

Name.....

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

School.....

Date

Candidate's Signature.....

101/1
ENGLISH
PAPER 1
FUNCTIONAL SKILLS
JULY/AUGUST - 2012
Time: 2 Hours

LOITOKITOK DISTRICT JOINT EVALUATION TEST - 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

- Write your Name and Index Number on the spaces provided above.
- Sign and write the date of examination in the spaces provided above
- Answer ALL the questions in this paper
- All your answers must be written in the spaces provided in this question paper.

FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM MARKS	CANDIDATES SCORE
1	20	
2	10	
3	30	
Total Score		

*This paper consists of 8 printed pages.
Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing*

2. CLOZE TEST (10MARKS)

Fill in each of the blank spaces in the passage below with the most appropriate answer

All of us would want to enjoy a good _1_ sleep. In order to achieve this _2_ set your body clock by going to bed at the _3_ time everyday. Don't go to bed very late some nights hoping that on weekends you will _4_ for the lost sleep. Doing this _5_ disrupts your internal clock, disturbing your sleep. A _6_ sleeping environment is also important. It must be dark _7_ not too crowded. Listening to soothing _8_ or reading interesting book helps. What you must avoid a few hours _9_ bedtime is coffee and spicy foods. Caffeine stimulates your system _10_ it difficult to sleep while spicy food could upset your stomach and cause discomfort.

3. ORAL SKILLS

(i) The Night

Dressed in a pitch-black suit.
The envelope patrols the land:
And warns all to stay out of sight:
For her horrors can hurt terribly bad
Those who venture and dare
And roam without any care.
Will face the wrath of the unknown:
And do their best to bemoan
An outfit besmirched by murk
For a victim who runs out of luck.
Beware! The night can get murky!

Charles K. Ndiangu`i

(a) Describe the rhyme scheme of the poem (2mks)

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(b) Which words would you stress in line 1, line 3 and line 4? (4mks)

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(c) How would you say line **eleven** of this poem? (2mks)

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(d) If you were to perform this poem to a live audience, which three aspects of performance would you emphasize and why? (6mks)

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(ii) Identify **five** pairs of words with the same pronunciation from the group given below (5mks)

- | | | | | |
|-------|------|--------|--------|-------|
| pool | boy | deer | peace | reign |
| queer | buy | dire | please | deign |
| rein | byre | malice | ploy | pull |
| dear | pie | mire | poor | gyre |
| peer | gyre | police | buoy | gear |

(iii) Which polite expression would be appropriate in the following circumstances.

(a) When somebody has said ‘thank you.’

You:

(b) When something is starting to happen.

You:

(c) When somebody is introduced to you.

You:

(d) When parting with somebody you have seen for the first time.

You:

(e) When you don’t know the answer.

You:

4. (a) In the following riddling activity one part has been done for you. Complete the missing part. (3mks)

Challenger: I throw a riddle!

Respondent:

Challenger:

Respondent: Tree

Challenger: Wrong answer. Give me a reward.

Respondent:

Challenger: I accept your reward. It is a mushroom.

(b) A resource person has been invited to your school to deliver a talk on the deadly face of HIV/AIDS. Explain any **three** things that you will do to ensure that you benefit from this talk. (3mks)

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