

NAME: INDEX NO:

SCHOOL: DATE :

CANDIDATE'S SIGNATURE:

101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
JULY / AUGUST 2013
TIME: 2 HOURS

NANDI SOUTH, NANDI EAST AND TINDIRET DISTRICTS JOINT MOCK 2013

Kenya Certificate of Secondary Education (K.C.S.E.)
ENGLISH
PAPER 1
TIME: 2 HOURS

INSTRUCTIONS TO CANDIDATES:

- (a) Write your **Name**, **Index Number** and **School** in the spaces provided **above**.
- (b) **Sign** and write the **Date** of Examination in the spaces provided **above**.
- (c) Answer **ALL** questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) Candidates must check the question paper to ascertain that all pages are printed as indicated and that no questions are missing.

FOR EXAMINER'S USE ONLY

Question	Max. Score	Candidate's Score
1	20	

2	10	
3	30	
Total Score	60	

1. FUNCTIONAL WRITING

(20mks)

- (i) Imagine you are the head of English Department in your school. Write a Memo to all members of staff in your department reminding them about the forthcoming mock examinations, setting and marking of continuous assessment tests, syllabus coverage and ask them to urgently collect the new literature set texts that were ordered from Theatrix Bookshop in Town.
 - (ii) Write directions from your school to Theatrix Bookshop to enable the teachers collect the new set books.

2. CLOZE TEST

(10mks)

Read the passage below and fill in each blank space with the most appropriate word.

Everyone who participates in a discussion must also be an active listener. That means (1) _____ if you don't have anything to say at a particular time, you aren't free to be (2) _____. You need to examine ideas as (3) _____ are presented and figure out whether you (4) _____ them. Then, when it's your turn to (5) _____, you can make a meaningful comment.

As you listen to what others say, try to be (6) _____. Free yourself from preconceived ideas. Don't be like the person who says, "My mind is made (7) _____. Don't confuse me with facts." This sort of person comes to a discussion (8) _____ to accept any (9) _____ different from his own. If left unchallenged, such a person can (10) _____ the whole discussion.

3. ORAL SKILLS

(30mks)

Read the story below and answer the questions that follow.

There once lived a certain Otieng', Otieng' (Spider) and Apuoyo (Hare) who were great friends. Time came for Otieng' to get married in heaven and he invited his friend to accompany him. Both climbed comfortably along Otieng's web. On the way, Apuoyo advised: "When we arrive, our hosts will offer chairs for visitors. These are meant for me. But should they offer anything for sons-in-law, those are yours."

As soon as they arrived, two chairs were brought, 'for visitors', Apuoyo dutifully reminded Otieng' of the custom and spread himself on both. Food came for visitors and Apuoyo gobbled everything. At night, he slept on both beds while Otieng' slept

shivering on the hard cold floor. Surprised at the strange behaviour, the hosts asked their son-in-law who told them about Hare's advice to him. They, then decided to teach Apuoyo a lesson. Chairs were brought for the sons-in-law and Otieng' spread his many legs on them. Sumptuous meals came and Otieng' lavished on them. The next morning breakfast for sons-in-law was feasted by Otieng' alone. Hungry and angry, Apuoyo avoided the agony by going for a stroll.

When Otieng' finished feasting, he decided to return home. He quickly spun his web, ran a line down to earth and descended. On landing, he rolled up the web leaving no way for Apuoyo. When the latter returned, he thought hard and finally decided to jump down. Closing his eyes, he curled his limbs and leapt. He fell and fell until he thought he would never reach the earth. And then suddenly, he crashed down changing instantly into a dry piece of meat called 'aliya.' A woman, passing by picked up the 'aliya' and put it in her basket where she had kept other niceties for her husband and child. Her child was strung on her back by a strong sheet.

As she walked, Apuoyo came back to life and started playing pranks on the baby. He rolled down his eyelids wide, rolling the eyes this way and that way. When he flicked his tongue threatening to eat the child, the child started screaming.

"Mama this aliya is teasing me."

"What! Aliya have been seen teasing anybody?" The angry mother scolded.

After a while, he came up again and started eating the child's food. He then took the child's shoes and tried them on. The child again complained:

"Mama, aliya is wearing my shoes."

The mother was so irritated that she put down the basket and finding everything including 'aliya' intact, spanked the child very hard and proceeded home.

Reaching home, she cut the meat and put it on the fire to boil, leaving the child to feed the fire, as she ground the flour outside. Again there was the child screaming:

"Mama aliya has come out and is dancing on the floor."

The mother ignored this as a mad joke. After grinding the flour, she made 'kuon' to go with the 'aliya' sauce, she invited elders to come and share the meal. She scooped some soup and swallowed it in readiness to follow with a piece of meat. Suddenly, the pieces gathered, formed into Apuoyo and jumped off the plate splashing the soup into the eyes of the bewildered elders. Apuoyo did not forget to carry the child's beautiful shoes which later made him an envy of other animals in the kingdom.

- (a) (i) How would you say the words of Apuoyo's advice to Otieng' on their way to heaven? (2mks)

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- (ii) "Mama this 'aliya' is teasing me." What words would you stress in the child's plea? Why? (2mks)

- (iii) If you were presenting this story to your classmates during a story telling session, how would you perform Apuoyo's role on realizing Otieng' has left him stranded? (4mks)

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- (b) For each of the following words, write another word that is pronounced the same way. (5mks)

- (i) Assistance:
- (ii) Him:
- (iii) Cellar:
- (iv) Floor:
- (v) Sees:

- (c) Circle the odd word from the following groups of words according to the underlined vowel sound(s) (5mks)

- | | | | |
|------------|---------|-------|--------|
| (i) Pulse | further | fur | nurse |
| (ii) Book | zoom | shoot | boot |
| (iii) Have | fame | race | fate |
| (iv) Shake | brake | same | sudden |
| (v) Barn | ban | bag | hag |

- (d) Indicate whether the following sentences are said with a rising or falling intonation.

Use R for rising and F for falling. (4mks)

- (i) Who are you?
- (ii) Stand at attention!
- (iii) Is there hope?
- (iv) She will be coming, won't she? (seeking attention)

- (e) Your class has learnt that there is a live performance of the literature texts at a local theatre. The first person they plan to see is the principal. You being their class prefect is sent to discuss the issue, fill in the missing responses.

Principal: Come in please, Good afternoon.

- You:** (1mk)
- Principal:** Oh... Yes what can I do for you?
- You:**
- Principal:** (Looking straight at the student, voice raised). How do I come in? I thought this is a departmental affair. Have you discussed the matter with your subject teacher?
- You:**
- (2mks)
- Principal:** Any issues on academic trips should actually be brought to me by your teacher.
- You:**
- Principal:** Anyway since the trip will be of good help to all form four students, I will have a meeting with your teacher.
- You:**
- (1mk)
- Principal:** Oh, when is the performance taking place and what are the charges?
- You:**
- (2mks)
- Principal:** That is too soon. Anyway you can leave.

ANSWERS:

Order a copy of answers from www.schoolsnetkenya.com/order-e-copy

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