

**ALLIANCE HIGH SCHOOL
FORM 4 ENGLISH CAT 1
TERM ONE, 2016.**

NAME: _____ CLASS _____ ADM NO _____

1. SHORT STORYWhen the Sun Goes Down and Other Short Stories (20MKS)

Write a composition on the hindrances to healing racial tensions. Your composition should be based on the short story "The Guilt" by Rayda Jacobs (South Africa) and should be between 350 – 450 words only. **(USE THE FULSCAP PROVIDED)**

2. CLOZE TEST (10MKS)

Read the passage below and fill in the blank spaces with the most appropriate word.

The climate – change (1) _____ reached in Paris on December 12th was a rich victory for diplomacy. Both the agreement (2) _____ and the atmosphere of cooperation that (3) _____ the proceedings represent a sea of change from the failed Copenhagen Summit in 2009. But while we should (4) _____ world leaders on their success, Paris marks the beginning, not the end, of the (5) _____. It is now our collective duty to hold our leaders to (6) _____ and ensure they turn promises into (7) _____ especially in the world's most vulnerable regions, such as Africa.

We should (8) _____ China, India, the United States, and the European Union for their Pre – Paris pledges on climate action. These countries' commitments created the sense of responsibility, trust and solidarity that enabled 195 nations not (9) _____ to agree on a one- off deal, but to set in (10) _____ a series of increasingly ambitious five – year cycles to phase out greenhouse gas emissions this century.

(Kofi A. Annan 2015)

3. ORAL SKILLS

(30MKS)

a) Read the following poem and answer the questions that follow.

A Barefoot Boy

A barefoot boy! I mark him at his play.....For May is here once more, and so is he,.....
His dusty trousers rolled half to the knee,
And his bare ankles grimy, too, as they:
Cross - hatchings of the nettle, in array
 Of feverish stripes, hint vividly to me
 Of woody pathways winding endlessly
Along the Creek, where even yesterday
He plunged his stinking body - gasped and shook.....
 Yet called the water "warm" with never lack
Of joy. And so , half enviously I look
 Upon this graceless barefoot and his track.....
 His toe stubbed.....ay, his big toe- nails backed back
Like unto the clasp of an old pocketbook.

i) Describe how the punctuation of the first line of this poem would guide your recitation of the line. (2mks)

ii) What is the rhyme scheme of the poem? (2mks)

iii) Mention and illustrate two devices that the poet has used to develop the rhythm in this poem. (2mks)

iii) How would you recite line 13 of this poem? (2mks)

b) For each of the following words provide another one pronounced the same way. (3mks)

- i) doe _____
- ii) block _____
- iii) jewel _____
- iv) liquor _____
- v) poll _____
- vi) shoe _____

c) For each of the following words underline the stressed syllable. (3mks)

- i) con.tri.bute
- ii) in.di.vi.dual
- iii) pro.ject (verb)
- iv) ba.ton
- v) ma.nage
- vi) ad.vise

d) Imagine that Tumaini School is offering you a job as a Librarian in April 2016. You had applied for the position and have been invited for an interview. Discuss how you would prepare yourself for it. (9mks)

e) Write three words in which the letters **ch** is pronounced differently. (3mks)

- i) _____
- ii) _____
- iii) _____

On that day final union

We promised each other pleasures and care

And everything good under the sun

As a daily reminder that you and me were one forever.

a) What does the day of the final union mean to the persona? (3mks)

b) What faint memories does the persona have, according to the poem? (3mks)

c) What is the persona's attitude towards their marriage? (2mks)

d) Explain the following expressions as used in the poem (6mks)

(i) Happiness, sorrow and dreams were so synchronized.....

(ii) praised each other like children in love

(iii) All were pleasures ahead in mind.

e) Identify two aspects of style used in this poem and explain their effectiveness. (4mks)

f) What is the mood of the poem?

(2mks)

5. GRAMMAR

(20MKS)

A. Rewrite the following sentences according to the instructions. Do not alter the meaning.
(5mks)

1. Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)

2. The teachers agreed to teach after signing an agreement with the government. (Begin: Only....)

3. This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun)

4. Mutua would have won the race if he had done enough practice. (Begin: Had....)

5. "Will you come with us to the market?" she asked. (Rewrite in reported speech)

B. Give the correct form of the word in brackets to complete each of the sentences below. (3mks)

1. After a long _____ he won the tender (argue)
2. The _____ of the staff has been a matter of concern. (sober)
3. The world is tired of the _____ which man shows his fellow men (apathetic)

C. Complete the following sentence by writing the correct tense in brackets in each case. (3mks)

1. The students _____ assistance from the police after the attack (seek)
2. The visitors _____ us goodbye and left immediately (Bid)
3. All the workers have been _____ their dues. (pay)

d. Complete the following sentences with a phrasal verb starting with the word in brackets. (5 mks)

1. The teacher couldn't _____ the students' bad behavior (put)
2. Please _____ that all the chairs are in good condition. (See)
3. The boy actually _____ his father (take)
4. You do not have to **tell** me **exactly** what to do (spell)

5. The teacher **reprimanded** the errant student. (tell)

e. Rewrite the following sentences correcting the error without changing the meaning. (2mks)

1. The dog has broken it's leg.
- _____

2. Jane is the smaller of the five sisters.

f. Supply correct question tags to the following (2mks)

1. Let us go home _____
2. I am pleased with you _____