allocated the job painting the rest of the animals. The zebra was the first on the queue followed by the giraffe, then the donkey and all the other animals were to follow. The giraffe and the zebra were painted and they looked very beautiful elegant.

 Then the donkey’s turn came but he was undecided on the pattern to choose. The leopard decided to paint him like a zebra and got down to work. He had a long line along the donkey’s spine from head towards the tail. On reaching the tail, the donkey started giggling. The leopard continued and the donkey jumped and threw him his hind legs saying the brush was tickling and he could not contain himself any longer.

 He had thrown his hind legs so hard that he hit the pot containing the dye. They dye spattered all over the animals on the queue. The cheetah got speckle all over his body, the leopard got spotted and the crow who happened to be passing by with an urgent letter for the king hanging on its neck was splashed by the dye which covered him whole body apart from the neck where the letter was. On seeing this, the hyena started laughing but got a large splotch on his mouth.

 All the animals rushed to the stream to try and wash out the dye but it had already dried and had become permanent. Nobody could get off the spots, streaks, speckles and splotches. And that is how the donkey was responsible for the various patterns we see on animal’s bodies today.

1. Classify the narrative above. (1marks)

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1. Identify two social aspects of the society from whichthe narrative is taken. (4marks)

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1. (i) Which two stylistic devices, peculiar to oral narrative, are evident in the narrative? (4marks)

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(ii) In what way are they important? (2marks)

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1. Identify any two character traits of the leopard. (4marks)

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1. Who would be the target of such a narrative? (2marks)

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1. State the types of audience in oral narrative (2marks)

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. How would you collect such a narrative? (1mark)

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. ***Grammar (15marks).***
2. ***Fill in the blank spaces with the appropriate question tags.*** (4marks)
3. Let’s help the old man cross the road …………………………………………………….
4. We needn’t worry about tomorrow……………………………………………………….
5. Let me have a taste………………………………………………………….…………….
6. I have a right to defend myself…………………………………………....……………..
7. ***Explain the difference in meaning between the two pairs of sentences*.**  (4marks)

**1.**

1. He stopped to dance

…………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. He stopped dancing

…………………………………………………………………………………………………………………………………………………………………………………………………………………………

2.

(a) There were twenty four year-old sheep in the paddock

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

(b) There were twenty four-year-old sheep in the paddock.

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. ***Rewrite the following sentences according to the instructions given after each.***

 ***Do not change the meaning.*** (4marks)

1. We had not gone far from our school. It started raining heavily. (Rewrite as one sentence using hardly).

…………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. He was absent from work for three days without permission. He wrote a rude letter to the Manager.

 (Rewrite as one sentence beginning, Not only……)

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. “We have to set out early tomorrow if we are serious about getting back the same day”, one member suggested. ( Rewrite in indirect speech)

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Inspite of the bad weather they decided to go for a walk as planned. (Rewrite using although)

 …………………………………………………………………………………………………………………………………………………………………………………………………………………………

(d) ***Fill in the blanks with suitable prepositions***.

1. I am fond …………………..music.
2. He died ……………….…his country
3. The river flows ……………..…….the bridge

**Sample extract 2**

**Nora:** Oh, yes, that one; but this is another. I ordered it. Torvald mustn’t know about it.

**Rank**: Oho! Then that was the great secret.

**Nora:** Of course. Just go in to him; he is sitting in the inner room. Keep him as long as-

**Rank:** **Make your mind easy**; **I won’tlet him escape**. *(Goes into the HELMER’S room)*

**Nora:** *(to the MAID)*And he is standing waiting in the kitchen?

**Maid:** Yes; he came up the back stairs.

**Nora**: But didn’t you tell him no one was in?

**Maid:** Yes, but **it was no good.**

**Nora**: He won’t go away?

**Maid:** No; he says he won’t until he has seen you, ma’am.

**Nora:** Well, let him come in-but quietly. Helen, you mustn’t say anything about it to anyone. It is asurprise to my husband.

**Maid:** Yes, ma’am, I quite understand. *(Exit.)*

**Nora**: This **dreadful** thing is going to happen! It will happen in spite of me! No, no, no, it can’t happen-it shan’t happen!

**Questions.**

1. Place this excerpt in its immediate context. (2marks)

2. What does “it” refer to and what does it reveal about the character of Nora? (2 marks)

3. Identify and explain one type of irony in this excerpt. (1 marks)

4. Who is being referred to as he and why has he come? (2 marks)

5. Describe one theme raised in this extract. (1 marks)

6. What dreadful thing does Nora fear might happen? Explain your answer. (2 marks)