

CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016
Kenya Certificate of Secondary Education (K.C.S.E)

101/1

ENGLISH**PAPER 1****(Functional Writing and Oral Skills)****JULY/AUGUST 2016****TIME: 2 HOURS**1. **FUNCTIONAL WRITING.** (20 MARKS)Write a review of the play The Caucasian Chalk Circle by Bertolt Brecht.

(20 marks)

2. **Cloze Test.** (10 marks)**Read the passage below and fill in each blank space with the most appropriate word.**

More than 500 (1) _____ including experts on curriculum from Kenya and further afield, met in Nairobi (2) _____ other week with the question of the nation's (3) _____ system on (4) _____ of the agenda. It is right that the current system (5) _____ was put in place over these decades ago to subjected to exhaustive review.

The criticisms against the status quo are numerous but the most important is that it (6) _____ crammily and role learning and it does not inspire (7) _____ thinking.

The world is a dynamic place and , to survive, one (8) _____ to develop their facility for creativity and adaptability. (9) _____ it is too early to know the prescriptions that emerged from the deliberations, the proposals of a taskforce (10) _____ by professor Douglas Othiambo after a good guide of the thinking among educations.

3. **ORAL SKILLS.** (30 marks)(a) **Read the story below and answer the questions that follow.**

Long, long ago, , a hunter went to check on his trap. He was joyful to find a fat animal caught in one of his traps. He took the animal from the trap and reset the trap. Then he slaughtered the animal. He carried the meat on and set off on his way home.

The trap was one of those he had set far, far away from the village and it began to get dark when he was still far away. He became worried when he kept hearing an odd sound behind him. He put the meat down and then tied pieces of wood together. He lit the bunch of wood so that he could use it as a torch. Then he continued on his journey homewards. After sometimes, he heard the same noise behind him. He stopped to see what was making the noise.

Behind him was a huge hyena. When he moved, the hyena also moved when he stopped, the hyena also stopped. They moved in this manner until the man was near his home. Then he stopped and thought and thought and thought. How could he stop the hyena from harming him? He decided that he would cover the remaining distance in the darkness; however, he would have to make sure that the hyena would have no reason to follow him.

When the hyena was out of sight, he quickly put the meat and the improvised torch on ground, and then dashed and hid behind a tree. The hyena, on seeing the improvised torch on the ground, thought that the old man had placed the fire on the ground and slept.

"What a feast I'll have!" The hyena thought.

The flames of the fire soon went out. The hyena came to where the meat lay and sank its teeth into it.

"That would have been. It is better to lose the meat today and live to hunt tomorrow," said the hunter to himself as he ran home.

Questions.

- How would you say the opening two words in the first paragraph if you were narrating this story? (2 marks)
- What is the effect of repetition in the second paragraph. (2 mark)
- The words 'however' and 'darkness' are found in the story. Use a stress marker to indicate the stressed syllable in each of these two words. (2 marks)

(b) **Oral skills (8 marks)**

She stepped out of the train, her long skirt held by he graceful left by her graceful left hand.

The skirt billowed out,

Like a flower, colourful, entrancing

Her right hand held a milk-white kerchief with which willingly dabbed her

Beautifully shaped nose

To shield it from the harsh polluted air of the city

Her eyes, limpid clear, sweet spring water, beheld me.

I was riveted, instantly smitten, captured by those eyes ...

The elegance, the grace, the effortless charm.

I wondered, could she be the one I was waiting?

Questions.

- i) You are to perform. This oral material to your classmates. What overriding tone would you employ throughout the rendition? (2 marks)
- ii) Explain the use of any **two** paralinguistics devices to enhance delivery. (4 marks)
- iii) How would you use two non-verbal areas to enhance delivery of this material? (2 marks)

(c) **Underline the silent letter in the following words.** (4 mark)

- i) Parliament - _____
- ii) Rendezvous - _____
- iii) Biscuits - _____
- iv) Basically - _____

(d) **Indicate whether the following sentences have a rising or falling intonation.** (4 marks)

- i) Shut up! - _____
- ii) Why do you always come to church late? - _____
- iii) This is right, isn't it? - _____
- iv) No I didn't - _____

(e) **Supply the homophones of the following words.** (4 marks)

- i) liar - _____
- ii) shoe - _____
- iii) file - _____
- iv) die - _____

(f) **Read the dialogue below and answer the questions that follow.**

(5 marks)

- Lillian: Good morning, Aisha
- Aisha: Good morning.
- Lillian: (*Frowning*) You don't look happy ... what's the matter?
- Aisha: I have just received a call from home, and ...
- Lillian: Ah, these fellows from home are always calling. My mother also called me.
- Aisha: Well, in my case, it is bad news. My brother ...
- Rehema: As I was saying, my mother called me, and also she wanted to tell me is that they are fine. (*Shaking her head absentmindedly*)
- Aisha: My brother was involved in a car accident. But you are not listening ...
- Rehema: What did you say?
- Aisha: (*Despairingly*) I gave up.

Questions

What kind of listener is Rehema? Illustrate your answer)

(4 marks)