

Name \_\_\_\_\_ Index No. \_\_\_\_\_

**9503/1**  
**ENGLISH**  
**Functional Skills**  
**Paper 1**  
**D.T.E**  
**March/April 2011**  
**Time: 3 hours**



Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**DIPLOMA IN TEACHER EDUCATION**

**ENGLISH**

**Paper 1**

**3 hours**

### **INSTRUCTIONS TO CANDIDATES**

*Write your name and index number in the spaces provided above.*  
*Sign and write the date of examination in the spaces provided above.*  
*Answer ALL the questions.*  
*All the answers must be written in this question booklet.*  
*Do not remove any pages from this booklet.*

#### **For Official Use Only**

<b>Question</b>	<b>Maximum</b>	<b>Score</b>
<b>1</b>	<b>20</b>	
<b>2</b>	<b>20</b>	
<b>3</b>	<b>20</b>	
<b>4</b>	<b>20</b>	
<b>5</b>	<b>20</b>	
<b>TOTAL SCORE</b>		

**This paper consists of 12 printed pages.**

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

1. **Functional Writing**

(20 marks)

You are the Deputy Principal at Furakha High School, and in that capacity you take minutes of the meetings of the Board of Governors. Your principal is the secretary, and there is the chairperson and fourteen other members of the Board. At the meeting of the Full Board that took place on September 10, 2010, three members sent apologies. The agenda for the meeting was as follows:

1. Apologies
2. Confirmation of the Minutes of meeting of May 14, 2010
3. Matters arising
4. Principal's Report
5. Report of P.T.A. Chairperson
6. Progress Report on the Building of the Ablutions Block.
7. A.O.B.

Record the minutes of that meeting.

(20 marks)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 2. Comprehension

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

I put the question to a journalist who had written a vitriolic attack on a leading feminist researcher: "Why do you need to make others wrong for you to be right?" Her response: "It's an argument!"

That's the problem. These days, journalists, politicians and academics treat public discourse as an argument - not in the sense of making an argument, but in the sense of having one, of having a fight.

When people have arguments in private life, they are not trying to understand what the other person is saying. They are listening for weaknesses in logic to leap on, points they can distort to make the other look bad. We all do this when we are angry, but is it the best model for public intellectual interchange? This breakdown of the boundary between public and private is contributing to what I have come to think of as a culture of critique.

Fights have winners and losers. If you are fighting to win, the temptation is great to deny facts that support your opponent's views and present only those facts that support your own.

If public discourse is a fight, every issue must have two sides - no more, no less. And it's crucial to show "the other side," even if one has to scour the margins of science or the fringes of lunacy to find it.

The culture of critique is based on the belief that opposition leads to truth: when both sides argue, the truth will emerge. And because people are presumed to enjoy watching a fight, the most extreme views are presented, since they make the best show. But it is a myth that opposition leads to truth when truth does not reside on one side or the other but is rather a crystal of many sides. Truth is more likely to be found in the complex middle than in the simplified extremes, but the spectacles that result when extremes clash are thought to get higher ratings or larger leadership.

Because the culture of critique encourages people to attack and often misrepresent others, those others must waste their creativity and time correcting the misrepresentations and defending themselves. Serious scholars had to spend years of their lives writing books proving that the Holocaust happened, because a few fanatics who claim it didn't happen have been given a public forum. Those who provide the platform know that what these people say is, simply put, not true, but rationalize the dissemination of lies as showing "the other side". The determination to find another side can spread disinformation rather than lead to truth.

Opposition also limits information when only those who are adept at verbal sparring take part in public discourse, and those who cannot handle it or do not like it, decline to participate. This winnowing process is evident in graduate schools, where many talented students drop out because what they expected to be a community of intellectual inquiry turned out to be a ritual game of attack and counterattack.

In many university classrooms, “critical thinking” means reading someone’s life work, then ripping it to shreds. Though critique is surely one form of critical thinking, so are integrating ideas from disparate fields and examining the context out of which they grew. Opposition does not lead to truth when we ask only “what’s wrong with this argument “and never” what can we use from this in building a new theory, and a new understanding?”

Several years ago I was on a television talk show with a representative of the men’s movement. I didn’t foresee any problem, since there is nothing in my work that is anti-male. But in the room where guests gather before the show, I found a man wearing a shirt and a tie and a floor-length skirt, with waist-length red hair. He politely introduced himself and told me he liked my book. Then he added: “When I get out there, I’m going to attack you. But don’t take it personally. That’s why they invite me on , so that’s what I’m going to do.”

When the show began, I spoke only a sentence or two before this man nearly jumped out of his chair, threw his arms before him in gestures of anger and began shrieking- first attacking me, but soon moving on to rail against women. The most disturbing things about his hysterical ranting was what it sparked in the studio audience: they too became vicious, attacking not me (I hadn’t had a chance to say anything) and not him (who wants to tangle with someone who will scream at you?) but the other guests: unsuspecting women who had agreed to come on the show to talk about their problems communicating with their spouses.

(Adapted from an essay entitled “ The Triumph of the Yell” by Deborah Tannen)

- (a) What is common among journalists, politicians and academics according to information given in the second paragraph? (2 marks)

---

---

- (b) What is the danger of having a distorted view of “argument”? (2 marks)

---

---

---

- (c) In not more than 50 words explain how opposition limits intellectual productivity. (6 marks)

---

---

---

---

---

---

(d) What is the attitude of the writer towards the culture of critique? (3 marks)

---

---

---

---

(e) Rewrite the following sentence as instructed.  
“I didn’t foresee any problem, since there is nothing in my work that is anti-male.”  
(Begin: There being ..... ) (2 marks)

---

---

(f) Why does the writer cite the television talk show incident? (2 marks)

---

---

---

(g) Explain the meaning of each of the following expressions as they are used in the passage:

- (i) rationalize \_\_\_\_\_ (1 mark)
- (ii) adept at verbal sparring \_\_\_\_\_ (1 mark)
- (iii) unsuspecting \_\_\_\_\_ (1 mark)

3. *Silas Marner* by George Eliot

Read the passage below and answer the questions that follow.

When Marners sensibility returned, he continued the action which had been arrested and closed his door, unaware of the chasm in his consciousness, unaware of any intermediate change, except that the light had grown dim, and that he was chilled and faint. He thought he had been too long standing at the door and looking out. Turning towards the hearth, where the two logs had fallen apart, and sent forth only a red uncertain glimmer, he seated himself on his fireside chair, and was stooping to push his logs together, when, to his blurred vision, it seemed as if there were gold on the floor in front of the hearth. Gold! - his own gold - brought back to him as mysteriously as it had been taken away! He felt his heart begin to beat violently, and for a few moments he was unable to stretch out his hand and grasp the restored treasure. The heap of gold seemed to glow and get larger beneath his agitated gaze. He leaned forward at last, and stretched forth his hand; but instead of the hard coin with the familiar resisting outline, his fingers encountered soft warm curls. In utter amazement, Silas fell on his knees and bent his head low to examine the marvel: it was a sleeping child - a round, fair thing, with soft yellow rings all over its head.

- (a) What is the author referring to when she says: "When Marner's sensibility returned ....."? (2 marks)

---

---

---

- (b) Explain the symbolism of the fading fire in this excerpt. (2 marks)

---

---

---

- (c) Comment on the irony in the line "Gold! - his own gold - brought back to him as mysteriously as it had been taken away!" (3 marks)

---

---

---

- \_\_\_\_\_
- \_\_\_\_\_
- (d) What is the author's attitude towards Marner in this excerpt? Illustrate your answer. (3 marks)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- (e) Identify and explain any two instances of alliteration in this excerpt. (4 marks)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- (f) How does the discovery of the child in his cottage later change Marner's character? (3 marks)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- (g) Explain the meanings of the following as they are used in the excerpt. (3 marks)

- (i) chasm \_\_\_\_\_
- (ii) blurred vision \_\_\_\_\_
- (iv) glow \_\_\_\_\_

4. **Oral Skills**

- (a) *Identify and write down homophones in the list of words below.* (4 marks)

tale, course, air, flour, tell, heir, cause, tail, hair, floor, vane, flower.

---

---

---

---

- (b) *In each of the following words, identify the silent letter.* (4 marks)

(i) parliament \_\_\_\_\_

(ii) sudden \_\_\_\_\_

(iii) corps \_\_\_\_\_

(iv) plumbing \_\_\_\_\_

- (c) *Complete the conversation below using the appropriate language.*

Principal: Yes, come in.

Teacher: \_\_\_\_\_ (1 mark)

Principal: Good morning, Mr. Laye. Please sit down. Now, what brings you here?

Teacher: \_\_\_\_\_ (2 marks)

Principal: Oh, I am terribly sorry. How did it happen?

Teacher: \_\_\_\_\_ (2 marks)

Principal: For how long would you like to be away? (1 mark)

Teacher: \_\_\_\_\_ (1 mark)

Principal: \_\_\_\_\_ (2 marks)

Teacher: Thank you very much, Mrs X/Madam Principal.



- (d) *In each set below, identify the word that is pronounced differently according to the underlined letters(s).* (3 marks)

(i) sure, measure, sugar \_\_\_\_\_

(ii) dough, tough, show \_\_\_\_\_

(iii) use, urn, you \_\_\_\_\_

## 5. Grammar

- (a) *In each of the following sentences replace the underlined word with a **phrasal verb** that has the same meaning.* (5 marks)

(i) She lost her job because he despises people from other cultures.

(ii) The visiting choir was delayed by traffic.

(iii) Nafula resembles her father.

(iv) Mulovi adores his elder brother.

(v) She inherited a lot of wealth after her aunt died.

- (b) *Rewrite the sentences below using the instructions given after each sentence.* (5 marks)

(i) The landlord commanded the young girl to vacate the compound immediately failure to which he would call the police.  
(Rewrite in direct speech)

---

---

(ii) You can get the job the personnel manager insisted even if you do not know anybody in this company.  
(Punctuate the sentence correctly)

---

---

(iii) I hardly take unprescribed medicine.  
(Begin: Seldom .....)

---

---

- (iv) Let's go for a ride  
(Begin: How about .....)
- 
- 

- (v) It was decided that all the orphans would be given bursaries.  
(Rewrite using "decision").
- 
- 

- (c) Fill in the blank spaces with the correct word from the choices given. (4 marks)

- (i) She is the \_\_\_\_\_ of the two sisters. (older, elder)  
(ii) No \_\_\_\_\_ explanation was given. (farther, further)  
(iii) Their house is \_\_\_\_\_ to mine. (next, nearest).  
(iv) The \_\_\_\_\_ explanation is wanting. (later, latter)

- (d) Use the correct form of the word in the brackets to fill in the blank space in the sentences below. (6 marks)

- (i) This item is not \_\_\_\_\_. (exam)  
(ii) Can you remove the \_\_\_\_\_ (ambiguous) in this sentence?  
(iii) Such \_\_\_\_\_ (bias) against members of a community should be discouraged.  
(iv) We were all impressed by his \_\_\_\_\_ (partial) in distributing bursary funds.  
(v) This man \_\_\_\_\_ (hero) saved the boy from drowning.  
(vi) \_\_\_\_\_ (anxious) is now believed to be the root cause of many ailments.