

Name.....

Index No.....

School:.....

Candidate's Sign:.....

Date:

101/1

ENGLISH (Functional Skills)

JULY/AUGUST 2011

TIME: 2 HOURS

RACHUONYO SOUTH DISTRICT JOINT EVALUATION TEST

Kenya Certificate of Secondary Education (K.C.S.E.)

English

(Functional Skills)

2 hours

INSTRUCTIONS TO CANDIDATES:-

- Write your **name**, **index number** and **the** name of your school in the spaces provided above.
- **Sign** and write the **date** of examination in the spaces provided above.
- Answer **all** questions in this question paper.
- Answers to **all** questions **must** be written in the spaces provided in this booklet.

For Examiner's Use Only:

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
TOTAL SCORE	60	

This paper consists of 7 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.

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2. **CLOSE TEST.** (10mks)
Fill each of the numbered blanks in the passage with a suitable word.

Reverend Sechieli used the _____ 1 to express his views on individual weaknesses and to warn of possible _____ 2. He claimed that Jairo Imbwaka was _____ 3 from church every Sunday and yet he was not sick, that Asani Hututu should watch her _____ 4 as she was in _____ 5 danger of quarrelling and fighting _____ 6 her sister-in-law.

Reverend Sechieli closed his _____ 7. He leant over the _____ 8 and surveyed the _____ 9 congregation. Then he requested the people to make their offering, a practice that was strange to Temba and me. One by one, the congregation came forward and dropped silver and copper coins into a hat taken _____ 10 one of the grey heads for that purpose.

3. **ORAL SKILLS** (3 MKS)

(a) *Read the item below.*

Twelve twins twisted twelve twigs.

(i) Classify the item above in its respective genre. (2mks)

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(ii) Identify any **two** features associated with the item above. (4mks)

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(b) *Pick out the word from the following sets in which the bold typed is pronounced differently.* (4mks)

(a) **Ch**ief

S**ch**eme

Chores

(b) F**ill**

F**it**

F**ee**l

(c) F**ing**er

G**ing**er

E**ng**lish

(d) P**u**lpit

P**u**mp

B**u**mp

(c) *Read the song below and answer the questions that follow:*

A COLI SONG

If death were not there
Where would the inheritor get things?
The cattle have been left for the inheritor;
Ee, how would the inheritor get things?
The iron-roofed house has been left for the inheritor;
The inheritor is most lucky;
Ee, brother tell me,

Ugly one, whose daughter would have married you?
A wife has been left for the inheritor;
Ee, inheritor, how would you have lived?
The horse has been left for the inheritor;
If death were not there,
How would the inheritor get things?

Questions:

(a) (i) How would you say the lines “Where would the inheritor get things?” and why? (2mks)

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(ii) Which words would be stressed in the lines “The inheritor is most lucky?” (2mks)

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(iii) Which **two** paralinguistic features would you use when performing the line below? (2mks)
“ Ugly one, whose daughter would have married you?”

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(iv) What oral features unique to the above poem qualify it for a song? (4mks)

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(d) Below is part of a conversation in a committee meeting. Read it and respond to the questions that follow. (10 mks)

Chairman: The next item on the agenda is the issue of bursaries. As we all know, every year we get Kshs.100, 000 to give to needy students in the district. We will therefore discuss the allocation of these funds.

Mr. Okong’o: What is there to be discussed about bursaries?
It shouldn’t even be in the agenda. It is a total waste of time.

Chairman: I thought that we could discuss what amount each school should get and possibly....

Mr. Okong’o: That is not necessary at all. The poor schools should get a lot of it while the rich schools get very little. Simple That is the way it should be done.

Chairman: Ladies and gentlemen, let us look at this issue positively and let's not get carried away by emotions. What do the others think?

Mr. Milikwa: Mr. Chairman, I think all schools have needy students. There are no poor and rich schools. We therefore can't operate on assumptions.

Mr. Okong'o: You can't be serious, Milikwa.

Mrs. Mustafa: For heavens sake, Mr. Okong'o, be sensible. We resolved that issue last year.

(i) Identify and explain the shortcoming of Mr. Okong'o's listening skills. (6mks)

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(ii) What **two** negotiation skills portray the chairman as a good listener? (4mks)

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