

a) Read the following narrative and answer the questions that follow.

Once the gazelle helped the hare out of a hole where he had tripped and fallen. It so happened that the gazelle fell into a hole the next day and when the hare was passing by, the gazelle cried out to him for help.

“What!” Shouted the hare. “It’s you again in the hole? I will not help you out. The trouble with you is that you go jump-jumping and leap-leaping in the air instead of looking where you are going. Goodbye my friend.”

In his pride, the hare forgot that the path he was travelling was full of hunters’ traps. Suddenly, he was trapped. As he cried for help, the gazelle who had managed to get out of the hole by himself passed by.

“What goes around comes around.” said the gazelle as he sauntered away with happiness.

(i) How would you make this story **interesting** when narrating it? (3marks)

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

ii) You’ve been asked to perform the above poem. Explain how you will **prepare** for it. (3marks)

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

iii) What do you think is the possible **reaction** of the audience when the hare is speaking? Give a reason for your answer. (2marks)

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.....  
.....

b) Provide words that **sound** the same as these. (3marks)

- (i) Duct .....
- (ii) Fissure .....
- (iii) Colonel .....
- (iv) Barren .....
- (v) Oral .....
- (vi) Mall .....

c) Underline the part that would be **stressed** in each of the following words. (3marks)

- (i) Ap.plaud
- (ii) Re. search
- (iii) Re.ply
- (iv) Mis. deed
- (v) Tri. bal. ism
- (vi) Break up



**MARKING SCHEME**

a)

i)

- + I would use of gestures by waving my hand at "...Goodbye my friend." To show how insensitive the hare was while refusing to help the gazelle.
- + I would use facial expressions by wrinkling my face/scowling my face at "...the gazelle cried out to him" to show anguish the gazelle had.
- + I would use body movement by lowering my body or squatting at "...helped the hare out of a hole where he had tripped and fallen", to show how the hare had fallen in the hole.
- + I would a rising intonation at "What!" to show how Hare got surprise.
- + I would use a tone of surprise at "It's you again in the hole?" to demonstrate how hare got surprise to learn of gazelle falling in the hole.

**(Identify the cue, the specific actions on a specific line of the narrative and the reason for the action. Both verbal and non-verbal required)**

ii) **You've been asked to perform the above poem. Explain how you will prepare for it. (3marks)**

- + 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 presentation.
- + I will practice the appropriate dramatization
- + I will practice the appropriate tone/voice to use.

**Accept any other appropriate preparation, 1 mark each- 3marks**

iii)

- + They will hold their chin to express sympathy to the gazelle.
- + They will laugh. The hare's speech carries humour especially the part with repetition which brings out hare's arrogance and mischief.
- + They will raise their eye browse to show surprise at Hare's refusal to help gazelle.

**(Any other appropriate reaction properly stated. Two points, 1 mark each)**

**b) Provide words that sound the same as these.**

**(3marks)**

- (i) Duct - **Ducked**  $\sqrt{\frac{1}{2}}$
- (ii) Fissure -**Fisher**  $\sqrt{\frac{1}{2}}$
- (iii) Colonel -**Kernel**  $\sqrt{\frac{1}{2}}$
- (iv) Barren -**Baron**  $\sqrt{\frac{1}{2}}$
- (v) Oral -**Aural**  $\sqrt{\frac{1}{2}}$
- (vi) Mall -**Maul**  $\sqrt{\frac{1}{2}}$

**c) Underline the part that would be stressed in each of the following words.**

**(3marks)**

- (i) Ap.plaud  $\sqrt{\frac{1}{2}}$
- (ii) Re. search  $\sqrt{\frac{1}{2}}$
- (iii) Re.ply  $\sqrt{\frac{1}{2}}$
- (iv) Mis. Deed  $\sqrt{\frac{1}{2}}$
- (v) Tri. bal. ism  $\sqrt{\frac{1}{2}}$
- (vi) Break up  $\sqrt{\frac{1}{2}}$

d) **Underline the word in which the vowel sound is different in the following sets of words. (3marks)**

- |                     |                 |                  |                 |
|---------------------|-----------------|------------------|-----------------|
| (i) <u>Fete</u> ✓ ½ | Beg             | Let              | Bet             |
| (ii) B <u>ury</u>   | Pepper          | <u>News</u> ✓ ½  | Berry           |
| (iii) C <u>am</u>   | S <u>and</u>    | C <u>ad</u>      | <u>Card</u> ✓ ½ |
| (iv) P <u>ull</u>   | <u>Pool</u> ✓ ½ | B <u>ook</u>     | P <u>ut</u>     |
| (v) L <u>uck</u>    | N <u>ull</u>    | <u>Put</u> ✓ ½   | C <u>ut</u>     |
| (vi) Sw <u>a</u> t  | C <u>o</u> d    | <u>Bosom</u> ✓ ½ | Sh <u>o</u> t   |

e) **Underline the odd one out in each set of words according to the pronunciation of the underlined letter(s). (3marks)**

- |                          |                |                        |                     |
|--------------------------|----------------|------------------------|---------------------|
| (i) <u>C</u> hange       | <u>C</u> hic   | <u>C</u> hauvinist ✓ ½ | <u>C</u> heck       |
| (ii) <u>T</u> hree       | <u>T</u> hick  | <u>T</u> heme          | <u>T</u> hese ✓ ½   |
| (iii) Depo <u>t</u>      | Rappo <u>t</u> | <u>R</u> eport ✓ ½     | Debu <u>t</u>       |
| (iv) Key <u>s</u>        | Vow <u>s</u>   | Bug <u>s</u>           | <u>H</u> eights ✓ ½ |
| (v) <u>Q</u> uick        | <u>K</u> ill   | <u>K</u> not ✓ ½       | <u>K</u> ey         |
| (vi) <u>B</u> esiege ✓ ½ | <u>G</u> enre  | Beig <u>e</u>          | Mirag <u>e</u>      |

f)

You: Good morning sir. ✓1 I am the school captain. ✓1 Welcome to our school ✓1 (3marks)

You: It's a pleasure to meet you ✓1 too, Sir. ✓1 (2marks)

Guest: How did the class manage to perform so well? (1mark)

g)

#### Before Discussion

- ✚ I would **research** on the topic/question by reading Geography text books and my notes in order to get the points/facts about the topic "Land Reclamation" to present in the discussion.
- ✚ I would **make notes** on the points/fact gathered and arrange them in a logical sequence.
- ✚ I would prepare the relevant **questions** I find difficulty in understanding to ask the group members for clarification.
- ✚ I would gather writing **materials** e.g. books, pen etc. to use in writing during discussion
- ✚ I would arrive **early** at the venue of the group discussion in order to begin the discussion on time.
- ✚ I would participate in **selection/choosing** of group leader and secretary to write the points discussed.

#### During the Discussion

- ✚ I would seek **permission** from the chair before I make my **presentations** to create good **order** in the discussion.
  - ✚ I would stick to the **time** I have been allocated to avoid time wastage and to give other chance to present their points.
  - ✚ I would remain **relevant** to the topic to avoid digression and wastage of time.
  - ✚ I would provide **proof/references** for my arguments/points for other members to refer.
  - ✚ I would listen to the discussion leader and accept to be **guided** to maintain order in the discussion.
  - ✚ I would listen carefully to the other speakers and take **note** of the important points worth remembering to understand their points better.
  - ✚ I would ask for **clarification** where necessary to get very point right.
  - ✚ I would observe **etiquette** by using polite language and disagree politely with the views that I strongly disagree with to show respect to my group member's opinion.
  - ✚ I would observe **mutual silence** when I agree with the previous speaker to avoid wasting time.
- (Candidates must indicate "before" and "during". 2marks for "before" and 2 marks for "during")**