

Name.....

Index No...../.....

School.....

Date

Candidate's Signature.....

101/1
ENGLISH
Paper 1
(Functional Skills)
JULY / AUGUST 2012
Time: 2 Hours

MANGA DISTRICT JOINT EVALUATION EXAM– 2012
Kenya Certificate of Secondary Education (K.C.S.E)

101/1
ENGLISH
Paper 1
(Functional Skills)
JULY / AUGUST 2012
Time: 2 Hours

INSTRUCTIONS TO CANDIDATES

1. Write your name and index number in the spaces provided above.
2. Sign and write the date of examination in the spaces provided
3. Answer **ALL** questions in this question paper.
4. All your answers must be written in the spaces provided in this question paper.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM	SCORE
1	20	
2	10	
3	30	
TOTAL SCORES		

*This paper consists of 12 printed pages.
Candidates should check the question paper to ensure that all
pages are printed as indicated and no questions are missing*

Q1. Functional Writing (20 mks)

Assuming you completed college one year ago and you come across an advert of Kenya Airports Authority in need of ICT Project Manager. The qualifications and experience required includes:-

- (i) University degree in IT or related field.
- (ii) Minimum one year experience as a project manager.
- (iii) Project management certificate
- (iv) Should be highly self motivated with strong inter-personal and relationship building skills.

You are a highly qualified candidate for this job. Write the C.V you will attach to your application. Use e-mail addresses only.

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Dotted lines for writing.

Q2. Cloze test

Last year, when the country 1 _____ a severe sugar shortage, domestic market escalated prices 2 _____ nearly 200 per cent. Wholesalers added to the gravity of the shortage by 3 _____. Whatever little sugar in the market, pushing prices up further. Retailers also compounded the consumers' troubles 4 _____ a rationing programme that 5 _____ buyers to two kilograms for 6 _____ visit to the supermarket or shop. Sugar being incontestably one of the consumer's goods with the highest 7 _____, fixing the shortage once it sets in is never easy. Importation of what is required to 8 _____ the shortfall becomes the central of bruising battles 9 _____ sugar barons out to make 10 _____ money.

Q3. Oral Skills

(a) (i) Study the pronunciation of the following words in consideration of the 'OU'. And group them appropriately. The first example has been done for you.

(5 mks)

	rough	though	nourish	
	bound	souvenir	soup	
	four	pour	sour	
	Coupon	Ought	dough	
	Ounce	Country	poultry	
/ʌ/	/aʊ/	/u:/	/aʊ/	/ɔ:/
Rough	though	soup	bound	four
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

(ii) Explain the peculiarity in the pronunciation of the following words, considering the underlined sounds. (4 mks)

(I) **Indict**

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(II) **Lieutenant**

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(III) **Flaccid**

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(IV) **Apartheid**

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(V) **Use**

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(b) Study the following proverbs and then answer the questions that follow.

(I) Chururu si ndondondo (A tickle is not the same as a gush) (Kiswahili)

(II) Vulele Vumanyi Mwani Dave (Slipperiness knows no king) (Luhya)

(i) Identify the phonological patterns employed in the two proverbs (2 mks)

(I)

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(II)

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(ii) Identify a situation that will be applicable to proverb II. (1 mk)

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(iii) Assuming you were translating proverb I. What two challenges will you face?

(2 mks)

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

BARTER

Life has loveliness to see,
All beautiful and splendid things,
Blue waves whitened on a cliff
Soaring fire that sways and sings,
And children faces looking up,
Holding wonder like a cup.

Life has loveliness to see,
Music like a curve of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that holds,
And for your spirits still delight,
Holy thoughts that star the night.

Spend all you have for loveliness,
Buy it and never count the cost,
For one white singing hour of peace
Count many a year of strife well cost,
And for a breath of ecstasy
Give all you have been or could be.

By Sara Teasdale.

Questions

(i) What is the tone of this poem? Explain. (2 mks)

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(ii) Which words will you stress in line 4 of this poem? Give a reason. (2 mks)

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(iii) Describe the rhyme scheme of this poem.

(3 mks)

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(iv) Assuming you were delivering the poem during a drama festival. How will you perform the last line of the poem?

(2 mks)

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(d) **Read through the following passage.**

A teacher walks into a classroom

“How do you do students?”

“Fine teacher” choruses the class.

This being my first time in class, I must tell you my name is Mr. Kerotwa Otwenka.

“Eee?”

Don’t ng’e me! I said my name is Otwenka Kerotwa.

“Oooo,” chimes in the class.

“Let me make myself clear. If there is anything I hate, it is foolishness, senselessness and inanity!”

“What subject?” said a boy at the back.

“Oh yes! I had not mentioned to you that I am your English teacher!”

“Ooooo, English teacher!”

“Noooo! I did not say English teacher but teacher of English.

- (i) What should have been the appropriate responses of the interlocutors rather than the following utterances? (4 mks)

(I) “Fine teacher”

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(II) “What subject?”

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(III) ‘Eee’

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(IV) “Noooo!”

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(ii) Is the teacher right or wrong in insisting on being referred to as teacher of English? Give a reason for your answer. (2 mks)

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