**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ADM. NO. \_\_\_\_\_\_\_\_\_**

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**101/1**

**ENGLISH**

**PAPER 1**

**FUNCTIONAL SKILLS**

**2 HOURS**

**001**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 1**

**FUNCTIONAL SKILLS**

 **2 HOURS**

**INSTRUCTIONS TO CANDIDATES**

 **FOR OFFICIAL USE ONLY**

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| **Question**  | **Total score** | **Candidate’s score**  |
| 123 | 201030  |  |
| **Total**  | **60**  |  |

***This paper consists of 6 printed pages***

***Turn Over***

1. (a) Imagine you are the secretary of Kibwezi Youth Group. You have planned for several projects across Kibwezi for empowering youth. However, you are in financial crisis the group has decided to organize a fund drive. Design an imitative invitation card inviting Hon. Kivutha Kibwana, Governor Makueni County to join you during the occasion. (8mks)

 (b) Using the information above write an internal memo to all members of Kibwezi Youth Group requesting them to attend the fund drive planning meeting. (12mk)

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2. Some years back, when the country 1 \_\_\_\_\_\_\_\_\_\_\_\_ a severe sugar shortage, domestic market escalated prices 2 \_\_\_\_\_\_\_\_\_\_\_\_ nearly 200 per cent. Wholesalers added to the gravity of the shortage by 3 \_\_\_\_\_\_\_\_\_\_\_\_. Whatever little sugar in the market, pushing prices up further. Retailers also compounded the consumer’s troubles 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a rationing programme that 5 \_\_\_\_\_\_\_\_\_\_\_\_ buyers to two kilograms for 6 \_\_\_\_\_\_\_\_\_\_\_\_\_ visit to the supermarket or shop. Sugar being incontestability one of the consumer’s goods with the highest 7 \_\_\_\_\_\_\_\_\_\_\_, fixing the shortage once it sets in is never easy. Importation of what is required to 8 \_\_\_\_\_\_\_\_\_\_\_\_\_ the shortfall becomes the central of bruising battles 9 \_\_\_\_\_\_\_\_\_\_\_\_\_ sugar barons out to make 10 \_\_\_\_\_\_\_\_\_\_\_ money.

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

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

 We scatter seeds with less hand

 And dream we never shall see them more

 But for a thousand years

 Their fruits appears

 In weeds that mar the land

 Or healthful store

 The deeds we do \_\_\_\_\_ the words we say

 Into still air they seem to float

 We count them even past \_\_

 But they shall last,

 In the dread judgement, they

 And we shall meet.

 (i) Which two words will be stressed in the 10th line. Give reason for each. (2mks)

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 (ii) What is the rhyme scheme of the poem. (2mks)

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 (iii) How will the last line be said? (2mks)

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(iv) Apart from rhyme, show how else the poet achieves a regular rhythm in the poem. (2mks)

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 B. If you went to research without an audio-visual device, what aspects of performance might you miss when collecting oral literature material? (3mks)

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 C. Challenger: Two European peeping through the window.

 Response: Mucus

 (i) Classify the above genre. (1mk)

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 (ii) Identify and illustrate the most outstanding stylistic device used in the above genre (2mks)

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 (iii) Give two functions of the above genre (2mks)

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5

 D. Suppose you are reciting a poem to a big audience, what problems are you likely to

encounter. (5mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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E. For each of the following letters, provide a word in which the letter is silent. (5mks)

(i) t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) n \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) l \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) b \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(v) p \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F. Supply the homophones for the following words. (4mks)

(i) Some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) Been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) Piece \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) Made \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**101/1**

**ENGLISH**

**PAPER 1**

**FUNCTIONAL SKILLS**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 1**

**FUNCTIONAL SKILLS**

**MARKING SCHEME**

1. SAMPLE

KIBWEZI YOUTH GROUP√ ½ mark (F)

 P.O BOX 3057,

 KIBWEZI

 MOTTO: UNITY FOR DEVELOPMENT

 Request the company of Hon. C1………………………………..

 To a fund drive C1

 Purpose of the invitation: C1 In aid C1 of youth development projects.

 To be held on C1 DAY DATE AT TIME in the VENUE

 Guests are

 Chief Guest √ ½ mark (F) ……………………

 Assistant guests

 (i)

 (ii)

 (iii)

 R.S.V.P contact

 Name: ½ mark \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mobile No. ½ mark (F)

 (i) Chairman

 Patrick Musalendo 07456 ……………………..

 (ii) Wafula Paul 0772545626 (NB:

 Secretary

 C – Content

 F – Format

 (i) Must be an invitation card (framed) if not deduct 2AD

 NB: The day, time and venue must be mentioned to earn full marks

 (ii) Name designation and contact must be mentioned to earn full marks

 (iii) If no **honourable** don’t award 1 mark for content

1. Format 2 marks
2. Content 4 marks
3. Language 2 marks

8 marks

B. Internal memo

 Must be a memo if not 2AD

 Format 5 marks

 (1) Name of group 1 mark

 (2) Heading internal memo ½

 (3) From ½

 (4) To ½

 (5) Ref No ½

 (6) Date ½

 (7) Subject (relevant must ) 1 mark

 (8) Signature ½

 (9) Designation ½

 NB: If closing tag letter format – deduct 2AD from total marks

 CONTENT (3 marks)

 The student must mention these

 (i) The group being in financial crisis (1mark)

 (ii) Organized for a fund drive (1 mark)

 (iii) Meeting to plan (1 mark)

 Language 4 marks

 A – 4 marks

 B – 3 marks

 C – 2 marks

 D – 1 mark

2. 1. suffered / experienced

 2. by

 3. hoarding

 4. with

 5. restricted

 6. every

 7. demand

 8. cushion

 9. among

 10. quick

3. A. (i) ‘But’ to indicate contrast

 ‘Last’ – content / principal word

 (ii) abccabdeeede

 (iii) The last word ‘meet’ stressed or prominence with a “rising” ‘tone’.

 (iv) Use of alliteration e.g. line 1 “we shall scatter seeds with less hand”

 Line 7 “The deeds we do the words we say”

 B. (i) Gestures

 (ii) Dramatic aspects

 (iii) Facial expressions

 (iv) Tonal variations

2

 C. (i) Riddle

 (ii) Personification – mucus is personified as European

 (iii) Entertainment

* sharpen thought of children
* train on language speaking skills
* sharpen power of observation and inference
* serve as prelude to start a story telling session

D. – Inaudibility/not being audible

- Stage frights

- Capturing the audiences attention fully

- Maintaining eye contact

- Maintaining logical flow of ideas

E. t – listen, soften, moisten, rappart, often, buffet, satchet

 n – hymn, condemn, solemn, column, damn

 l – calm, palm, balm, scalp, qualms

 b – debt, climb, dumb, comb, doubt, womb

 p – psychology, receipt, psyche

F. (i) Sum

 (ii) Bean

 (iii) Peace

 (iv) Maid