

NAME: _____ ADM NO. _____

SCHOOL: _____ CLASS: _____

DATE: _____ CANDIDATE'S SIGNATURE: _____

101/1

ENGLISH

PAPER ONE

FORM 4

(Functional Skills)

March / April 2013

TIME: 2 HOURS

WESTERN ZONE JOINT EXAMINATION- 2013

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

FORM FOUR

INSTRUCTIONS TO CANDIDATES

1. Write your name and index no. in the spaces provided.
2. Sign and write the date of examination in the spaces provided above.
3. Answer all questions.
4. All your answers must be written in the spaces provided.

FOR EXAMINER'S USE ONLY

Question	Max. Score	Cand. Score
Functional Writing	20	
Cloze Test	10	
Oral Skills	30	
TOTAL SCORE	60	

2. **CLOZE TEST** (10 marks)

Fill in the blank spaces with the most appropriate word.

The root 1) _____ of our ethnic problems is poverty across ethnic lines coupled 2) _____ real or perceived inequality between ethnic groups 3) _____ the political class is 4) _____ keen to take advantage of ethnic tensions 5) _____ therefore a symptom of the problem and not 6) _____ cause. 7) _____ will take a considerable amount of time to get Kenyans to understand national cohesion.

Leadership is always 8) _____ key connector here. Conflicts are not transformed 9) _____ agreements alone. Commitment to address ongoing problems through political 10) _____ is needed.

3. **ORAL SKILLS** (30 Marks)

I. **Read the poem below and answer the questions that follow.**

Keep it Dark
Keep it dark!
Don't tell your wife
For your wife is a log
Who will burst into flame!
Keep it dark!

Keep it dark!
Don't tell your wife
For your wife is a pot
That is blown by the breeze
And then bang!
Its all out and about.

a) Identify **two** aspects that make the poem to be categorized as oral. (2Marks)

b) Which aspect of style enhances the message? (1Mark)

c) How would you make the recitation of this poem lively. (2Marks)

d) How would you recite the second line of the first stanza. (1Mark)

e) Which words would you stress in the third line of the first stanza. Explain. (1Mark)

II. **Identify the word with a different sound.** (4Marks)

a) excited packet laughed _____

b) leisure measure pressure _____

c) echoes arch monarchy _____

d) leaf dough rough _____

III) **Read the items below and answer the questions that follow.**

- a) Hurry hurry has no blessings.
- b) He who laughs last laughs loudest.

Question

a) Name the category to which the items belong. (1Mark)

b) Identify and illustrate two aspects of sound used in each of the items above. (4Marks)

c) Give two characteristics of the above genre. (2Marks)

IV. **Construct two sentences for each word given below to convey the two meanings in the words.** (4Marks)

a) Dove

b) Wind

V. During one of the English group discussions you realized that most members did not benefit from it. Explain three ways in which you can create orderliness in a discussion so as to benefit all the group members. (3Marks)

VI. Re-write correcting the part of the student in the conversation to make it an acceptable interaction between a teacher and a student. (4Marks)

Student : Where is Mr. Wamala?

Teacher : I am sorry, he is not in, How can I help you?

Student : No, you can't. I want Mr. Wamala (shouting).

Teacher : It is unfortunate that you are turning out to be rude. Please leave the staffroom.

Student : But am not rude, it is urgent!

Teacher : If I can't assist you, kindly leave the staffroom.

Student : (shouting out) It is okey.