

FORM 1 ENGLISH-MARKING SCHEME

1. Write a letter to your friend explaining how you are getting on in school. (20 mks)
Must be an informal letter if not AD 4

| | | | |
|--|-----------------|---|---------------|
| Format - senders address | 1 | } | 5marks |
| - date | 1 | | |
| - salutation (informal) | 1 | | |
| - Body | 1 | | |
| - closing tag informal (no signature) | 1 | | |
| Body - introduction | 2 marks | | |
| - content at least 3 x 2 | 6 marks | | |
| - conclusion | 2 marks | | |
| | 10 marks | | |
| Language – upto | 4 marks | | |
| Tone informal; | 1 mark | | |
| | 20 marks | | |

2. cloze test (10 mrks)

Fill in the blank spaces in the passage below with the most appropriate word.

It is important for students to read well (1) **before** sitting an examination. However, some Kenyan (2) **students / candidates** have poor reading (3) **habits**. Only when an exam has been (4) **timetable** do they rush to (5) **borrow** other students' books for superficial (6) **reading / perusal**. Unable to (7) **grasp** the content required to sit the exam, they wait until the actual exam to make use of their Internet-enabled phones to search for the (8) **correct** answers. Despite (9) **banning** of phones in examination rooms, these academic dwarfs still manage to employ treachery and (10) **sneak** in the gadgets.

3. ORAL SKILLS (20 MARKS)

a) For each of the following words below, write another word that is pronounced in the sameway. (5mks)

- i) Seen - **scene**
- ii) Read - **reed**
- iii) Boy - **buoy**
- iv) Piece - **peace**
- v) Ate - **eight**

b) Identify the silent sound. (5mks)

- i) Sachet - **t**
- ii) Fracas - **s**
- iii) Gnat - **g**
- iv) Mortgage - **t**
- v) Fasten - **t**

c) Insert 'ie' or 'ei' in the following words.

(5mks)

i) Deceive

H) Conceive

iii) Believe

iv) Receipt

v) Achieve

d) Underline the word pronounced differently from the list below. (3mks)

i) **Cause**, course, coarse

ii) **West**, waist, waste

iii) Sale, **sell**, sail

e) Provide two words with the following sounds (2mks)

/ʃ/ **Sugar**

/tʃ/ **Church**

4. Read the poem below and answer the questions that follow:

| | |
|--------------------------------------|----------|
| I had a dream last night, I dreamed | a |
| I had to pick a mother out. | a |
| I had to choose a father too. | b |
| At first, I wondered what to do, | b |
| There were so many there, it seemed, | c |
| Short and tall and thin and stout | a |
| But just before I sprang awake, | d |
| I know what parents I would take. | d |
| And this surprised and made me glad; | c |
| They were the ones I always had! | c |

i) Describe the rhyme scheme of the above poem. (2mks)

A regular rhyme scheme

ii) Identify any three pairs of rhyming words in this poem. (3mks)

A wake glad too

Take had to

iii) Identify one in each of the following sound devices. (3mks)

Repetition —

I had to

I had to

Alliteration —

Wondered what made me

Assonance —

5. ORAL LITERATURE (17 MKS)

a) Define Oral Literature. (1 mk)

Oral literature is the spoken, acted and performed art whose media is the spoken word.

b) Mention three genres of oral literature, give an example in each (6mks)

i) narrative – legends

ii) songs – love songs

iii) short forms – riddles

c) Why is study of oral literature important? (3mks)

i) For entertainment

ii) Its educative

iii) its used to warm, caution and advice

d) Outline the six steps involved in the riddling process. (6mks)

- **Introduction – By the challenger (“riddle riddle”)**
- **Acceptance – BY the respondent (riddle come)**
- **passing the riddle by the challenger**
- **respondent makes attempts**
- **The challenger requests for a prize**
- **The challenger gives the correct respondent**

e) She sells sea shells at the sea shore (1mk)

i) Identify the genre above.

It is a **tongue twister**

6. GRAMMAR (25mks)

A. Replace the underlined words with the suitable phrasal verbs formed from the words given in brackets.

i) The girl resembles the father. (Take) **takes after**

ii) I will work hard to compensate the wasted time. (Make) **make up for**

iii) The patient regained consciousness at 2pm. (come) **came up**

B. Fill in the blank spaces with the correct preposition.

i) The culprit was charged **with** murder.

ii) The mother succumbed **to** cancer.

iii) Mr. Omondi deals **in** scrapes.

iv) Most parents are concerned **with** their children’s performance.

C. Provide question tags on the following questions.

i) Let us accompany them, **shall we**

ii) She performed well in K.C.S.E, **didn’t she?**

iii) Come here, **will you?**

D. Fill in each of the blank spaces with the correct words in brackets.

i) No sooner had the house girl **lain** (lie) down than the baby began to cry.

ii) The dress she bought yesterday **cost** a lot of money.

iii) The nanny was annoyed that the child had **broken** (brake) the glass jar.

E. Fill the blanks in the following sentences using plural from the nouns in the brackets.

i) Maurine looked up the topics from the **indices**(index) of different books.

ii) The scandal was revealed through several **media/ medium** (medium)

iii) The lady carried all her **furniture** from the house.

F. Fill the blank spaces with the correct form of adjectives.

i) Jane is the **tallest**(tall) of the three girls.

ii) Of the two watches, Okello’s is **more** expensive.

iii) Her performance is **worse** (bad) than last year.

G. Rewrite the following sentences according to the instructions given after each. Do not change the meaning.

i) She failed to complete her homework. She refused to take the punishment.

(Combine into one sentence beginning: Not only.....)

Not only did she fail to complete her homework, but she also refused to take the punishment.

ii) I have never gone to Nairobi. (Begin: Never)

Never have I gone to Nairobi

iii) Tom does not attend evening classes. His brother do not attend evening classes either.

(Combine into one sentence beginning:Neither)

Neither Tom nor his brother attend evening classes

H. Fill the blank spaces with the correct personal pronoun.

i) It was**he** who broke the pot. (her, she)

ii) The teacher gave Lucy and **me** some homework. (me, I)

iii) John and **he** are to blame for the loss. (he, him)