

NAME: ..... INDEX NO: .....

SCHOOL: ..... DATE : .....

CANDIDATE'S SIGNATURE: .....

101/1  
ENGLISH  
PAPER 1  
(FUNCTIONAL SKILLS, CLOZE TEST, ORAL SKILLS)  
JULY / AUGUST 2014  
TIME: 2 HOURS

## KURIA EAST SUB-COUNTY JOINT EXAMINATIONS COUNCIL

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

### INSTRUCTIONS TO CANDIDATES:

- Write your **Name, Index Number** and **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.
- All your answers **must** be written in the spaces provided in this question paper.
- 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	
<b>Total Score</b>	<b>60</b>	



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2. CLOZE TEST

(10mks)

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

Many Kenyans have ventured (1) \_\_\_\_\_ dairy farming with high hopes of becoming rich. Very few live to (2) \_\_\_\_\_ this dream. While it is true you can (3) \_\_\_\_\_ millions selling milk produced by your (4) \_\_\_\_\_ cows: farmers fail to attain this for lack of good (5) \_\_\_\_\_ at the foundation level. At the very core of any good dairy farming breed selection and (6) \_\_\_\_\_ animal husbandry are of paramount importance. Milk production is (7) \_\_\_\_\_ factor of genetic makeup. Any farmer engaged in milk production must have (8) \_\_\_\_\_ of milk from the current herd, whose sales must (9) \_\_\_\_\_ the amount spent on its productions. Indigenous breeds have (10) \_\_\_\_\_ been good at milk production since they are multi-purpose.

3. ORAL SKILLS

(30mks)

Read the following poem and answer the questions that follow:-

Rhythm of the Pestle

Listen – listen  
Listen to the palpable rhythm  
of the periodic pestle,  
plunging in proud perfection  
into the cardinal cavity  
of material mortar  
At each succeeding stroke  
The grain darts, glad to be scattered by the hard glint.  
of the pestle’s passion.

**By Richard Ntiru.**

(i) Explain with illustrations how the poem achieves its rhythm. (4mks)

.....  
.....  
.....  
.....

(ii) If you were to recite this poem, what aspects would you use to enliven it? (2mks)

.....  
.....

(iii) Identify **two** words from the poem with silent letters and underline the silent letter(s).2mks

.....  
.....

(iv) Provide a homophone for each of the following words:

- (a) Bear:.....
- (b) Tale:.....
- (c) Rare:.....
- (d) Break:.....

(v) Answer the following questions as instructed:

(a) You have been called on to speak to the youth of your church on the dangers of drugs and substance abuse. Introduce yourself to the audience. (2mks)

You:.....  
.....  
.....

(b) Assume that you are the headmaster of Soma Secondary School where the Head of State makes a visit. Introduce James Madawa (a medical doctor) who is a member of the Board of Management to the Head of State. (2mks)

You:.....  
.....  
.....

(c) Identify the odd word out according to the pronunciation of the underlined sound.

(4mks)

- (i) thin                      these                      those                      there
- (ii) though                      rough                      cough                      tough
- (iii) shepherd                      philosophy                      phase                      surface
- (iv) said                      head                      paid                      red

(vi) Grusha patiently waited for Simon to return from the war. (Explain the meaning of the sentence when the following words are stressed).

- (i) Grusha:.....  
.....
- (ii) Patiently:.....  
.....
- (iii) Simon:.....  
.....
- (iv) The war:.....  
.....

(vii) **Read the conversation below between Judy and a Peer Counselor and then answer the questions that follow.** (6mks)

Peer Counselor: (Motioning her to seat). Hallo Judy. How are you getting on?  
Please have a seat and don't be anxious.

Judy: Don't tell me it's all over school now. I feel like I will kill ...

Peer Counselor: (Interrupting). Please relax. Well, you swore me into secrecy and I have kept my part of the bargain. There is no cause for alarm.

Judy: Why do you want to see me? You mean it is visible?

Peer Counselor: Calm down. You are just in the early stages and please keep up the appearances. The school closes next month.

Judy: (Looking disturbed). One more month and the whole world will know. I need to procure ...

Peer Counselor: Don't even mention it! Will you be able to live with the guilt? Remember things can also go wrong and you may die.

Judy: (Visibly agitated). Then, what should I do?

Peer Counselor: Please calm down. All is not lost since you only tripped; you never fell. These days, Judy, girls are re-admitted to school after giving birth, so you need not worry. All will be fine. In the meantime, just relax for your baby's sake.

Judy: (Sighs). Thank you for being there for me. Remember not a word to a soul.

Peer Counselor: You can trust me Judy. Good day.

Judy: Good day.

**Questions:**

(a) How does the peer counselor establish good rapport with Judy? (2mks)

.....  
.....  
.....

(b) What conversational skills does the peer counselor exhibit? (2mks)

.....  
.....  
.....

(c) Identify **two** shortcomings in Judy's speech. (2mks)

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.....  
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