THE RANG'ALA GIRLS ENGLISH CONTEST 1ST EDITION
FORM 4 CATEGORY

MARKING SCHEME

1. CLOZE TEST (10 marks)

FIRST LAWYER (bowing): Thank you, your Honor. High Court of Justice, of all ties the ties of blood are the (1) **strongest**. Mother and child- is there a more (2) **intimate** relationship? Can one **tear (3)** a child from its mother? High Court of Justice, she has conceived it in the holy **ecstasies (4)** of love. She has carried it in **her (5)** womb. She has fed it with her (6) **blood** . She has (7) **borne** it with pain. High Court of Justice , it has been observed (8) **that** the (9) **wild** tigress, robbed of her young, roams restless through the mountains , shrunk to a (10) **shadow.**

2. EXCERPT (15 Marks)

"Oh, ok. Since you are so determined, I will call them tonight and make the arrangements. Happy now?''

"Seventh heaven, '' he said grinning.

(a) Who are the interlocutors involved? (2 mks)
Becky and John Courtney

(b) Explain what happens before this excerpt. (3 mks)

- **Vera finally bumps into Becky while looking for her at the airport. She (Becky) then invites her to her house.**
- **While there, Vera learns of Becky's intention to get married without their parents blessing. She encourages them to make that visit home.**
- **A conversation ensues between Becky and John Courtney about making the visit after she left.**

(c) What is the subject matter? (2 mks)
Becky finally agrees to introduce John Courtney as her would be husband to her parents after much persuasion from Vera and her fiancée.

(d) Discuss the predominant style in the excerpt above. (2 mks)
Dialogue

(e) Who are the 'them' in the above excerpt? (2 mks)
Them refers to Becky's parents – Mark Sigu and Elizabeth Awiti

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(f) Based on your general knowledge of the text, describe the character traits of the female interlocutor? (4 mks)

She is determined/lazy/promiscuous/indifferent/materialistic/egocentric/hedonistic/

(Any 2 well illustrated traits = 4 marks)

3. POETRY (10 MARKS)

Last Lesson of the Afternoon

When will the bell ring, and end this weariness?
How long have they tugged the leash, and strained apart,
My pack of unruly hounds! I cannot start
Them again on a quarry of knowledge they hate to hunt,
I can't haul them and urge them no more.

No longer now can I endure the brunt
Of the books that lie out on the desks; a full threescore
Of several insults of blotted pages, and scrawl
Of slovenly work that they have offered me.
I am sick, and what on earth is the good of it all?
What good to them or me, I cannot see!
So, shall I take
My last dear fuel of life to heap on my soul
And kindle my will to a flame that shall consume
Their dross of indifference; and take the toll
Of their insults in punishment? — I will not! -

I will not waste my soul and my strength for this.
What do I care for all that they do amiss!
What is the point of this teaching of mine, and of this?
Learning of theirs? It all goes down the same abyss.

What does it matter to me, if they can write
A description of a dog, or if they can't?
What is the point? To us both, it is all my aunt!
And yet I'm supposed to care, with all my might.

I do not, and will not; they won't and they don't; and that's all!
I shall keep my strength for myself; they can keep theirs as well.

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Why should we beat our heads against the wall
Of each other? I shall sit and wait for the bell

a) What is the poem all about? (3 mks)

The poem is about a teacher's experience with his students. The teacher is bored with his students who show little interest in the lessons. This has in turn made the teacher give up with what he considers a futile exercise of teaching them.

b) Why does the speaker talk about the learners as a 'pack of unruly hounds'? (2mks)

this is because as students they are supposed to show the eagerness to learn just like the hounds that are out to hunt. In this case, they are unruly because they show no interest.

c) What is the speaker's attitude towards his work? (2 mks)
Indifferent /uncaring/resigned attitude

"what do I care…"/ "it is all my aunt!"

d) Identify and illustrate **one** stylistic device in the poem. (2 mks)

Metaphor : tugged the leash/ a quarry of knowledge/ dear fuel of life/ kindle my will to a flame/ beat our heads against the wall.

Rhetorical questions : When will the bell ring, and end this weariness? (consider other illustrations)

Alliteration: <u>h</u>ate to <u>h</u>unt…a <u>d</u>escription of a <u>d</u>og

Rhyme: apart	**scrawl**	**me**	**soul**	**can't**	**all**	**well**
Start	**all**	**see**	**toll**	**aunt**	**wall**	**bell**

e). Explain the meaning of the expression, ***"…it is all my aunt!"*** (1 mk)

it is all one and the same thing to me/ all too familiar

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4. ORAL SKILLS (10 MARKS)

I. In the words given below, underline the part that should be stressed. (3 marks)

a) Su**<u>ccess</u>**
b) **<u>Cha</u>**llenge
c) Ad**<u>vice</u>**
d) A**<u>pproach</u>**

e) Mis**use**
f) **Pro**secute

(½ marks each)

II. Imagine you were having a discussion in your class. What would you do to make the discussion successful? (2 marks)

- **Elect/appoint a chair /secretary**
- **Prepare for the discussion early**
- **Observe turn-taking**

(Any two, 1 mk each)

III. Identify the silent letter(s) in the following words (3 mks)

a) Ve**h**ement
b) Chamoi**s**
c) Su**b**poena

(1 mk each)

IV. Pick out the word in which the underlined part is pronounced differently (2 mks)

a. ar<u>ch</u> mar<u>ch</u> sear<u>ch</u> monar<u>ch</u>
Monarch

b. emp<u>ty</u> fr<u>ee</u> k<u>ey</u> q<u>uay</u>
Empty

5. GRAMMAR (15 MARKS)

1. Fill in the blanks in the following sentences with the correct alternative from the words in the brackets.

a) This years' KCSE will be my **premier** (premiere/premier) exam.
b) What **premise** (premise/premises) did you base your argument on?

2. Punctuate the following sentences. (2 marks)
a) I am going to Tanzania next week Hapsa said my sister is getting married.
"I am going to Tanzania next week, " Hapsa said. "My sister is getting married."

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b) Ways of raising production efficiency including proper planning are to be encouraged.

Ways of raising production efficiency, including proper planning, are to be encouraged.

3. Fill in the blank spaces with the correct prepositions (2 mks)

   a) We are bombarded **with** information.
   b) The shrill alarm woke me up **for** a start.

4. Fill in the blanks using the correct forms of the words in brackets. (2 mks)
   a) I work best in a **homey (**home) environment.
   b) The audience was bored because of the **prolixity** (prolix) of his speech.

5. Rewrite the following sentences according to the instructions given after each. (2mks)
   a) It's raining heavily. I will take an umbrella with me. { make one compound sentence)
      I will take an umbrella with me for it is raining heavily.
      It's raining heavily today so I will take an umbrella.

   b) They did not get the news. They did not watch the television last night. (combine the two sentences using the conditions)
      If they had watched the television, they would have gotten the news.

6. Explain the meaning of the underlined idiomatic expressions as used in the sentences. (3 marks)
   a) Having done the task, the boy <u>hit the sack</u>.

   Went to bed/sleep

   b) The equipment cost my dad <u>an arm and a leg.</u>
      Very expensive

   c) Writing an essay is <u>a piece of cake</u> to my best student.

   Easy / simple

7. Rewrite the following sentences using compound adjective attributively. (2 marks)
   a) The businessman with a pot belly staggered out of the bar.
      The pot-bellied businessman staggered out of the bar.

   b) This is a book with thirty pages.
      This is a thirty-paged book.

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