

ENGLISH PAPER 1 REVISION QUESTIONS & ANSWERS

(Mr Isaboke 0705525657)

EXAM 1

1. FUNCTIONAL WRITING

Since last year third term, your class form 4 Green's academic performance has been drastically going down. This has raised a lot of worries in the entire school, and it was one of the issues that came up during the release of the first examinations results of this term. After that meeting, the School Principal summoned you as the Class Prefect to his office and requested you to lead a class committee to find out the reasons for such a performance. Write a report that you would present to him in two weeks' time underlining the causes for this performance by your class and the recommendations that you suggested. (20 marks)

2. CLOZE TEST

Fill in the blank with the most appropriate word

(10 marks)

It is undeniable that our education system 1..... Kenya has done a lot for students. Our literacy 2..... has risen tremendously over the 3.....thirty years. More youths are leaving school for the work force at 4..... educational levels. The majority of Kenyans have had the 5..... of primary education, something most of our grandparents do not 6..... However, there are still 7.....which need improvement in our educational system. There is need for enough space experimentation 8.....the cultivation of genuine interest.9.....is required is a real understanding and appreciation of the subject,10.....merely high marks.

3. ORAL SKILLS

a) i) Provide homophones for the following words

(3marks)

- i) Coup
- ii) Brooch
- iii) Muscle

b) Assign intonation to the following sentences. (3 marks)

- i) I think we are completely lost
- ii) We will be able to go, won't we?
- iii) She bought a house

c) Write down a word with a silent letter as indicated.

(3marks)

Kenya Secondary Examination English Paper 1 2013

M Walker



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English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania Elia Shabani Mligo, Mikael Mwashilindi, 2017-08-07 This book examines the challenges posed by English a foreign language as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance The book probes the necessity for having two languages of instruction in the Tanzanian educational system While Kiswahili the native language is predominantly understood by the majority of people the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding writing listening reading and speaking English a language they use in learning and doing their examinations especially in the early stages of their secondary studies The incompetence in the above mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre primary and primary school study Kiswahili to secondary school study English Moreover most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students leading them to code switching and code mixing This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems helping them to make appropriate decisions in regard to the appropriate language of teaching and learning

Language Development and Social Integration of Students with English as an Additional Language Michael Evans, Claudia Schneider, Madeleine Arnot, Linda Fisher, Karen Forbes, Yongcan Liu, Oakleigh Welply, 2020-07-16 Given the current context of the experience of migration on schools in England and Europe and the competing policies and approaches to social integration in schools there is a need to understand the connection between language development and social integration as a basis for promoting appropriate policies and practices This volume explores the complex relationship between language education and the social integration of newcomer migrant children in England through an in depth analysis of case studies from schools in the East of England The authors set this evidence against the background of policy debates in the wider international setting including a critical discussion of assumptions underlying national narratives of mainstreaming and assimilation In the light of an absence of national guidelines for appropriate practice in schools the authors outline a model of inclusive pedagogy for English as an additional language EAL and a framework of home school communication to promote effective EAL parental engagement in schools

Gender and Education in Kenya Esther Mukewa Lisanza, 2021-04-28 Gender and Education in Kenya explores the intersections of curriculum pedagogy policy and gender The contributors study depictions of gender in textbooks the presence and roles of girls and women within classrooms in Kenya and female leadership in education arguing that despite recent policies put in place by the Kenyan government to ensure gender parity in education there is still a need to make curriculum more gender responsive Gender and Education in Kenya examines the disparity between male and female representation in education and advocate for more training for teachers about gender related educational policies and

implementing gender responsive objectives in classrooms The collection concludes with a study of the intersection of gender and disability with a chapter that explores the additional challenges for a blind girl in school and the lack of policies in place to help disabled students *Educational Leaders Without Borders* Rosemary Papa,Fenwick W. English,2015-06-23 Building from the history of inequality in education up to current problems this text posits viewpoints on how to cultivate humanistic leaders in education to best benefit underserved children around the world Among perspectives examined are economic cultural and political circumstances that benefit some and harm others creating educational inequality To illustrate the work that must be done this book connects vignettes of compelling school issues to educational philosophies e g Makiguchi s work to bridge the theoretical and the practical and pose real solutions *Secondary Data Analysis and Literature Review of Knowledge, Attitude, Beliefs and Practices (KABP) Study of the 10 Key Child Survival, Development and Protective Behaviours in Kenya* ,2016 Learning as Development Daniel A. Wagner,2017-10-04 Learning is the foundation of the human experience It begins at birth and never stops a continuous and malleable link across life stages of human development Disparities in learning access and outcomes around the world have deep consequences for income social mobility health and well being For international development practitioners faced with today s unprecedented environmental and geopolitical pressures learning should be viewed as a touchstone and target for those seeking to truly effect global change This book traces the path of international development work from its pre colonial origins to the emergence of economics as the dominant discipline in the field and lays out a new agenda for policymakers researchers and practitioners from early education through adulthood Learning as Development is an attempt to rethink international education in a changing world Yearbook of International Organizations 2013-2014 (Volumes 1a-1b) Union Of International Associations,Union of International Associations,2013-06-21 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events **Africa Digest** ,1958 The Kenya Gazette Kenya,1974 **Paperbound Books in Print** ,1984 *Subject Guide to Books in Print* ,1993 Trade Policy Review - Sierra Leone World Trade Organization,2017-11-13 Each Trade Policy Review consists of three parts a report by the government under review a report written independently by the WTO Secretariat and the concluding remarks by the chair of the Trade Policy Review Body A highlights section provides an overview of key trade facts 15 to 20 new review titles are published each year The reviews consist of detailed chapters examining the trade policies and practices of the member and describing trade policy making institutions and the macroeconomic situation these chapters are preceded by the Secretariat s Summary Observations which summarize the report and presents the Secretariat s perspective on the member s trade policies The Secretariat report and the member s policy statement are published after the review meeting along with the minutes of the meeting and the text of the Chairperson s Concluding Remarks *Joint Acquisitions List of Africana* ,1993 **Subject Guide to Children's Books in Print 1997** Bowker Editorial Staff,R R Bowker Publishing,1996-09 Working Paper Series ,1996 The Municipal

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