TIME: 2 HOURS



NAME	INDEX NO
DATE	CANDIDATE'S SIGNATURE
	CLASS:
101/1	
ENGLISH	
PAPER 1	
FUNCTIONAL SKILLS, CLOZE T	EST AND ORAL SKILLS
DECEMBER 2020	

LANJET CLUSTER JOINT EXAMINATION - 2020

Kenya Certificate of Secondary Education

INSTRUCTIONS TO CANDIDATES.

- 1) Write your name and index number in the spaces provided.
- 2) Answer all questions in this question paper.
- 3) All your answers should be written in the spaces provided in this question paper.
- 4) Contains four printed pages.

5)

FOR EXAMINER'S USE ONLY.

Question	Maximum Score	Candidate's Score
1	20	
2	10	
3	30	



Total	60	

This paper consists of 7 printed pages. Candidates should check the question paper to ascertain that all pages are printed as indicated and that no pages are missing.

1.	FUNCTIONAL WRITING (20 marks)
	Imagine you are the principal at Kilimambogo Teachers Training College. Lydia Moraa,
	a former employee at the college, has been invited to attend an interview at Rift Valley
	Institute of Technology. The principal has written to you requesting that you provide
	information about Moraa's; professionalism, inter-personal relationship, reliability,
	mastery and content delivery and her general conduct. Send this information to the
	principal via an email. Copy in, the chairperson of the board without the Principal
	knowing that the chair has the same information.



2.



	e blanks with the most appropriate word.
(10marks)	
_	_ self-imposed isolation, with Denmark
2 Italy as the other E	uropean Nation 3 quarantine.



Indications show that 4_	more countries will go down that 5
as	the corona virus that caused Covid-19 spreads 6
the world.	
The World Health Orga	nization (WHO) declared the Corona virus a global
7 on	Wednesday evening. WHO Director-General Tendros Adhanom
Ghebreyesus said 8	a terse statement that this is the first time the world is battling
a pandemic 9	as corona virus 10
(Adopted from the Dail	y Nation Friday, March 13, 2020 by Elizabeth Merab and Nasibo
Kabale)	

3. ORAL SKILLS (30marks)

a. Read the narrative below and answer the questions that follow.

THE BEAST WHO BOASTED

Once upon a time, an elephant, a lion, a fox and a peacock met at a pond in the forest. The Elephant began flapping his huge ears, looked down at the others from his great height and blew his trumpet.

"You have agreed that I am the strongest of all the Beasts". With my 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 more strength," said the fox. "I live extremely well just by my wits."

"To be able to crash through 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 colorful 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 jewellary 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 heard. Because he can find his way into the farmyard the fox's far is used on the collar of a robe. The peacocks'



glorious blue gold feathers are used to make a fan for a lady. It is what you boast of that is indeed your downfall."

(Adopted from Oral literature of Asians in East Africa by Mubina Hassanali. Kirmani and Sanaullah Kirmani. Nairobi, East Africa Education Publisher 2002)

i.	Identify any three examples of onomatopoeia in this narrative.	(3 marks)
		• • • • • • • • • • • • • • • • • • • •
		•••••
		•••••
		• • • • • • • • • • • • • • • • • • • •
ii.	Which words would you particularly emphasize in the elephant's spee	ech?(2 mks)
		•••••
		•••••
	How would you deliver the speech by the ugly toad? Explain.	(3 mks)
		•••••
		• • • • • • • • • • • • • • • • • • • •
		•••••

b. for each of the following words indicate the stressed syllable using a stress marker, so that it gives the meaning of the definition given after it. (4 marks)



1.	Re.fuse	-(rubbish/waste)

- ii. Re.bel -(a person who fights against an established government)
- iii. De.sert -(To abandon)
- iv. Pro.gress -(To advance or develop)

c. Imagine you meet a stranger who is asking for direction to a neighboring school. Write the dialogue that took place between you and the stranger. You may use some or all of the following landmarks in your dialogue: a shopping center, a primary school, a church, an		
unfinished house, a water tank and a maize plantation.	(6 marks)	
•••••••••••••••••••••••••••••••••••••••		



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	41 C. 11		
d. In i	пе јон	lowing sets of words identify the underlined speech sound that is odd.	(4 marks)
d. In 1 i.	Ü	cowing sets of words identify the underlined speech sound that is odd. e , $\underline{\mathbf{J}}$ udge, $\underline{\mathbf{J}}$ une, $\underline{\mathbf{G}}$ ore.	(4 marks)
	<u>G</u> ene		(4 marks)
i.	<u>G</u> ene <u>E</u> xho	e, $\underline{\mathbf{J}}$ udge, $\underline{\mathbf{J}}$ une, $\underline{\mathbf{G}}$ ore.	(4 marks)
i. ii.	\underline{G} ene \underline{E} xho \underline{J} oy,	e, <u>J</u> udge, <u>J</u> une, <u>G</u> ore. ort, <u>E</u> xist, <u>E</u> xile, Exhibit.	(4 marks)
i. ii. iii. iv.	<u>G</u> ene <u>E</u> xho <u>J</u> oy, <u>A</u> mb	e, <u>J</u> udge, <u>J</u> une, <u>G</u> ore. ort, <u>E</u> xist, <u>E</u> xile, Exhibit. <u>J</u> ust, <u>G</u> aoler, <u>G</u> ate.	
i. ii. iii. iv. e. You	<u>G</u> ene <u>E</u> xho <u>J</u> oy, <u>A</u> mb	e, <u>J</u> udge, <u>J</u> une, <u>G</u> ore. ort, <u>E</u> xist, <u>E</u> xile, Exhibit. <u>J</u> ust, <u>G</u> aoler, <u>G</u> ate. ush, <u>A</u> mass, <u>A</u> moeba, <u>A</u> maze.	
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	Apart from the interviewee's oral presentations, what other two co	mmunicative
	competencies would you lookout for during the interview?	(2mks)
	e following telephone conversation between Mato and the secretary as	nd then answer
the question	ons that come after it.	
Mato: I an	n Mato and want to speak with the manager.	
Secretary:	Why? What do you want with him?	
Mato : Tha	at is none of your business. I want to speak with the manager now.	
Secretary:	He is not in. Say what you wanted and I will tell him.	
Mato: Wh	ny are you wasting my time? Tell him to call me.	
Secretary:	How will he reach you? What is your telephone	
(Phone is	disconnected)	
1. Ide	entify any four instance of lack of telephone conversations etiquette in the	he above
COI	nversation.	(4marks)
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