

**THE KENYA NATIONAL EXAMINATIONS COUNCIL**  
**Kenya Certificate of Secondary Education**



**101/1**

**ENGLISH**  
**(Functional Skills)**  
**Nov. 2023 – 2 hours**

**Paper 1**

Serial No.

12079248

Name: ..... Index Number: .....

Candidate's signature: ..... Date: .....

**Instructions to candidates**

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer **all** the questions in this paper.
- (d) All your answers must be written in the spaces provided in the question paper.
- (e) **This paper consists of 8 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (g) **Candidates must answer the questions in English.**



**For Examiner's Use Only**

Question	Maximum Score	Candidate's Score
1	20	
2	10	
3	30	
<b>Total Score</b>	<b>60</b>	

2  
4  
6  
8  
10  
12  
14  
16  
18  
20



317105

© 2023 The Kenya National Examinations Council

101/1

Turn over

- 1 Imagine that at the beginning of the year you made a resolution to maintain a personal journal of the most memorable occurrences. The most significant occurrences of the year were your birthday, a cousin's wedding, a visit to your school by His Excellency the President and your participation in a marathon to raise funds for children with heart ailments. Present the entries for the four occurrences. (20 marks)

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

(10 marks)



Here are some easy steps to follow as you plan your career. (a)....., you should do a self-assessment. This will help you to discover your interests, skills and personality. (b)....., you should gather information (c).....different jobs and occupations. You (d).....find all this from books, magazines and people. The (e).....most important things that you need to learn are how much time it will take to (f).....for your career and how much (g).....will cost. Next, you will need to get the (h).....skills. You can do this by getting more (i).....at a college, university (j)..... a technical school.

▲ (Adapted from: *Tapestry: Listening and Speaking*. Heinle & Heinle publishers, 2000.)

▼

◀

▶

□

- 3 (a) *Read the text below and then answer the questions that follow.*



“Good evening, ladies and gentlemen and welcome to this session. Today, I’m going to talk about the science of success. In order to become successful, the one thing we need above all else is self-discipline. How little attention most of us give to that great subject!”

“I want to tell you something: I want to suggest to you in the beginning of this talk that in order to make the greatest use of self-discipline, you’ve got to have a system to go by. You’ve got to have a plan. You’ve got to keep your mind occupied at all times with all the things and all the circumstances and all the desires of your choice, and strictly off the things that you don’t want.”

“Here’s self-discipline in its highest order: keeping your mind fixed on the things you do want in life, and off the things you don’t want.”

(Adapted from *Success Habits*, by Napoleon Hill)

- (i) Identify two elements that show this text is a speech. (2 marks)

.....  
.....  
.....

- (ii) What is achieved by the use of commas in the text? (2 marks)

.....  
.....  
.....  
.....  
.....

- (iii) Describe how you would deliver the last sentence effectively. (2 marks)

.....  
.....  
.....  
.....  
.....

- (b) Organise the following words in 2 groups according to the pronunciation of the letter ‘s’.  
sure, advise, vision, sugar, usual, pleasant (6 marks)

Group 1

.....  
.....  
.....  
.....

Group 2



- (c) Your teacher has asked you to practise introducing yourself and others.

- (i) State **three** appropriate body language strategies that you may use during the activity. (3 marks)

.....  
.....  
.....  
.....  
.....



- (ii) There are different expressions you may use to introduce yourself. Write down any **two** of them. (2 marks)

.....  
.....  
.....

- (d) In each of the following sentences, underline the stressed part of the words in bold.

(3 marks)

- (i) No doubt, this is child **a . buse**.  
 (ii) Do you think you will **man . age** to complete the assignment?  
 (iii) **Trib .al . ism** is an enemy of progress.



- (e) Imagine you are listening to oral instructions. What **two** things would you do to ensure you get everything clearly? (2 marks)

.....  
.....  
.....  
.....  
.....

- (f) You are among the audience in an oral narrative performance. Write **two** things that you would do to encourage the narrator to continue. (2 marks)

---

---

---

---

- (g) The principal has sent you to call a student from a class. You find a teacher in the class. How would you go about delivering the message? (6 marks)

**THIS IS THE LAST PRINTED PAGE**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL**  
**Kenya Certificate of Secondary Education**



**Paper 2**

**101/2**

**ENGLISH**

**(Comprehension, Literary Appreciation  
and Grammar)**

**Nov. 2023 – 2 ½ hours**

Serial No.  
13929272

**Name:** ..... **Index Number:** .....

**Candidate's signature:** ..... **Date:** .....



**Instructions to Candidates**

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer **all** the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) **This paper consists of 12 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (g) **Candidates must answer the questions in English.**



**For Examiner's Use Only**

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score	80	



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

(20 marks)



What kind of learner are you? This might seem an odd question but there are indeed different types of learners. The categories are based on the different ways in which people prefer information to be presented to them. Information can be packaged just like goods in a supermarket are arranged. Imagine you went to buy some milk and found that the packet containing the milk is inside a sealed glass jar which is, in turn, inside a sealed metal can. You might get confused as you try to figure out how to open the jar and the can in order to reach the packet of milk. The whole process might leave you **exasperated** and take away the **joy of partaking** your favourite drink. Some people learn best when information is packaged in a specific way. If not, they feel frustrated and struggle to understand even the most basic concepts.

Do you like charts and graphs? Do you enjoy studying diagrams? Are symbols easy for you to understand and remember? If your answer to these questions is 'yes', then you are a visual learner. You prefer information that is presented in picture form. Images are the most accessible to you: you can **decipher** what they mean fast and you can later recall the information presented.

Then there are audio learners who are also referred to as aural learners. The best way to communicate to them is through sound. They love to listen to the teacher talk. They understand best when told or when information is presented to them orally. These learners love collaborative group work that is centred on talk. They also enjoy reading aloud to themselves or listening to the teacher or to other learners read aloud. Such learners thrive in speaking and listening situations.



The next category is the reading - writing learners. To understand information, they have to read it then write it down. Even after listening to the teacher talk these learners need to write down what was said. Later, they read through what they wrote. This is to say that the reading-writing learner focuses on the written word. Such learners are avid listeners and copious note takers. They excel at taking and making notes which they then revise. These learners work well with textbooks and teacher-given notes.

Finally, we have the kinesthetic learners. For this group of learners, learning is doing. For them to learn, information must involve action and movement. These learners are good at practical activities such as laboratory experiments, sports activities, agricultural projects and arts and craft projects. They are good with their hands and their movements are very well coordinated. They can be described as hands-on learners. Do not tell them how a clock works; ask them to figure it out by putting one together. **This is their cup of tea.**

So, from the above, what kind of learner are you?

- (a) How can we tell the type of learner a person is? (2 marks)



(b) Contrast the visual and the audio learner. (2 marks)

(c) In not more than 65 words, explain how the reading-writing and kinesthetic learners learn best. (6 marks)

Draft copy

## Fair copy

- (d) Why do you think the writer gives the example of a packet of milk that is in a glass jar which is in a metal can? (3 marks)

.....  
.....  
.....  
.....

- (e) What do you understand by the following:

- (i) This is their cup of tea.

(2 marks)

(ii) ... the joy of partaking ...

(2 marks)

- (f) Such learners are avid listeners and copious note takers. *Rewrite beginning:* What ...!  
(1 mark)

- (g) Explain the meaning of the following words as used in the passage: (2 marks)

- (i) exasperated

(ii) decipher

2 Read the excerpt below and then answer the questions that follow.

Henrik Ibsen, *A Doll's House*



- Krogstad: Your father died on the 29<sup>th</sup> of September. But, look here; your father has dated his signature the 2<sup>nd</sup> of October. It is a discrepancy, isn't it? (*NORA is silent.*) Can you explain it to me? (*NORA is still silent.*) It is a remarkable thing, too, that the words "2<sup>nd</sup> of October," as well as the year, are not written in your father's handwriting but in one that I think I know. Well, of course it can be explained; your father may have forgotten to date his signature and someone else may have dated it haphazard before they knew of his death. There is no harm in that. It all depends on the signature of the name; and that is genuine, I suppose, Mrs. Helmer? It was your father himself who signed his name here?
- Nora: (*After a short pause, throws her head up and looks defiantly at him*) No, it was not. It was I that wrote papa's name.
- Krogstad: Are you aware that is a dangerous confession?
- Nora: In what way? You shall have your money soon.
- Krogstad: Let me ask you a question; why did you not send the paper to your father?
- Nora: It was impossible; papa was so ill. If I had asked him for his signature, I should have had to tell him what the money was to be used for; and when he was so ill himself, I couldn't tell him that my husband's life was in danger - it was impossible.
- Krogstad: It would have been better for you if you had given up your trip abroad.
- Nora: No, that was impossible. That trip was to save my husband's life; I couldn't give that up.
- Krogstad: But did it never occur to you that you were committing a fraud on me?
- Nora: I couldn't take that into account; I didn't trouble myself about you at all. I couldn't bear you, because you put so many heartless difficulties in my way, although you knew what a dangerous condition my husband was in.
- Krogstad: Mrs. Helmer, you evidently do not realise clearly what it is that you have been guilty of. But I can assure you that my one false step, which lost me all my reputation, was nothing more or nothing worse than what you have done.
- Nora: You? Do you ask me to believe that you were brave enough to run a risk to save your wife's life?
- Krogstad: The law cares nothing about motives.
- Nora: Then it must be a very foolish law.
- Krogstad: Foolish or not, it is the law by which you will be judged, if I produce this paper in court.
- Nora: I don't believe it. Is a daughter not to be allowed to spare her dying father anxiety and care? Is a wife not to be allowed to save her husband's life? I don't know much about law; but I am certain that there must be laws permitting such things as that. Have you no knowledge of such laws - you who are a lawyer? You must be a very poor lawyer, Mr. Krogstad.

Krogstad: Maybe. But matters of business - such business as you and I have had together - do you think I don't understand that? Very well. Do as you please. But let me tell you this - if I lose my position a second time, you shall lose yours with me. (*He bows, and goes out through the hall.*)Nora (*appears buried in thought for a short time, then tosses her head*)

Nora: Nonsense! Trying to frighten me like that! - I am not so silly as he thinks.

- (a) Explain what happens just before this excerpt. (3 marks)

.....  
.....  
.....  
.....  
.....  
.....  
.....

- (b) Identify and explain **three** character traits of Nora in the excerpt. (6 marks)

.....  
.....  
.....  
.....  
.....  
.....  
.....

- (c) Identify and explain **two** themes that are evident in the excerpt. (4 marks)

.....  
.....  
.....  
.....

(d) Identify and illustrate **three** features of style used in the excerpt. (6 marks)

.....  
.....  
.....  
.....  
.....  
.....

(e) What happens immediately after this excerpt? (1 mark)

.....  
.....

(f) What is the author's attitude towards Krogstad? (2 marks)

.....  
.....  
.....  
.....  
.....

(g) Then it must be a very foolish law. *Rewrite beginning:* A foolish ... (1 mark)

.....  
.....

(h) Explain the following words as used in the excerpt. (2 marks)

(i) **haphazard**.....  
.....

(ii) **fraud**.....  
.....

- 3 Read the narrative below and then answer the questions that follow.



Long, long time ago Lion and Monkey were the best of friends. Monkey in particular was very proud of the friendship. No other animal could challenge him. **He walked tall among his other friends.**

One day they decided to go to the market to buy cattle. To show respect to his powerful friend, Monkey always let him make the major decisions. When they got to the market Lion asked, "Do you want to buy cows or bulls?" Monkey thought about it for a short time and said,

"You are the wise one my friend. Which ones do you think I should buy?"

"That is a clever answer, my friend. Bulls stand for strength. I will buy for myself seven bulls. You can buy for yourself seven cows."

"That is a wise decision," Monkey said. "I will buy cows. They are cheaper than bulls. My money will be enough."

So, Lion bought seven bulls and Monkey bought seven cows and they went home to rear their cattle.

One morning, Lion woke up early as was his custom. He went straight to the shed to admire his healthy seven bulls as he did every morning.

He threw a passing eye to Monkey's cows and noticed that one had given birth. He went near and noticed that the calf was male. This troubled him a lot. He realised that if all seven of Monkey's cows gave birth, Monkey would have seven cows and seven bulls. This made him sad. He decided to do something about it. He took the calf and put it near one of his bulls. After that he went to wake Monkey up.

"Wake up, friend and celebrate with me! My bull has given birth." Monkey rubbed his eyes and tried to reflect on what Lion had said. He quietly walked to the cattle shed and saw the calf near the bull. He could see his cow which had given birth, but he had to be wise.

"This is strange, my friend. Usually bulls do not give birth. Could it be that one of my cows gave birth?"

Lion roared, "You can see the calf near my bull. Do you want us to fight about it?"

"Oh no, my friend, I don't want to fight with you. Can we call the elders to give us wisdom on this?"

"Call them. You are the one in doubt," Lion said grudgingly.

So, Monkey invited the council of elders. Before the elders could even settle down, Lion began presenting his side of the story.

"Comrades, welcome to our home, and join us in celebrating the birth of my calf. My friend here is not happy with my good fortune so he has called you to decide whether it is his cow or my bull which gave birth. Come and see, the calf is still close to the bull."

The elders walked to the cowshed with their heads bowed. They were all afraid of Lion. They congratulated him on the birth of his calf and left without listening to Monkey's side of the story. Monkey found courage to say, "I will appeal against that decision." Later that day, Monkey met Hare and narrated the events. Hare agreed to put an appeal committee together and even chair it.

On the day of the appeal case the members of the committee arrived early, but Hare was not there. Monkey convinced them not to start the discussion until Hare arrived. They waited

and waited and waited. Lion was getting very impatient.

At around noon, everyone was tired and even Monkey was ready to let them go. Then they heard "Kulu, Kulu, Kulu" and their eyes turned to the path. It was Hare carrying water containers and walking fast towards the river. Monkey shouted, "My friend, Hare, we have been waiting for you all day. Where are you going!"

"Oh, I am sorry my friend, Monkey, I can't sit down to listen to the case. My father gave birth this morning and I am going to the river to fetch water for him to bathe."

It is Lion who responded,

"Stop your stupid stories Hare, males don't give birth!"

Then Hare shouted loud enough for everyone to hear,

"So how did your bull give birth?" Then he quickly ran towards the river.

The members of the appeal committee stood up, one by one and said in unison,

"Just what Hare said."

And that is the end of the story.

- (a) In not more than **three** sentences, explain what this narrative is about. (4 marks)

.....  
.....  
.....  
.....

- (b) Identify and explain **one** instance of irony in this narrative. (3 marks)

.....  
.....  
.....

- (c) Explain the meaning of the phrase, "**He walked tall.**" (1 mark)

.....  
.....

- (d) What type of narrative is this? Explain your answer. (2 marks)

.....  
.....  
.....



(e) Describe the character of Monkey as portrayed in this narrative. (4 marks)

.....  
.....  
.....  
.....  
.....  
.....

(f) Identify and explain **four** features of oral narratives evident in this story. (4 marks)

.....  
.....  
.....  
.....

(g) Identify and illustrate **one** lesson that we learn from this story on how to deal with characters who are stronger and more powerful than other characters. (2 marks)



.....  
.....  
.....

- 4 (a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4 marks)



- (i) "Where were you yesterday?" Mr. Zangili asked Tom.  
*Rewrite in reported speech*

.....  
 .....  
 .....

- (ii) They do not know that all their school fees has been paid by a good samaritan.  
*Begin: What ....*

.....  
 .....

- (iii) Of all those things I desire only one an honest friend.  
*Punctuate correctly*

.....  
 .....

- (iv) Kalimo realized that the boy was drowning. Kalimo quickly leapt into the swimming pool to save him.  
*Begin: Realizing ....*

.....  
 .....

- (b) In each of the following sentences, replace the underlined expression with one word that has the same meaning. (3 marks)

- (i) The board decided to look into the indiscipline in the school.

.....

- (ii) I am surprised the nominee turned down the offer.

.....

- (iii) The citizens refused to put up with the widespread corruption.

.....

(c) *Underline the correct expression to complete each sentence.* (3 marks)

- (i) Our team (beat, won) all our opponents at the Drama Festival.
- (ii) (Borrow, Lend) me some money please.
- (iii) Are we (already, all ready) to begin the meeting?



(d) *Explain the difference in meaning in the following sentences.* (2 marks)

- (i) The workers who were on strike were not paid.
- (ii) The workers, who were on strike, were not paid.

.....  
.....  
.....  
.....



(e) *Fill in each blank space with the correct word.* (3 marks)

- (i) I am very disappointed ..... you for missing the bus.
- (ii) We all congratulated Nekesa ..... her 18<sup>th</sup> birthday.
- (iii) I cannot buy this book ..... such a high price.



**THIS IS THE LAST PRINTED PAGE.**