**ST. CLAIRE GIRLS HIGH SCHOOL, GATITU – P.O. BOX 327 – 01030 GATUNDU**

**ENGLISH PAPER ONE THIRD TERM 2017**

**Q1. FUNCTIONAL WRITING 20 MKS**

**You want to impress your fiend to read the novel, The River and the Source by Margaret Ogola. Briefly describe to him the following characters:**

* **Akoko**
* **Vera**
* **Becky.**

**Use a friendly letter to do so.**

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**Q2. CLOZE TEXT 10 MKS**

**Fill in the blank spaces in the passage below with the most appropriate word.**

The most natural way to embark on a serious (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of oral literature is to establish a working definition of our subject. What is oral literature? Oral literature may be (2) \_\_\_\_\_\_\_\_\_ as those utterances; whether spoken, recited (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sung, whose composition and (4) \_\_\_\_\_\_\_\_\_\_\_\_ exhibit to an appreciable degree the artistic characteristics of accurate observation, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ imagination and ingenious expression.

We refer to our (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ narratives, proverbs, recitations, songs and other forms as (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because in their natural state, they are composed and (8) \_\_\_\_\_\_\_\_\_\_\_\_ through the spoken word. We call these performances literature because, like all literature, they (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ language as their medium of communication. They are artistic because they are (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to move us by appealing to both our understanding and our feeling.

**Q3. ORAL SKILLS 30 MKS**

3A. Read the poem below and answer the questions that follow. (10 mks)

**FIRST SIGHT**

Lambs that learn to walk in snow

When their bleating clouds the air

Meet a vast unwelcome snow

Nothing but a sunless glare

Mainly stumbling to and fro

All they find outside the fold

Is a wretched width of cold.

***Phillip Larkin.***

1. Describe and explain the **rhyme scheme** of this poem (3mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **How** would you say the last line of this poem? (2mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mention any three **non verbal cues** you would use if you were presenting this poem to your class. (3mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Give two pairs of **rhyming words** from the poem. (2mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D. In the following paragraph, the writer has utilized one of the genres of oral literature

to express his feelings about the subject. Answer the following questions based on it.

The prince was their, idol

Though he was enjoying the peas,

He was bored and need parting,

The regency took the queue

To enjoy from the generous air,

The kind sun of the kingdom.

***Karnabomain.***

1. Replace the underlined words with appropriate **homophones** to bring out the intended surface/literal meaning. (4 mks)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Give the name of the **genre** used (1 mark)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Fill in the blank spaces by choosing the **correctly stressed word**. The stressed part of each word is indicated by being underlined with a stressed mark above it. (5mks)

i) A nationwide\_\_\_\_\_\_\_\_\_\_\_\_\_ was carried out. (‘survey, sur’vey)

ii) I really want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_my public speaking skills. (‘perfect, per’fect)

iii) The rumour has caused a huge\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_among us. (‘upset, up’set)

iv) We really ought to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the right image. (‘project, pro’ject).

v) Who will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Thika parliamentary seat? (‘contest, con’test)

D. The following is a conversation between two students. Identify and explain **five strengths** in Jane’s speaking and listening skills. (10mks)

JANE: (*shortly after attending a literature symposium*) Good morning, John. How are you faring on with your academic work?

JOHN: Good morning. I don’t even wish to talk about my performance. I didn’t get the score I had promised.

JANE: Come on, John, you are taking your failure too much to heart. I know it is a great disappointment to score a grade below what you expected in the pre-mocks and I sympathize with you but you must not allow it to make you so unhappy.

JOHN: (*looks sullen*) It is all very well for a lucky lass like you, Jane. You have passed and you would not feel cheery if you were in my place.

JANE: (*Leaning forward*) I know; but you must pull yourself together, and make up your mind you will pass next time. Remember the old saying, ‘if you don’t succeed, try, try, again!’

JOHN: I think the other version of the saying has more sense to it. ‘If at first you don’t succeed, quit, quit, quit, at once! I think…

JANE: (*Nodding her head encouragingly*) Mm…

JOHN: I should just give up.

JANE: Oh nonsense! You’ll never do anything if you don’t persevere. Now why do you think you failed?

JOHN: Last term had been very challenging for me. I was down with malaria for three weeks and I could not prepare properly.

JANE: Well, you did have bad luck, I am sorry. But I am sure you will do well in the mocks and national exams; so you must make your mind to win through.

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