

Name.....

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

School.....

Date

Candidate's Signature.....

101/1

ENGLISH

Paper 1

(Functional Skills)

JULY / AUGUST 2012

Time: 2 Hours

KWANZA DISTRICT JOINT EVALUATION TEST - 2012
Kenya Certificate of Secondary Education (K.C.S.E)

INSTRUCTIONS TO CANDIDATES

1. Answer all questions in this question paper.
2. All your answers must be written in the spaces provided in this question paper.
3. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

FOR EXAMINER'S USE ONLY

| QUESTION | MAXIMUM MARKS | CANDIDATE'S SCORE |
|----------|---------------|-------------------|
| 1 | 20 | |
| 2 | 10 | |
| 3 | 30 | |
| | Total Score | |

*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*

FUNCTIONAL WRITING 20 MARKS)

1. a) Imagine you are the secretary of Uzalendo Youth group. You have planned for several peace reconciliation initiatives across the country. However, you are in a financial crisis hence the group has decided to organize for a funds drive. Design an imitative invitation card inviting Mr. Baraka, a business man to join you during the occasion. (3mks)
- b) Using the above information, write an internal memo to all members of the Uzalendo Youth group requesting them to attend the funds drive planning meeting. (12 mks)

2. Cloze Test: (10 mks)

Read the passage below carefully and fill in each blank with the MOST appropriate word. Doubtlessly, Many of us consider ourselves patriots. And we have1, to prove it, we cheer our Harambee stars hoarse when they are.....2 international matches. What's more, when our3 are competing in foreign capitals, we root for them..... 4 all the enthusiasm we can muster..... 5 some of us have been observed to heave and pant in rhythm with6 fellow Kenyan competitors as we watch them on.....7. Wonderful and noble through it is to identify with, and celebrate the exploits of our countrymen and.....8We need to do..... a lot more to earn the label " ” 10

3. ORAL SKILLS (30 marks)

Read the oral narrative below and then answer the questions that follow:

THE BEASTS WHO BOASTED.

A long, long time ago, an elephant, a lion, a fox, and a peacock met at a point in the forest. The elephant began flapping its huge ears, looked down at the others from his great height and blew his trumpet.

“You have to agree that I am the strongest of all the beasts. With my long tusks, I can tear through the thickest forest. Trees are like twigs to me,” he trumpeted.

“You may be strong,” roared the lion, “but nothing compares to my bravery. It is because I am brave that I am the king of the forest.”

“Not at all. Brains are more important than bravery and mere strength,” said the fox. “I live extremely well just by my wits.”

“To be able to crash through the woods, or leap into thin air, or sneak into the chicken yard is worthless compared to beauty,” said the peacock. He demonstrated this by preening his colourful feathers in a dance. All this while, an ugly toad, whom no man had ever hunted, had been listening to the beasts bragging.

“Men kill the elephant to make boxes and jewellery from the ivory of his tusks,” he said. “They hunt the lion and decorate their walls with his skin because his courage leads him to prey on their herds. Because he can find his way into the farmyard, the fox’s fur is used on the collar of a robe. The peacock’s glorious blue gold feathers are used to make a fan for a lady. It is what you boast of that is indeed your downfall.”

(Adapted from Oral Literature of the Asians in east Africa by Mubina Hassanali Kirmani and Sanaullah Kirmani Nairobi: East Africa Educational Publishers, 2002.)

i) How would you render the opening words of this narrative? (2mks)

.....
.....

ii) In performing this narrative, you would be expected to put special emphasis on the word “pond” why is it so? (1mk)

.....
.....

iii) Identify any two examples of onomatopoeia in this narrative/ (2mks)

.....
.....

iv) If you were to perform this narrative, how would you deliver the speech by the ugly toad? (3 mks)

.....
.....

v) At the end of your performance of this narrative, mention two things, that would tell that the audience has enjoyed the presentation. (2 mks)

3 b) From the following list of words, pick out pairs of homophones. (4mks)

| | | | |
|-------|------|------|---------|
| Chair | Ear | Ours | Honours |
| Ewe | Blew | Mum | Yolk |
| Air | Comb | Blue | Main |
| Bloom | You | Heir | Yours |
| Hours | Mump | Blow | hair |

c) State the intonation in the following sentences.

Write either a falling or rising intonation to the sentences given below. (3mks)

- i) He is alive!
- ii) No one was born stupid?
- iii) I can't believe it, Can you?

d) From the following groups of words, underline the odd one out. (5mks)

- i) Leopard Jeopadize Geography
- ii) Whet Whore Whine
- iii) Warden Result Saucer
- iv) Deceive She bit
- v) Dawn pot walk

e) Imagine that the English teacher catches you reading a magazine during a class lesson. The teacher summons you after the lesson and the following is part of the conversation between you and him.

Fill in the missing part (8 mks)

Teacher: (Holding out the magazine) Why were you reading this kind of trash during the lesson? An innuendo, I guess.

You:

.....

.....

Teacher: My question is why? You were reading, not what you did, not intend to do!

You:

Teacher: A What? You have nerve to just dismiss it as a.....

You: Sir, I mean.....

Teacher: (walking away) Follow me to the discipline's master's office. There you can explain better what you mean by calling it oversight.

You: (Pleading desperately)

Teacher: I just can't get myself to sort anything with you. Do as I say.

You:

Teacher: Alright then. But be careful not to promise that which you can't keep. Last pardon, and just as you said, bring your updated note book latest at four o'clock this evening)

You: (Almost kneeling) (1mk)
Takes of almost unsure of the pardon)

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