Name: …… Admission No.: ……

Class: …… Date: ……

English Paper 1
101/1
JULY 2019
Time: 2 hours

FORM FOUR END OF TERM 2 EXAMINATIONS – *2019*

KENYA CERTIFICATE OF SECONDARY EDUCATION

English Paper 1
101/1
Time: 2 hours

INSTRUCTIONS TO CANDIDATES

a) Write your name and admission number in the spaces provided at the top of the page.
b) Write the date of the examination in the spaces provided above.
c) Answer all the questions in the spaces provided.
d) The paper consists of 8 printed pages.
e) Ensure your work is neat.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	STUDENT'S SCORE
FUNCTIONAL WRITING	20	
CLOZE TEST	10	
ORAL SKILLS	30	
TOTAL	60	

Candidates should check the question paper to ensure that all the
printed pages are printed as indicated and no questions are missing.

1. FUNCTIONAL WRITING (20marks)

You are the principal of Bondeni Secondary school. Your former student has indicated you as his referee in his application for a job at Utumishi organization to be employed as a clerk. Write a reference letter to the Human Resource manager about the suitability of the applicant.

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

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

As a student who does well in Science and Maths, I always wonder why English is taught as a ……(1) subject in high school. We were taught spelling and punctuation from Primary school. But this fizzles out once we ……(2) to high school. Now, I can understand the teaching of English if it involved things such as …… (3) to write a thesis paper or how to write a proposal. But we are taught to analyse …… (4) and what they mean to us. We are made to …… (5) lengthy essays on a weekly basis explaining things such as "How women have played a significant role in the development of their society," and we have to include examples and quotes from different texts. The ……(6) work is then marked according to how well they…… (7) and are generally not marked ……(8) because of things such as …… (9) and punctuation. I believe that what we learn in primary school should be a …… (10) of what to expect in secondary school.

3. ORAL SKILLS

(30mks)

(a) ***Read the poem below and then answer the questions that follow.***

Thou art indeed just, Lord, if I contend
With thee; but, sir, so what I plead is just.
Why do sinners' way prosper? and why must
Disappointment all I endeavour end?
Wert thou my enemy O thou my friend
How wouldst thou worse, I wonder, than thou dost
Defeat, thwart me? Oh, the sots and thralls of lust
Do spare hours more thrive than, that spend,
Sir, life upon thy cause. See, banks and breaks
Now, leavèd how thick! lacèd they are again
With fretty cherril, look, and fresh wind shakes
Them; birds build – but not I build; no, but strain,
Time's enough, and not breed one work that wakes.
Mine, O thou lord of life, send my roots rain.

(i) Identify **four** examples of assonance in the poem.

(2mks)

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(ii) Write out and describe the rhyme scheme of the poem.

(2mks)

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(iii) How would you perform the last line of the poem?

(2mks)

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(iv) Indicate whether the following lines in the poem would be said with a falling or rising intonation.
(2mks)

a) Why do sinners' way prosper? ..

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b) Disappointment all I endeavor end?

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(b) ***Write a word pronounced exactly the same way as each of the following.*** (5marks)

Whine ……

Tire ……

Stare ……

Rest ……

Oh ……

None ……

(c) ***Read the passage below and then answer the questions that follow.***

It's a cold July morning. You hear a sharp screeching of brakes followed by aloud bang, then screams. You rush to the scene of the crash, where you find the car overturned with a young woman with two boys inside. The woman and one of the boys climb from the wreckage unhurt; but the other boy pinned between the dashboard and the roof of the car, groaning in pain. Kru! Kru! Kru! You scratch your scalp as you try to remember your lessons in first aid.

Identify any four instances of onomatopoeia in the passage.

(4marks)

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(d) Place the following words in their appropriate columns to show whether it has a /z/ sound or /s/ sound.

(see, piece, scissors, season, phase, miser)

(3marks)

/z/	/s/

(e) You have met a teacher reporting to your school for the first time. He asks for direction to your

school. State **four** steps you would follow in giving them a clear direction.

(4marks)

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(e) ***Read the conversation below and then answer questions that follow.***

David: How are you feeling after the surgery?

Peter: I feel terrible, my entire body is aching but I can't stop shivering. My vision is blurry, my mouth is dry and I feel so weak and dizzy when I get out of bed.

David: That is to be expected after a serious operation.
Peter: I know, but I'm so hot I feel like I'm burning up and my body feels itchy. Do you think I have a fever?

David: You could have a fever and maybe an infection, describe exactly where you are aching the most.

Peter: I think my back and legs hurt the most, they are throbbing and I think they are swollen.

David: And how does your stomach feel?

Peter: My stomach is cramping and I'm very nauseous, I can't eat or drink anything without vomiting.

David: OK, I'm going to check your temperature and your pulse. You may need an antibiotic if you have an infection.

Peter: Can you please give me something for the pain, my whole body is sore and my head is aching too.

David: Yes, I will prescribe something for the pain now.

Peter: Thank you.

i) What is the relationship between David and Peter?

(1mark)

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ii) Where does the above conversation take place? Give **two** word evidences in support of this.

(3marks)

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iii) Explain the formality of the language used by both David and Peter.

(2marks)

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THIS IS THE LAST PRINTED PAGE.SUCCESS IN YOUR EXAM.