**@*West practice papers-2021***

**TERM II, 2021**

**ENGLISH PAPER 1**

**101/1**

**MARKING SCHEME**

**1. Functional Writing 20 marks**

You are the secretary of the Students’ Council of your school. You have just held a meeting of the Students’ Council at the beginning of the term.

Out of ten members, two prefects had notified the chairperson of their absence and one prefect’s whereabouts is unknown. The deputy principal attended the meeting. During the meeting, the issue of the Students’ Council uniform was revisited. The following issues were discussed:

i) Ways to observe Covid 19 protocols in the school.

ii) Ways to curb noise-making in the school.

iii) Preparation for leadership training.

Write the minutes you took during the meeting.

**Format:**

Heading- 1 mk

Record of attendance-

Present $\frac{1}{2}$

Absent with apology$\frac{1}{2}$

Absent without apology $\frac{1}{2}$

In Attendance $\frac{1}{2}$

Min 1: Preliminaries $\frac{1}{2}$

Min 2: Confirmation of the minutes of the previous meeting $\frac{1}{2}$

Min 3: Matters Arising$ \frac{1}{2}$

Min 4: Ways to observe Covid 19 protocols in the school. $\frac{1}{2}$

Min 5: Ways to curb noise making $\frac{1}{2}$

Min 6: Preparation for leadership training $\frac{1}{2}$

Min 7: AOB $\frac{1}{2}$

Min 8: Adjournment $\frac{1}{2}$

Signing space/Approval for circulation: 1 mk

(Total Mark Format: 8 marks)

**Content:**

Candidate must address the items listed in the question.

Heading: Content on group, date, time, venue- 1 mk

Matters arising: The Students’ Council uniform – 1 mk

Ways to observe Covid 19 protocols in the school- 1 mk

Ways to curb noise-making in the school – 1 mk

Preparation for leadership training – 1 mk

Any other business: an issue that is relevant to a students’ council – 1 mk

(Total marks, content: 6 mks)

**Language: 6 mks**

Candidate must use official language. The tone should be formal.

Total: 20 mks

**2. Cloze passage 10 marks**

***Read the passage below and fill in the gaps with the most appropriate word.***

The war against tuberculosis has received a shot in the **1\_arm\_** after medical researchers discovered a more efficient way of **2 \_diagnosing\_** the disease in children.

**3 \_The\_** team of experts from Kenya Medical Research Institute (KEMRI) **4 \_and\_** the international community discovered the test that promises early treatment and reduced complications and **5 \_death**\_ caused by TB in children.

In a report, the researchers said the new test involves the use of genes to check the presence of the TB **6 –causing-** bacterium in children, contrary **7 \_to\_** the earlier use of sputum (saliva) or tuberculin skin test, that were generally undetectable.

Children with TB have non-specific **8\_symptoms\_** and if any, exhibit signs common to many other childhood diseases **9\_thus/hence\_** making it difficult to establish the existence of the infection in them.

If at all the disease is detected, it would often be in the **10 \_later\_** stages after causing extensive damage.

***(From The Daily Nation, May 14, 2014)***

**3. Oral Skills 30 marks**

**A: Read the oral narrative below and answer the questions that follow.**

**Hare and Tortoise**

Once upon a time, there lived a hare and a tortoise. They were good friends and met regularly to discuss many issues. Hare made it a habit to ridicule Tortoise about his short legs and slow pace. Although Tortoise would brave the ridicule by trying to explain that he always got things done even at his slow pace, Hare’s daily taunts were getting on his nerves.

‘I wish I could find a way of proving to hare that though I am slow, I’m steady and sure,’ Tortoise agonized.

One day, Hare challenged Tortoise to a race. ‘Let’s compete in a race. With your stumps of legs, I can run ten times faster than you!’ Hare said this loudly for other animals, which were nearby, to hear.

‘You may defeat me but you cannot run ten times faster than me,’ Tortoise protested.

To settle the argument, the two decided to compete the following day. Hare run home, got his horn and blew it hard. When the other animals came to enquire what the news was, Hare invited them to witness the race the following day.

When the race started, Hare zoomed off as if he had been attacked by a swarm of bees, leaving Tortoise way behind.

Soon Hare came across a group of animals resting by some bushes. He stopped to chat with them.

‘I’m sure I can take a nap and still wake up to beat Tortoise,’ he declared proudly. He then proceeded to find a nice shade and dozed off.

When Hare woke up, he could only see the silhouette of Tortoise as he disappeared way off ahead of him. By the time he got to the finishing point, Tortoise had long finished the race. Hare walked away in shame and never taunted Tortoise about his short legs and slow pace again.

**Questions**

i) If you were to narrate the above story before an audience, how would you capture their attention before the narration? (3 marks)

- Clap my hands/knock on a table/ring a bell

- Sing a song

- Tell a riddle/crack a joke

-Clear throat loudly

***Any other acceptable answer 1 mk each (expect 3 points)***

ii) Imagine that you are performing this narrative before an audience. What would you do to make it lively? (3 marks)

* Mimic the hare/ tortoise eg imitate how the hare said proudly that he can sleep and still beat tortoise, etc (any valid illustration)
* Tonal variation
* Use facial expressions
* Use appropriate gestures
* ***All answers must be tied to a specific illustration to score. If not, no mark. Expect 3 points, well illustrated.***

iii) How would you say the following line: “You may defeat me but you cannot run ten times faster than me.” (2 marks)

* Use a calm and firm tone.
* A falling tone to indicate belief in what I am saying.
* A straight face/ a stern expression/ draw my face into a frown to indicate seriousness.
* Point at an imaginary hare.

iv) Identify two cues that would suggest that the audience was listening to you keenly. (2 marks)

 -They look at me/ maintain eye contact.

-They are quiet.

-They nod/smile/react appropriately to what I am saying.

-They sit up*.* ***(any 2 points)***

**B. For each of the following words, supply another word that is said exactly the same.**

 **(4 marks)**

i) Hymn him

ii) Quire choir

iii) Pier peer

iv) Threw through

**C. Underline the letters that are silent in the words below: (3 marks)**

i) **W**rinkle

ii) Ya**ch**t

iii) Succum**b**

**D. Identify the odd one out in each of the following sets of words based on the pronunciation of the underlined. (3 marks)**

i) Guilt, germs, gist, gender - **guilt**

ii) Prison, season, censor, reason - **censor**

iii) Depot, rapport, report, debut - **report**

**E. You have been identified as one of the main speakers in a debating contest as an opposer. State what you would do before and during your presentation to make it effective. (4 marks)**

**Before:**

-Research the topic and write down points I will use to oppose in order of importance.

-Research proposing points and prepare a rebuttal in anticipation.

Research evidence to support my points eg statistics, research findings, historical facts, etc.

-Rehearse before a mock audience/mirror/etc.

-Glooming/prepare my attire for the day/ensure I am clean and presentable.

**During:**

- Be audible

- Present the rebuttal in a clear and polite manner.

-Present my arguments in a logical manner, starting with the strongest argument.

- Support points with convincing evidence, statistics, anecdotes, etc.

-Observe time guidelines.

**F. Explain how you will go about the following during an impromptu speech:**

**i) Inviting a guest speaker. (3 marks)**

-Acknowledge the people present, starting with the highest ranking.

-Greet the audience.

- Introduce the speaker, eg, give a short history on the speaker.

-Invite the speaker to address the audience/Ask the audience to welcome the speaker.

**ii) Moving a message of condolence. (3 marks)**

 -Acknowledge the people present, starting with the bereaved family, then fellow mourners.

- Express your shock/sadness/sorrow on learning of the bereavement.

- State how you know the person.

- Mention an achievement/contribution or service to society.

- Acknowledge the loss caused by his demise.

-Comfort the family.

-Offer support.