**FORM 3 EXAM**

**ENGLISH TERM 2, 2022**

**MARKING SCHEME**

**1. FUNCTIONAL WRITING**

Imagine that your brother was promoted to be a manager in one of the branches of Equity Bank. Send a congratulatory note to him. (10 mks)

**Senders address 1 mk**

**Date ½ mks**

**Salutation ½ mks**

**Content 4mks**

**Signing off 1mk**

**Language 3mks**

2. Cloze test (10 mks)

A new research title “Underage Drinking in Kenya” has **shown** that nearly one third of form four students aged below 18 years take alcohol **regularly**. As our society ponders this sad **revelation** the urgent message to children who are taking alcohol **is** do not drink another sip. Advice to those children is to strongly say “no” **from** irresponsible behavior to alcoholism, there are many **negative** effects of alcohol. It is wrong and illegal for children to drink alcohol. The report also states that 46 percent of the children receive **their** first pint from friends and **relative**. Do you offer alcohol to children? As a parent or guardian, do you nurture **them**? How much time do you spend with them? Notably, **lack** of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS (35 MKS)

**a. Oral poem**

I SEE HIS BLOOD UPON THE ROSE

By Joseph Plunkert

I see his blood upon the rose,

And in the stars the glory of his eyes,

His body gleams amid eternal snows,

His tears fall from the skies.

I see his face in every flower;

The thunder and the singing of the birds

Are but his voice- and carven by his power

Rocks are his written words

All pathways by his feet are worn,

His strong heart stirs the ever beating sea

His crown of thorns is twined with every thorn,

His cross is every tree.

1. Describe the rhyme scheme of this poem. (2mks)

**Ababcdcdefef, the rhyme scheme is regular as it is predictable.**

2. Apart from rhyme, Identify, illustrate and state the effectiveness of one sound device in this poem. (2 mks)

**Alliteration-falls from/written words/face ….flower. - creation of rhythm, musicality, memorability.**

**Consonance- his tears/his face/Rocks are his/ pathways by his- creation of rhythm, musicality, memorability.**

3. How would you say the last line of the poem? (1 mk)

**I would use a falling intonation to show finality.**

**I would point to every tree.**

4. Supposing you were to perform this poem to your class, how would you prepare? (3 mks)

**-read the poem to myself to understand it**

**-recite the poem in front of a mirror**

**-Ask my classmates to observe as I rehearse my performance**

**-Decide on the intonation I would use and at what point**

**-Decide on when and where to use gestures**

**-Ask myself and decide on the pace of delivery**

5. What would you do to capture the attention of the audience before you begin to recite the above poem? (2mks)

**-clap hands**

**-clear the throat**

**-sing a related song**

**-Ask a relevant question**

**-Give an appropriate proverb, riddle or puzzle**

**-call the name of one of the people in the audience**

**-ring a bell**

**-blow a whistle**

**-beat a drum**

6. If you are part of the audience for this recitation, explain two things you would do to show that you are participating in the performance. (2mks)

**-maintain eye contact**

**-Nod in agreement**

**-Laugh at funny instances**

**-Respond to the speaker’s use of gestures, tonal variation, facial expressions, etc**

**-Ask questions at the end**

b. For each of the following words, construct two sentences to bring out the difference in meaning. (4 mks)

1. beat

**I like the beat of that music. (noun)**

**I will beat you now. (verb)**

2. early (as adverb and adjective)

**We went home early. (adverb)**

**The early bird catches the worm. (adjective)**

c. For each of the following words, provide another word with similar pronunciation. (4mks)

1. not-**knot** 2. Owe-**ore** 3. Which-**witch** 4. Rest-**wrest**

d. Identify the intonation that would be present in the following sentences. (4mks)

1. What idea did the three work on? **Falling**

2. Did you see the students? **Rising**

3. I have donated more blood. **Falling**

4. The tapper taps much, doesn’t he?

e. There is need to light a night light on a night like tonight.

1. Identify the above genre. (1mk) **Tongue twister**

2. Give two functions of the genre. (2mks)

**It is used for entertainment/It causes humour and amusement because it is spoken rapidly.**

**-It is used to teach good pronunciation**

**-It trains in memory skills/develops ones ability to recite**

**-It trains language skills i.e. fluency as it requires a speaker to utter without hesitation or faltering the sentence provided**

**-It educates the society in question as images or items used reflect a particular community.**

f. Suppose you are reciting a solo verse to a big audience, what problems are you likely to encounter. (4mks)

**Stage fright**

**Inaudibility/not being audible**

**Capturing the audience’s attention fully**

**Maintaining eye contact**

**Maintaining logical flow of ideas**

g. You recently attended an interview which you failed. Mention some of the reasons that could have contributed to your failure. (4mks)

**-lateness**

**-Lack of etiquette**

**-Improper dressing**

**-Poor research/preparedness**

**-Lack of confidence/obvious show of nervousness**

**4. GRAMMAR(15mks)**

a. Rewrite the sentences below according to the instructions given without changing their meaning. (9mks)

1. I don’t know if a person has glue or not. (Use “anyone”)

**I don’t know if anyone has glue or not.**

2. He is the father of my wife. (Begin: He is …..)

**He is my father-in –law.**

3. Hassan joined our school this term. Hassan is very good at grammar. (Use a relative clause)

**Hassan, who is very good at grammar, joined our school this term.**

4. The elephant is a very big animal. The elephant is also strong. (Use not only)

**The elephant is not only a very big animal but also strong.**

5. The steward who served us in the plane is my cousin. (Replace the underlined word with a gender sensitive word. **flight attendant/cabin crew**

6. The visitor spoke for one hour. I did not understand anything he said. (Join into one sentence using **however)**

**The visitor spoke for one hour, however, I did not understand anything he said.**

7. The meeting was called off because there was no quorum. (Replace the underlined phrasal verb with a word with the same meaning**) cancelled**

8. We decided to stay longer in Mombasa since we had \_\_\_\_\_\_\_\_\_\_\_\_ money left. (Use the most appropriate quantifier to fill the gap.) **a little/some**

9. Let’s go to the field. (Supply the correct question tag.) **shall we?**

**-Deny a mark if the sentence is not rewritten.**

b. Fill in the gaps below with the most appropriate prepositions. (4 mks)

1. The rat ran \_\_\_\_\_\_\_\_\_\_\_\_\_ the hole when it saw the cat**. into**

2. I have to be polite \_\_\_\_\_\_\_\_\_\_ everyone.**to**

3. The students are notorious \_\_\_\_\_\_\_\_\_\_\_\_\_\_ making noise. **of**

d. Give two possible meanings of the following sentence (2mks)

Flying planes can be dangerous.

**-The act of flying a plane can be dangerous.**

**-Planes that are flying can be dangerous.**