

a) Read the following oral poem and answer questions that follow

One hand cannot manage work
A threshing stick cannot thresh millet with
One hand
Some hands breed hatred at eating time
Nobody hates being assisted

Let millet be threshed
Let it be threshed, let it be threshed

Cut a threshing stick for me
A lazy wife
Is taken back to her parents
When the rain fails
It blames the wind
And a lazy woman
Blames the threshing stick
Cut a threshing stick for me-ii
My co-wife, cut me a threshing stick
You woman, owner of this occasion
Remember that work is the stomach
Take care not to starve us
The threshing sticks are sounding
Let the millet leave the threshing ground

(Adapted from Oral Literature of the Embu and Mbeere by Ciarunji Chesaina)

i) Identify and illustrate two **mnemonic** effects in the poem. (2marks)

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ii) You've been asked to perform the above poem. Explain how you will **prepare** for it. (2marks)

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iii) What **non-verbal** aspects would you use in the **performance** of the poem and where? (2marks)

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iv) While performing the above poem you notice that members of the audience are **murmuring** what could the problem be? (2marks)

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b) Underline the **stressed syllable** in the following words. (2marks)

- i) Shoe.shine
- ii) Col.league
- iii) Mis.rule (Noun)
- iv) Mar.ket (Verb)

c) Underline the **odd** one out in each set of words according to the pronunciation of the underlined letter(s). (2marks)

- i) Myth Youth With Teeth
- ii) Warthog Covered Coughed Capped
- iii) Sugar Chagrin Chiffon Charm
- iv) Keep Kitten Knee Camp

d) What should you remember to say when **receiving** a **call** for someone else? (4marks)

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e) Your class has been invited to participate in The Great Debaters contest together with other schools in the district .You are one of those student’s to represent your class which will be opposing the motion that Kenya should withdraw her KDF forces from Somalia. How **would you** adequately **prepare** for this **debate**? (4marks)

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f) You are one of the three students chosen to negotiate in a dispute involving members of your class and another class. What **negotiation skills** will you employ to ensure an amicable resolution is reached? (4marks)

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g) Read the following conversation between two form four candidates and then answer the following questions.

Judy : Mali, I am worried my performance in English is not encouraging.

Mali : Ah! I am happy with my performance in English. I got a clean A last term.

Judy : I really don’t know what to do about Mathematics, maybe....

Mali : I don’t like our Geography teacher. He thinks he is the only one who owns a Prado. My dad told me he will buy one soon.

Judy : (Trying to bring him back to the conversation)
Tell me, Mali, how do you revise Mathematics?

Mali : Oh! Is that David? He has promised to bring me a Nigerian movie (calling)
David ! David! (Then runs after him)

i) Identify the **shortcomings** in Mali’s listening and speaking skills. (3marks)

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ii) Suggest three ways how he can **improve** his listening and speaking skills. (3marks)

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MARKING SCHEME

a)

i)

- ✚ Repetition: the expression “threshing stick” has been repeated.
- ✚ Idiophone- the sound “ii” is an idiophone.
- ✚ Onomatopoeia-The word “Thresh” is an onomatopoeic word.

Any 2- half mark for identification, half for illustration-2marks

ii)

- ✚ I will rehearse before a mock audience to thoroughly memorize the poem and gain confidence.
- ✚ I will prepare appropriate costumes to wear.
- ✚ I will prepare on the appropriate prop to use during the narration.
- ✚ I will practice the appropriate dramatization
- ✚ I will practice the appropriate tone/voice to use.

Accept any other well developed, 1 mark each- 2 marks

iii)

- ✚ I would use gestures by lifting my one hand “One hand cannot manage work.” to demonstrate that the limitedness of one hand in work.
- ✚ I would use facial expression by sneering to show contempt for laziness in the line, “A lazy wife”
- ✚ I would use dramatization by using my hands to demonstrate the threshing of the millet in the line, “Let millet be threshed”

(Identify the cue, the specific actions on a specific line of the narrative and the reason for the action)

iv)

- ✚ I could have been inaudible hence some were not hearing me.
- ✚ I could have failed to use proper tonal variation.
- ✚ I could have worn inappropriate costume.
- ✚ I could have failed to be confident while performing.
- ✚ I could have forgotten certain lines in the poem.

Any other relevant point- 1 mark each-2 marks

b) Underline the stressed syllable in the following words.

(2marks)

- i) Shoe.shine √ ½
- ii) Col.league √ ½
- iii) Mis.rule (Noun) √ ½
- iv) Mar.ket (Verb) √ ½

c) Underline the odd one out in each set of words according to the pronunciation of the underlined letter(s).

(2marks)

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| i) <u>Myth</u> | <u>Youth</u> | <u>With</u> √ ½ | <u>Teeth</u> |
| ii) <u>Warthog</u> | <u>Covered</u> √ ½ | <u>Coughed</u> | <u>Capped</u> |
| iii) <u>Sugar</u> | <u>Chagrin</u> | <u>Chiffon</u> | <u>Charm</u> √ ½ |
| iv) <u>Keep</u> | <u>Kitten</u> | <u>Knee</u> √ ½ | <u>Camp</u> |

d)

- i. Greetings-Good morning etc. should be official. √1
 - ii. Identify yourself e.g. I am John Kibe, who am I speaking with please? √1
 - iii. Offer assistance e.g. How may I help you please? √
 - iv. Thank you. √1
- (Must follow this order) 1 mark each.

e) **How would you adequately prepare for this debate?** (4marks)

- i) I would conduct research on the **motion** by reading to get facts for opposing the motion.
- ii) I would write notes on the **facts** beginning with the strongest point for reference during actual presentation.
- iii) I would conduct a **rehearsal** before a mock audience for mastery and confidence.
- iv) I would identify suitable **verbal** and **non-verbal** cues to use during presentation.
- v) I would **groom** and **dress** decently to build confidence during presentation.
- vi) I would **time** myself in order not to make my presentation within the time allocated for me.
- vii) If **anxious**, I would do some physical exercise by taking a deep breath just before presentation to avoid fright. (Any 4 well developed points, 1 mark each)

f) **What negotiation skills will you employ to ensure an amicable resolution is reached?** (4marks)

- i) We would pay close attention (listening carefully) to both parties to ascertain each party's demand.
- ii) We would allow turn taking to allow each party one to make a point.
- iii) We would acknowledge each party's view and show that we understand their grievances.
- iv) We would give the parties options on the solutions to the conflict.
- v) We would enable the rivaling parties to compromise work/accommodating other views.
- vi) We would conduct ourselves in a confident way, but not rudely.
- vii) We would make polite but firm requests to the parties. (Any 4 well developed points, 1 mark each)

g)

i) **Identify the shortcomings in Mali's listening and speaking skills.** (3marks)

- ✚ He interrupts rudely by saying "I don't like our Geography teacher."
- ✚ Inattentive/fails to listen to the Judy talking/fails to respond when asked how he revises Mathematics.
- ✚ Insensitive/fails to empathize with Judy when she says that she is worried about her performance in English.
- ✚ He is impolite; he brags to Judy about his performance in English.

(Any three well illustrated points, 1 mark each)

ii) **Suggest three ways how he can improve his listening and speaking skills.** (3marks)

- ✚ He should observe turn taking in conversation.
- ✚ Should use polite language
- ✚ He should mind what the other party is saying.
- ✚ He should be attentive when speaking to someone.
- ✚ He should be sensitive while speaking.

(Any three well developed points, 1 mark each)