PATHWAY EVALUATION EXAMINATION - 2017

English Paper
FORM 1
MAY SERIES

MARKING SCHEME

1. **FUNCTIONAL WRITING**

The school has reopened for second term. The teachers are unlikely to teach from Tuesday to Friday of this week. Keep a diary to include the activities you will engage in during the four days. (20 marks)

FORMAT – 4 MARKS

1. Title – 1 mark
2. Date/day, time, activities/events – 3 marks

CONTENT – 12 MARKS

Table well completed – 1mk per column per day

LANGUAGE – 4 MARKS

- ✓ Spellings
- ✓ Brevity

2. **COMPREHENSION**

Read the passage below and then answer questions that follow.

Some people call it Sustained Silent Reading, or SSR for short. Others call it recreational reading or independent reading. Some have clever acronyms for it, such as DIRT (daily independent reading time) or DEAR (drop everything and read). Whatever it's called, many teachers set aside a block of time each day – usually anywhere from ten to thirty minutes, depending on the class level and the ability of the students – for quiet reading.

Sustained silent reading can serve many purposes. Most school reading is **assigned** reading. SSR offers students an opportunity to read material of their own choice. During SSR time, many students learn that they can use their word attack skills to figure out new words – on their own! SSR can also build students' confidence in their abilities to work through reading trouble spots. Many studies of whole-class groups and of select groups of unmotivated readers show that SSR can result in students wanting to read more. The amount of time that students spend reading **independently** outside of school often increases as a result of SSR, parents report. Often children ask for books to read at home. SSR can be one more element in a reading program aimed at demonstrating the joy that reading can bring and developing lifelong readers and learners.

SSR takes many forms. In some schools, individual teachers include sustained silent reading as part of their programs. In other schools, SSR has been adopted school wide. In many schools a special time is set aside each day when every student (and every teacher and staff person, including the principal and the custodian!) is expected to "drop everything" and read silently. Indeed, the main thrust behind most SSR programs is to demonstrate to students that pleasure-reading is something to be valued by all. In some classrooms, students select from a predetermined reading list. Or they select from a bin of books color-coded to indicate reading level. But most teachers give students the freedom to choose a book that they think they'll enjoy. Often teachers encourage students to select books that aren't too difficult.

For some teachers, SSR is "private reading" time for students. Students can read anything and they don't have to report on what they've read. Many other teachers provide follow-up activities for sustained silent reading time. Some teachers have students keep logs of their silent reading. Others bring together the class once a week to talk about what they've been reading. (These discussions can **motivate** other students; others might choose their next book based on the recommendation of one of their peers.)

Some teachers divide their classes into small groups, so students can share their thoughts about the books they're reading. Sometimes teachers provide a question that will serve as the focus of the group discussion. The discussion question might support the curriculum, focusing attention on the climax, or the author's point of view, or some other element of literature that the teacher has introduced in class.

(a) Give **three** names given to quiet reading according to the passage. (3 marks)

- ✓ **Sustained Silent Reading**
- ✓ **Recreational reading**
- ✓ **Independent reading**

(b) Mention **two** factors a teacher consider when setting time for quiet reading. (2 marks)

- ✓ **Class level**
- ✓ **Ability of the learners**

(c) State **five** reasons for silent reading according to the passage. (5 marks)

- ✓ **SSR offers students an opportunity to read material of their own choice.**
- ✓ **many students learn that they can use their word attack skills to figure out new words – on their own!**
- ✓ **SSR can build students' confidence in their abilities to work through reading trouble spots.**
- ✓ **SSR can result in students wanting to read more.**
- ✓ **The amount of time that students spend reading independently outside of school often increases as a result of SSR.**

(d) Identify **two** forms sustained silent reading takes. (2 marks)

- ✓ **Individual teachers including sustained silent reading as part of their programs.**
- ✓ **SSR being adopted school wide.**

(e) Why do some teachers bring together the class once a week to talk about what they've been reading?

(2 marks)

To motivate other students as others might choose their next book based on the recommendation of one of their peers.

(f) Mention **three** things questions given to small groups of students during the SSR can focus their attention on.

(3 marks)

- ✓ **The climax**
- ✓ **The author's point of view**
- ✓ **Some other element of literature that the teacher has introduced in class.**

(g) Give the meaning of the following words as used in the passage. (3 marks)

i) Assigned **given**

ii) Independently **individually**

iii) Motivate **encourage/inspire**

3. **CLOZE TEST**

Read the passage below and then fill the blank spaces with the most appropriate words. Use only ONE word in each space.

(10 marks)

It's school time again! You're probably feeling excited and maybe a little sad that summer is over. …1…….students feel nervous or a little scared on the first day of school because of all the new things: new teachers, new friends, and maybe even … 2…… new school. Luckily, these "new" worries only stick around …3…….. a little while. Let's find out … 4…….. about going back to school.

Most teachers kick off the school year by introducing …5……and talking about all the stuff you'll be doing that year. Some teachers give students a chance to tell something …6…….. themselves to the rest of the class.What do you look forward to the most about going back to school?

When teachers do the talking on the first day, they often …7……. over classroom rules so you'll know what's allowed and what's …8……. Pay close attention so you'll know if you need to raise your hand to …9……a question and what the rules are about visiting the restroom.

As for you teachers, you might already know a lot of kids in your classes on the first day. But it's a great day to make a new friend, so … 10……. to say hello to kids you know and new ones that you don't. Make the first move and you'll be glad you did and so will your new friend!

1)	Some	3)	for	5)	themselves	7)	go	9)	ask
2)	a	4)	more	6)	about	8)	not	10)	try

4. **ORAL SKILLS**

(a) Read the poem below and then answer the questions that follow.

Lisa had a **blue** cat

Who **blew** inside her hat

Lisa had **eight** other cats

Who often **ate** lots of rats

The cats **made** a big mess one day

And then the **maid** began to say.

"You have **too** many cats!

Two on your head

And seven under your bed"

Now Lisa **knows** all this

So she tapped her **nose** and said

"Hey Miss!

My **dear** maid, everything you say

Is true

So I'll trade my nine cats for nine

Deer that's what I'll do!"

i) Fill each blank space with the word pronounced exactly the same way as the word boldfaced just before it.

(6 marks)

ii) From the poem, identify a word whose pronunciation differ with one sound with: (6 marks)

I. Cat **rat**

II. Rats **cats**

III. Day**say**

IV. You **do**

V. Miss **this**

VI. Said **bed/head**

(b) Read the riddling convention below and then answer questions that follow.

TIMOTHY: Riddle! Riddle!
ALL : Riddle come.
TIMOTHY: A child's porridge is delicious.
WAITITU : Banana
TIMOTHY: No
MUTHAMA: Tea
TIMOTHY: That's equally wrong. Offer me a prize and I will unravel the riddle.
WAFULA: We have given you Narok town.
TIMOTHY: I went to Narok and the children there gave me the answer as sleep.

i) Name:

II. The respondents. (3 marks)
Waititu
Muthama
Wafula

III. The challenger. (1 mark)
Timothy

ii) Identify the following parts of the riddling convention evident. (6 marks)

I. Solution **sleep**
II. Guesses **tea, banana**
III. Acceptance **riddle come**
IV. Prize **Narok town**
V. Challenge **Riddle! Riddle**
VI. Pose **A child's porridge is delicious.**

(c) **Underline the silent letter in:** (4 marks)

i) Muscle **c**
ii) Honest **h**
iii) Knead **k**
iv) Receipt **p**

(d) Below is an excerpt from a certain debate. Use it to answer the questions that follow.

Ladies and gentlemen, today we're here to talk about something very important. The topic of today's debate is whether or not the school should ban homework. First of all, I will briefly state my points against this and later own explain them.
Homework has little educational worth, and therefore is a waste of students' time. Marking homework reduces the amount of time teachers have to prepare good lessons Homework reduces the amount of time for students to do other activities. Homework puts students off learning. Homework is about 'winning' on tests, not learning. The ban on homework could be easily enforced through school inspections
Homework has little educational worth and adds nothing to the time spent in school. Some schools and some countries don't bother with homework at all, and their results do not seem to suffer from it. Studies show that homework adds nothing to standardised test scores for primary/ elementary pupils. As Alfie Kohn notes, no study has ever found a link between homework and better tests results in elementary school, and there is no reason to believe it is necessary in high school.[1] International comparisons of older students have found no positive relationship between the amount of homework set and average test scores - students in Japan and Denmark get little homework but score very well on tests.[2] If anything, countries with more homework get worse results!

v) Does the speaker belong to proposition or opposition side? (1 mark)
Opposition side

vi) Give **three** reasons he has to make them belong to this side? (3 marks)

- **Homework has little educational worth, and therefore is a waste of students' time.**
- **Marking homework reduces the amount of time teachers have to prepare good lessons**
- **Homework reduces the amount of time for students to do other activities**
- **Homework puts students off learning**
- **Homework is about 'winning' on tests, not learning**
- **The ban on homework could be easily enforced through school inspections**

5. GRAMMAR

(a) **Rearranged the jumbled up letters in brackets to form the correct word. Use the word to fill in the blank space.** (5 marks)

i. ……..the boy who stole from you. (srcdibee) **describe**
ii. She is ……..lazy. (lclabiasy) **basically**
iii. Your ……..is painting her floor. (heniroubg) **neighbour**

iv. The news he …….. is saddening. (cereidev) **received**

v. Do you ……..in luck? (eiveleb) **believe**

(b) **Punctuate the sentences that follow correctly.** (5 marks)

i. nairobi is the capital of kenya
Nairobi is the capital of Kenya.

ii. this morning i saw birds cows sheep and camels
This morning i saw birds, cows, sheep, and camels.

iii. get out
Get out!

iv. can you speak french
Can you speak French?

v. I have been to ghana
I have been to Ghana.

(c) **Fill in the most suitable form of the word in brackets.** (5 marks)

i) She saw ……. . (I) **me**

ii) They ……. all the stamps last month. (collect) **collected**

iii) I …….. rhumba music. I prefer gospels. (like) **don't like**

iv) Of late Emma …… to school even during the weekends. (go) **goes**

v) Linet cannot believe her own …… . (stupid) **stupidity**

(d) **Without changing the meaning of the sentence, rewrite the sentence according to the instruction given.** (5 marks)

i) We ate the meat.
Begin: did …
Did we eat the meat?

ii) He bought the flowers on Thursday.
Begin: when …
When did he buy the flowers?

iii) We prepared the whole meal <u>without anyone's assistance</u>.
Replace the underlined words with one word
We prepared the whole meal ourselves/alone.

iv) He has broken a pencil that belongs to him.
End with: …pencil.
He has broken his pencil.

v) He is the taller of the two.
Correct the mistake
He is taller of the two.