**FORM 1 ENGLISH**

**TIME: 2 ½ HOURS**

**Marking scheme**

|  |  |  |
| --- | --- | --- |
| **QUESTION** | **MAXIMUM SCORE** | **CANDIDATES SCORE** |
| 1. **Writing**
 | **20** |  |
| 1. **Reading comprehension**
 | **20** |  |
| 1. **Cloze test**
 | **10** |  |
| 1. **Grammar**
 | **20** |  |
| 1. **Oral literature**
 | **20** |  |
| 1. **Oral skills**
 | **10** |  |
| **TOTAL** | **100** |  |

1. **Writing (20mks)**

Write a composition that starts with the following sentence: The sun was already up by the time I woke up….

1. **Imaginative composition**

This paper is intended to test the candidates ability to communicate in writing,. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and ability. Within the constraints set by each question, it is the linguistic competence shown the candidate that should carry most of the marks.

Examiner should not hesitate to use the full range of marks for each essay

It is important to determine first how each essay communicates and in which category A,B,C or D as it is(marks indicated below are for question one)

|  |  |
| --- | --- |
| D CLASS( 01-05) | The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English word into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kind of errors “Broken English.” |
|  | Chaotic, little meaning whatsoever. Question paper or some words from it simply copied. |
|  | Flow of thought almost impossible to follow. The errors are continuous |
|  | Although the English is often broken and the essay is full of errors of all types we can at least guess what the candidate wants to say. |
|  C CLASS(06-10) | The candidate communicates understandably but only more or less clearly.He is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language mother tongue influence is felt |
| C-06-07 | The candidate obviously finds it difficult to communicate his/her ideas.He/she is seriously hampered by his/her limited knowledge of structure and vocabulary. This results in many errors of agreement, spelling, and misuse of prepositions, tense, verb agreement and sentence construction. |
| C-08 | The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited, he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, links are weak, incorrect, repeated at times. |
| C+ 09-10 |  The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling. |
| B CLASS | This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/she can use English as a normal way of expressing himself/herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone |
| B- 11-12 | The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be over punished by the examiner. |
| B 13 |  The sentences are varied but rather simple and straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit, economy of language |
| B+ 14-15 | The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the whole sentence or the whole expression type |
| A CLASS 16-20 | The candidate communicates not only fluently, but attractively with originality and efficiency. He/she has the ability to make us share his deep feelings, emotions, enthusiasms. He/she expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain just pleasantness, clever arrangement, felicity of expression. |
| A-16-17 | The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides the “spark” in such essays. Vocabulary idiom, sentence structure, links, variety are impressive. Gross errors are very rare |
| A 18 | Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks |
| A+ 19-20 | The candidate communicated not only information and meaning but also and especially the candidate’s whole self: his /her feelings, tastes, points of view, youth, culture. This ability to communicate is deep self may express itself in many ways, wide range of effectiveness vocabulary, original approach, vivid and sustained account in the case of narrative, well developed in the case of a debate or discussion. Errors and slips should not deprive the candidate the full marks he deserves. A very definite spark. |

**TABLE OF CATEGORIES**

**CLASS MARK CATEGORY**

**EACH ESSAY**

|  |  |  |  |
| --- | --- | --- | --- |
| A | A+ 19-20A 181. 16-17
 | C | C+ 09-10C 081. 06-07
 |
| B | B+ 14-15B 131. 11-12
 | D | D+ 04-05D 031. 01-02
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**MARKING SYMBOLS**

1. The main signs indicate three degrees of seriousness of error.
2. GROSS ERROR OMISSION FOR CONSTRUCTION

 IN MARGIN c

1. MINOR ERROR OMISSION MINOR CONSTRUCTION

ERROR c

 (c) MINOR OR POSSIBLE ERROR

 This sign in the margin is used only when a construction error affects more than

 one line The following symbols may also be used

FAULTY PARAGRAPHING p

REPETITION (of words) a circle around the word ( of ideas) usually in the margin

ILLEGIBILITY Obscure/vague (in margin)

WRONG WORDS ORDER Underline once and write W.O. in margin

ILLOGICAL or CONTRADICTORY ILL (in margin)

VAGUENESS

BROKEN ENGLISH when the candidate fails to communicate BR in margin.

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make correction

BRACKETS [ ] indicate a part of a D script that communicates.

\*Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used.

TO INDICATE AN ITEM OF MERIT use a tick (√) either above a word of in the margin for the whole sentence

**GROSS ERRORS**

1. Almost any error of agreement
2. Serious tense error
3. Error of elementary vocabulary, spelling and misuse
4. Punctuation errors or missing punctuation which causes serious lack of communication
5. Elementary errors of sentence construction
6. Ridiculous use of idioms that affect communication
7. Misuse of common propositions

Misuse of capital letters use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.

1. **Reading comprehension (20mks)**

**Read the following comprehension passage and then answer the questions that follow.**

**The naughty boys**

Our parents and teachers have always emphasized the importance of observing good habits, They constantly remind us to avoid habits such as eating with our mouths open, talking or laughing with food in the mouth, picking our noses, scratching our heads and other parts of the body, They discourage laughing unnecessarily and loudly, spitting anyhow and obeying natures call whenever and wherever it comes. My mother says calls of nature are private and should not be done in public. Anytime I listened to these lessons, I dismissed them as exaggerations until we attended Rachel’s birthday party.

When we received the invitation card to attend Rachel’s birthday, we were thrilled. What made it even more exciting was that my cousins who had come all the way from Ulumbi for their April holiday were also invited to the party. We asked for permission from our parents early enough and we looked forward to Saturday, the day of the party. That day we put on our best clothes and off we went to Mariakani where Rachel’s family lived.

When we arrived at the party, we were shocked to see two boys urinating on a wall just near the gate. As we approached, they were through with their business and were rushing towards our direction. To our dismay, they extended out their hands to greet us. I was extremely angry with them and politely refused to shake their dirty hands. So with a sneer on my face, I listened to them, “Welcome! Welcome! The party has begun.” I looked at my two cousins and saw the disgust on their faces.

My cousin quickly pulled her hand away and rushed to the bathroom to clean them. Later we learned that the boys were Rachel’s neighbours and they were identical twins aged ten years. The older of the two was Kinya while the other one was John.

“Welcome everybody to Rachel’s birthday party,” Rachel’s mother said. “This is Rachel’s father, Mr. Onditi.” She went on to introduce her husband and other family members.

“Now come to the dining table; everything is ready,” she invited us. “Before we eat, I would like somebody to pray for the food.” Onyango, a tall slender boy offered to pray for the food. To our astonishment the notorious two were busy giggling as he prayed. I felt like throwing them out of the house, but how could I, it wasn’t my house. They completely disrupted the prayer and instead of people concentrating on what was being said, they were just staring at the ill-mannered boys. What was surprising is that they did not seem to notice what they were doing was wrong. After the prayer, nobody even remembered to say “Amen”.

When food was served, we were unfortunate to sit directly opposite Kinya and John. Then our nightmare began. They chewed their food with their mouths open and made funny sounds as they ate. As if that was not enough, they talked and laughed loudly with food in their mouths. Many a times they giggled and spat food directly onto our faces. My cousins and I were disgusted. Everybody kept throwing glances at John and Kinya but the two were not bothered. We could not eat. We just concentrated on wiping bits of food from our faces.

Once in a while each would put his index finger in his mouth, roll it round his gum and teeth, remove whatever they wanted to, stare at it and put it back into his mouth. We just folded our hands across our chests and stared at them. The worst came when Kinya sneezed in his hands, then rubbed his hands and continued eating. I lost my appetite and started longing for home. We could have gone away, but we did not want to hurt Rachel’s feelings.

We were then served with juice. No sooner had people picked their glasses than the two boys started fighting over one glass of strawberry juice. “Leave it! It is mine.” John shouted.

“No, it isn’t. I picked it first.” Kinya shouted back. In the process, the two boys poured the deep, red juice on the white table clothes that had been spread on the dining table. I could see Rachel’s mother fighting hard to keep her calm. Later, Rachel’s mother announced that it was time to cut the birthday cake. She invited us to sit on easy chairs. Their shoes left ugly patches on the spotless carpet. Everybody looked at them. They did not realize their mistake. They just giggled and put their dirty feet on the well-polished coffee table. This did it. Rachel’s mother could not take it anymore.

“Get out!” She ordered the two boys, but to everybody’s surprise, the two boys said they were not leaving until they had eaten the birthday cake. As if to get rid of them, Rachel’s mother cut two big pieces of cake and ushered them out of the sitting room and to the main door. Everybody breathed a sigh of relief. However, they had already spoilt the day. We tried singing the birthday song but the tune was lost to us.

**Questions**

1. What did the parents and teachers emphasize on? (1mk)

**The parents and teachers emphasized on the importance of observing good habits.**

1. List the five bad habits mentioned in the passage. (5mks)
* **Eating with mouths open**
* **Talking or laughing with food in the mouth**
* **Picking noses**
* **Scratching heads and other parts of the body**
* **Laughing unnecessarily and loudly**
* **Spitting anyhow**
* **Obeying nature’s call whenever and wherever it comes.**

**Any 5X1= 5mks**

1. What made Rachel’s birthday particularly exciting for the narrator of the story? (1mk)

**The narrator’s cousins who had come all the way from Ulumbi for April holiday were invited.**

1. Why did the narrator refuse to shake the hands of the two boys who had been invited to the party? (2mks)

**The two boys had been urinating on a wall just near the gate, then immediately extended their hands to greet the narrator.**

1. Why didn’t anyone say “Amen” after praying for the food? (3mks)

**While the prayers were being said, the two notorious boys were giggling and disrupting the prayers thus people were not concentrating on what was being said and did not realize when the prayers came to an end.**

1. Give details of the nightmare that the narrator says they had. (3mks)

**The two notorious boys were chewing their food with their mouths open and making funny sounds as they ate. They also talked and laughed loudly with food in their mouths, besides giggling and spitting food directly onto people’s faces. All these disgusted the narrator.**

1. Why did the narrator lose her appetite? (2mks)

**This was because of Kinya’s disgusting action of sneezing in his hands, then rubbing his hands and continuing eating.**

1. What condition did the two boys give before they could go away as instructed? (1mk)

**They said they would only leave after they had eaten the birthday cake.**

1. Give the meanings of the following words as used in the passage: (2mks)
2. Giggling – **laughing in a silly manner**
3. Notorious – **well known for something bad**
4. **Cloze test (10mks)**

**Fill in each of the blank spaces in the following passage with the most appropriate word.**

In Kenya, the general education policies **1 are** based on the belief that all people should have equal **2 chances**. This means none should be denied **3 education** on the basis of **4 their** race, age, gender or religion. Education should lead **5 to** social responsibility and individual responsibility. **6 The** policy is universal and free primary education has led to a general increase in enrolment in **7 primary** school. Many children **8 who** had been left out because of **9 economic** reasons now have a chance to go to **10 school**.

1. **Grammar (20mks)**
2. **Underline the common nouns in the following sentences. (5mks)**
3. Could you please give me some **bread**?
4. Our **school** performs very well academically.
5. Please pass me that **book**.
6. **Water** is good for us all.
7. This **fence** is falling.
8. **Rewrite the following sentences correctly changing the singular nouns to plural nouns. (5mks)**
9. The woman cleans her church every Saturday.

**The women clean their churches every Saturday.**

1. The baby likes playing with her toy.

**The babies like playing with their toys.**

1. A lady went to the shop to buy a blouse.

**Ladies went to the shops to buy blouses**.

1. Would you mind lending me your torch?

**Would you mind lending me your torches?**

1. This man is my hero.

**These men are my heroes.**

1. **Fill in the blank spaces in the following sentences with reflexive pronouns. (5mks)**
2. We enjoyed **ourselves** at the show.
3. The girl hurt **herself** while washing her clothes.
4. The farmers blamed **themselves** for the poor harvest.
5. The candidates made **themselves** scarce after writing the last exam paper.
6. I keep telling **myself** that I will visit Nairobi National Park.
7. **Join the following sentences using appropriate coordinating conjunctions. (5mks)**
8. On 25th December, I will visit Mombasa **or/and** Kisumu.
9. These solders are loyal **and** respectful.
10. I am tired **but** I have to complete this assignment.
11. My father **and** my mother are the best parents in the whole world.
12. We went to the market **but** we bought nothing.
13. **Oral literature (20mks)**

**Read the oral narrative below and then answer the questions based on it.**

**Lion and Hare**

Long time ago there were two great friends. They were Lion, the chief of the animals and Hare. Each of these two friends were married. But one day after a suggestion by Hare, the two friends decided to kill their wives so as to remain alone.

Lion told hare that each one’s wife should be heard screaming to death. And each friend went home saying: “My wife will know whom I am today”.

On his arrival home, Hare summoned his wife and told her that he and his friend had decided to kill their wives. But he added that he was not going to kill her. He told her to hide in a nearby bee hive. Hare told her: “When you hear me hit this hide, you scream because Lion wants to hear you scream to death”. When Hare started beating the hide, his wife screamed as she had been instructed.

When Lion heard the screams of his friend’s wife he beat his wife to death. Hare took his wife and hid her in the hive and warned her against coming out of it in case she was seen by Lion.

Lion and Hare continued with their friendship. They shared everything they got, including food. Whenever food was ready, Hare deceived Lion that he was having a stomachache. He would then go to the bush taking his food with him. This way he would feed his wife so that she did not starve. He hid his wife and fed her like this for a long time.

One day, Hare’s trick was discovered by Lion. Lion was so angry that he decided to kill Hare’s wife. So one day when Hare had gone on a short journey, Lion killed his wife.

When hare came back and discovered that his friend had killed his wife, he went and lit a very huge fire. He called his friend and told him, “Lion, you are the king of all animals. I want you to prove that you are the king of all animals. I want you to prove that you are really big by jumping over this fire to the other side of it. “You start jumping over it,’ Lion answered hare. Hare jumped as high as he could over the fire and landed on the other side. Lion tried as hard as he could jump over the fire but instead, he landed in the middle of it. He screamed and called for help saying: “My friend, come and rescue me! I am burning!”

Lion screamed and screamed for help. But since there was no one coming, he burnt to death. Hare was happy to see the killer of his wife dead. That is the end of the story.

**Questions**

1. Classify the above narrative. Give two illustrations to support your answer. (3mks)

**Trickster story.**

 **Hare tricks Lion into killing his wife.**

**Hare tricks Lion into jumping into the fire and getting burnt to death.**

1. Give an example of each of the following features used in the story. (4mks)
2. Opening formula – **Long time ago**
3. Closing formula – **That is the end of my story**
4. Repetition – **Lion screamed and screamed**. **Hare tricks Lion twice.**
5. Personification – **Lion and Hare are speaking e.g “My wife will know who I am today.”**
6. What lesson do we learn from this story? Explain your answer clearly by giving an illustration from the story. (2mks)

**Brain is better than brawn/ Intelligence is better than bodily strength. The hare is small but is able to trick the lion who is much bigger, twice or any other relevant lesson.**

1. Apart from the above type of story, list **four** other types of narratives. (4mks)

**Monster narratives; Myths; Legends; Explanatory/Aetiological, Dillema; Any 4XI=4**

1. Give **three** functions of oral literature. (3mks)
* **Entertainment**
* **Education**
* **Socialization**
* **Imparting language skills**
* **Preservation of culture**
* **Displaying/ Developing artistic creativity**
1. Explain the meaning of the following in story telling:
2. Active audience (2mks)

**They are active and lively throughout the story telling exercise. They comment, laugh, ask/answer questions, sing, e.t.c.**

1. Passive audience (2mks)

**They remain passive but attentive throughout the story telling exercise. Their attentiveness acts as a source of motivation to the artist/ narrator.**

1. **Oral skills (10mks)**
2. Write words that are pronounced the same as the following words. (4mks)
3. Die – **dye**
4. Made – **maid**
5. Cite – **sight/site**
6. Pray – **prey**
7. What would you say to show courtesy in the following situations? (4mks)
8. Your aunt buys you a Christmas gift.

**Thank you, my dear aunt.**

1. You accidentally step on someone’s toe.

**I am sorry about that.**

1. Your friend introduces you to his father, Mr. Ngei.

**Glad to meet you, Mr. Ngei.**

1. You want to talk to a friend of yours who is already engaged in a conversation with somebody else.

**Excuse me Rose…**

1. What do you understand by the expression “silent letters”? (1mk)

**A silent letter is found in a word but is not pronounced.**

1. Give a word with a silent letter and underline the silent letter. (1mk)

**Any word with a silent letter, e.g. com*b*, *k*nife, bom*b*…**