**MID TERM SERIES –TERM 1-2023**

**ENGLISH**

**FUNCTIONAL SKILLS**

**PAPER 1(101/1)**

 **FORM FOUR (4)**

 **TIME: 2 HOURS**

 **MARKING SCHEME**

**1. FUNCTIONAL WRITING 20MARKS**

**SPEECH WRITING.**

**1. Format =4marks**

Must be a speech, if not deduct 4mks

Must be written in prose.

Title- Capital and underlined. 1mark

Title to capture the following

Event 1mk

Date 1mk

Speaker 1mk

**2. Content 8marks**

Greetings and recognition of the various personalities in order of seniority. 1mk

Appreciate the organizer for invitation 1mk

Introduce the topic: environmental awareness 1mk

A paragraph on;

deforestation 1 mark

pollution 1 mark

waste disposal 1 mark

Give summary of your speech 1 mark

Thank the audience for listening to you 1 mark

**3. Language 8 marks**

**7-8 marks** - The learner communicates with ease. No tense or spelling errors.

- Subject- verb agreement rule observed

- -good paragraphing.

- Good use of sentence structures.

- A flawless writing.

**4-6 marks** - A few spelling and tense errors present.

- A few errors in sentence construction.

- Has a number of general errors but the student still communicates.

**1-3 marks** - Has all types of serious/gross errors in tenses, spelling and poor paragraphing.

-The learner can’t communicate and one has to guess what he/she means.

**NB: Do not award 0 (zero) mark for language**

**2.CLOZE TEST 10MARKS**

i) best

ii) countries/nations

iii) was

iv) reforms

v) in

vi) but

vii)too

viii) led

ix) for

x) The

**3(a) Oral Skills 30MARKS**

**(i)-Alliteration**-rickety, rackety**, r**ack

Roaring rushing race

-**Use of rhyme/use of rhyming words**

Dragged uphill top track

Puffed hill stop rack

**-repetition**-I think I can I think I can

 the phrase **‘I think I can’** has been repeated

**-consonance**-roaring rushing

-**use of short lines** e.g. I simply must not stop

-**onomatopoeia**-roaring, puffed, rickety rackety

ii) I would use;

-a falling intonation-to show satisfaction at the victory achieved

-for finality/end of the poem/end of the performance

-a smiling face to show how happy I am at the success/achievement

-happy tone-excited at the victory achieved

**3(b)**

\***I**-to show the emphasis is on the subject/it was I and no one else

\***Bought**- shows that the emphasis is on the action/ the action was bought and nothing else.

\***Camera-** to emphasize on the object/ it was the camera and nothing else

**3(c)**

Climb,

 pact,

blue,

 cereal

**3(d)**

\*Permanent **landmarks** e.g., rivers, permanent buildings

\*Use **turns** words like turn left, right

\*Physically point out the direction or **compass points**-north, south

\***Give approximate distance** e.g., walk for 5 metres

\*Give **approximate time** e.g., walk for about 10 metres

**3 (e)**

 I would:

\*Start with a relevant anecdote

\*Start with shocking/startling/relevant statistics

\*Give background information on the topic

\*Use a famous quotation

\*Refute a misconception

\*Use proverbs/wise sayings

\*Give a personal testimony

\*Ask relevant questions/rhetorical questions

\*Use a dramatic skit/statement

\*Cite authorities e.g., health experts

\*Sing a relevant song

**f**

**i)** This is a tongue twister. The sound /p/ is repeated.

**ii**) Alliteration- If Peter Piper picked a peck of pickled peppers, where’s the peck of pickled peppers Peter Piper picked?

**iii)** Fluency/ speech therapy

Promote creativity

Entertainment purposes

To precede/ prelude a story telling session.

**iv**) Originality is lost.

Sound patterns are lost.

What makes the genre entertaining is lost.

**g**) Rising

Falling

Falling