**LORETO LIMURU MARANDA HIGH SCHOOLS**

 **Kenya Certificate of Secondary Education**

 **PRE-MOCK EXAMINATIONS 2024**

101/1 ENGLISH Paper 1

March, 2024

TIME: 2Hours

Name: ………………………………………………….... Adm No: ……….…………….

Stream ………………..................Signature: …….……………School................................

**Instructions to Candidates**

a. Answer all questions

b. This paper consists of 8 printed pages.

c. Candidates should check the question paper to ascertain that all the pages are printed

 and that no questions are missing.

d. Candidates should answer the questions in English.

 **For Examiners Use Only**

|  |  |  |
| --- | --- | --- |
| QUESTION | MAXIMUM SCORE | CANDIDATES SCORE |
| 1 WRITING | 20 |  |
| 2 CLOZE PASSAGE | 10 |  |
| 3 ORAL SKILLS | 30 |  |
| TOTAL |  |
|  |  |

**Functional Writing (20 marks)**

You are a member of the Writers club in your school. During the last meeting, you deliberate on how to come up with a Leavers Year Book. Members after lengthy deliberations settle on getting funds from the alumni. You are tasked with the responsibility of writing to the group requesting them to support your project. Write the communication you sent them.

FORMAT

SENDER’S ADDRESS ½MK

DATE ½ MK

RECIPIENT’S ADDRESS ½ MK

SALUTATION- DEAR SIR/ DEAR MADAM ½MK

RE: Request – Funding 1MK

Signing off - Yours faithfully ½MK

 SIGNATURE

 NAME ½ MK

CONTENT

Self-introduction 1MK

Background of you need 1MK

Place the request – what when, and why 2MK

Benefits you will get should your request be granted 1MK

A promise in relation to the request and how to relay the request 1 MK

An expression of optimism 1 MK

Express gratitude as you offer contact person in case more details are needed. 1MK

LANGUAGE

1-2 D

3-4 C

5-6 B

7-8 A

**2. Fill in the blanks with the most appropriate word. (10 marks)**

The creative process takes time, so when you set a project aside for a few days or weeks, your mind can wander. That extra time spent mental wandering gives you the **ability (i)** to come up with more creative, “divergent” ideas that enhance your project. Productive procrastination was **hugely (ii)** liberating concept for me to learn, especially while struggling to write this work. Before I learnt about productive procrastination, I **beat (iii)** myself up constantly because I kept feeling burnt out, I had writers **block**, (iv) and I thought it meant I was a bad writer, lazy, **or** (v)incapable. In truth, a creative process of **this** (vi)magnitude just took time. **My(vii)** mind needed breaks and time to wander. It took me seven months **longer(viii)** than I thought it would to finish and the book is a hundred times better for it. **If (ix)** you are not getting the results that you want, give the project some time, go **focus** (x)your energy somewhere else, and then come back later with fresh eyes.

3(i). **Read the poem below and respond to questions based on it.**

 **Death Be Not Proud**

Death be not proud, though some have called thee

Mighty and dreadful, for, thou art not soe,

For, those, whom thou think'st, thou dost overthrow,

Die not, poor death, nor yet canst thou kill me.

From rest and sleep, which but thy pictures bee,

Much pleasure, then from thee, much more must flow,

And soonest our best men with thee doe go,

Rest of their bones, and souls delivery.

Thou art slave to Fate, Chance, kings, and desperate men,

And dost with poison, warre, and sickness dwell,

And poppie, or charms can make us sleep as well,

And better then thy stroke; why swell'st thou then?

One short sleep past, wee wake eternally,

And death shall be no more; death, thou shalt die.

1. With illustrations, show how the writer has achieved rhythm. (4marks)
* Through use of **rhyming words**: me bee; flow go; dwell well
* **Alliteration**: much more must; Wee wake
* **Assonance**: best men; proud though
* **Repetition**: death is repeated. And death shall be no more; death, thou shalt die.
1. The poet exploits features that promote orality. Identify **two** such features in the poem above. (2 marks)
* By use of **contracted words** – think’st, swell’st
* By use of a **conversational tone**- Death be not proud

NB: Illustration needed in order to score.

1. How would you perform the line, ‘And death shall be no more; death, thou shalt die.’ (2 marks)
* Stress the words death be more death die in order to lay emphasis on death being wipe out in the long run.
* Employ a falling intonation to shoe the final outcome that death will be defeated/ a statement.
* Pause after more and death to lay emphasis on what is to be wiped out- death.
* Nod in agreement that death will be eliminated eventually.
* Wear a happy face upon realizing that death will no longer terrorize the persona and others.

 NB: one verbal and one nonverbal cue 1 mark each.)

ii) Underline the silent letter in the following words. (3 marks)

1. Cupboard
2. Soften
3. Salmon

iii) Underline the syllable that is stressed in the words in bold. (3 marks)

A common **mistake** we all make is thinking that people make a **deliberate** choice to procrastinate. Most people struggling with this problem feel like they have no control over it. They do not **understand** the real reason why people procrastinate.

iv) Indicate the intonation pattern that would be used on the words in bold. (3 marks)

1. If you miss the **bus (Rising) Inquiring**, let me **know**. (falling)- Ending
2. May I come **in**? (falling) Request
3. You are new **here**. (Rising - seeking clarification)

v) You participate in an English facilitation but at the end of the session when requested to do a recap of the session, you only mumble a few things. State **four** things that would have made you be in such an awkward position? (4marks)

* I would have lost concentration due to failure to seek clarification.
* I would have forgotten what was discussed due to failing to take down key points.
* I would have paid attention to other distractions hence failing to get the content.
* I would have use inappropriate sitting posture such as slouching leading to in attentiveness.
* I would have lost interest in the facilitation due to failure to keep appropriate eye contact with the facilitator.

 Any other point that goes to causes of inattentiveness.

vi) your class is to present a poem during the Labour Day celebrations. What **three** factors would you put into consideration as you compose the poem that you would present during the celebrations? (3 marks)

* The relationship between your group and the audience. Is it a group you have interactions with/ unknown to you?
* The level of education of the audience. Are they skilled/ nonskilled workers?
* The purpose of the poem. To appreciate/plead/encourage etc.
* The subject/topic
* The setting/location

**Focus – what determines register.**

vii) Provide expressions you would employ in the following situations. (3 marks)

1. You want to correct an opinion put across by a speaker which you find misleading.
* I beg to differ …
* I am afraid I have to disagree …
* I am not sure about that but …
* That is a good point, however … Any other appropriate expression.

 **FOCUS: Expressing disagreement.**

1. You are in a discussion and members of your team seem not to settle on a given point. How would you come in so as to let the discussion carry on?
* At this point, I think we have to agree to disagree …
* Shall we move on now?
* I understand what you are saying but …

 **FOCUS: Settling an argument.**

1. One of your classmates interrupts your contribution before you are done with what you were saying. What would be your response to them in order to let you complete your statement.
* I am afraid you did not let me finish …
* Could I finish what I was saying …
* Please bear with me, I hadn’t finished …

 **FOCUS: After being interrupted.**

viii) It is during an academic clinic in your school. You go to your class teacher who has never met your parent. Briefly describe how you would introduce your parent to your class teacher

 (3 marks)

* **Offer greetings** in order to establish rapport.
* **Mention the name** of the class teacher then **state the intention** of wanting to introduce your parent.
* **Mention the person**(parent) you are introducing **as you offer additional information about them.**