

a) Read the oral narrative below and answer the questions that follow.

One day, the chameleon and the donkey were arguing as to who could run faster than the other. The donkey said, “you chameleon, you are very old. You can’t compete with me in a race.”

The chameleon replied, “don’t blow your own trumpet. I am not going to praise myself, but I know you can’t defeat me in a race. We shall be equal.

The race began and the chameleon jumped on the donkey’s tail. They ran, until the donkey was so tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey’s tail and said, “now my friend donkey, are you any faster than I?” “no, now I know that you are a man.”

- i) What would you do in order to **capture** the audience’s attention before you begin to tell this story? (2marks)

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- ii) Outline two ways you would use to make narration of this story **effective**. (2marks)

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- iii) If you were part of the audience for this story, mention two things you would do to show that you are **participating** in the performance. (2marks)

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- b) Underline the **silent** letters in the following words. (3marks)

- (i) Almond
 (ii) Ghost
 (iii) Gnaw
 (iv) Sandwich
 (v) Damn
 (vi) Pseudo

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

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|------------------------|-------------------|-------------------|-------------------|
| (i) Trough | Enough | Through | Tough |
| (ii) Quiz | Toys | Traps | Preserve |
| (iii) Couch <u>e</u> d | Wanted <u>d</u> | Rough <u>e</u> d | Cashed <u>d</u> |
| (iv) Meas <u>u</u> re | Pleas <u>u</u> re | Press <u>u</u> re | Treas <u>u</u> re |
| (v) Dic <u>e</u> | Test | Lose | Loos <u>e</u> |
| (vi) Ch <u>a</u> sm | Ch <u>a</u> risma | Ke <u>a</u> p | Ch <u>a</u> rm |

d) Read the passage below and then answer the questions that follow.

It's a cold, misty December morning. You hear the sharp screeching of brakes followed by a loud bang, then screams. You rush to the scene of the crash, where you find a car overturned with a young woman and two small boys inside. The woman and one of the boys climb from the wreckage unhurt; but the other boy is pinned between the dashboard and the roof of the car, groaning in pain. Kru, kru, kru, you scratch your scalp as you try to remember your lessons in first aid.

Identify any four instances of **onomatopoeia** in the passage. (4marks)

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e) Imagine you are the news presenter of a newly established **Radio** Station. How would you ensure that you keep millions of listeners continuously tuned to your station? (4marks)

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f) The class in which you are the secretary has been invited for a literature symposium in the neighbouring school. The principal is reluctant to allow the class to attend because the last time you attended such a function, the students misbehaved. Below is a **dialogue** between you and Principal. **Fill** in the missing parts. (10marks)

You :

Principal : Good morning Muriithi. Have a seat. What can I do for you?

You :

Principal: (interrupting) Muriithi, I thought I made it clear to your class that there will be no more outings after last term's incident at Bidii secondary school.

You :

Principal : I am not convinced that you should go. The behaviour you displayed portrayed a negative image of the school. We need to observe you a little longer.

You :

Principal : (Softening his stance) Muriithi you are very convincing. I will allow your class to go but make sure I'll get a good report.

You :

MARKING SCHEME

a)

i)

- ✦ I would enter the stage with relevant a song.
- ✦ I would pose a relevant question.
- ✦ I would start with a relevant riddle / proverb
- ✦ I would cough, clear voice / throat
- ✦ I would begin with a relevant tongue twister
- ✦ I would stand confidently before the audience. (Any 2 relevant points x 1 (2 marks)

ii)

- ✦ I would use of gestures by raising my fore finger at “One day,” to emphasize the beginning of the narrative.
- ✦ I would use dramatization by running at, “They ran” to demonstrate how the donkey was running.
- ✦ I would use a dramatic pause after the chameleon declaring that he won’t praise himself to create dramatic effect.
- ✦ I would use facial expressions by showing wrinkle in my face at “until the donkey was so tired that he stopped” to show exhaustion experience by the donkey.
- ✦ I would use body movement by jumping at “the chameleon jumped on the donkey’s tail” to demonstrate how the chameleon jumped into donkey’s tail.
- ✦ I would use a humorous tone at “They ran” to emphasize that it was only the donkey running alone without knowing.

(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)

iii)

- ✦ I would smile /laugh at the mention of the chameleon jumping on the donkey’s tail.
- ✦ I would use gestures by shaking my head at “You can’t compete with me in a race,” to express doubt of chameleon ever defeating a donkey in a race.
- ✦ I would use facial expression by raising my eye browse to show surprise at the mention of the chameleon jumping on the donkey’s tail.
- ✦ I would hold my chin to express sympathy with the donkey when it gets tired after running a long distance. **(Any other appropriate reaction properly stated. Two points, 1 mark each)**

b) Underline the silent letters in the following words.

(3marks)

- (i) Almond √ ½
 (ii) Ghost √ ½
 (iii) Gnaw √ ½
 (iv) Sandwich √ ½
 (v) Damn √ ½
 (vi) Pseudo √ ½

(The underlining should only cover one letter)

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

(3marks)

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|-----------------------------|------------------------------------|-------------------------------|----------------------------|
| (i) T <u>r</u> ough | En <u>o</u> ugh | <u>T</u> hrough √ ½ | T <u>o</u> ugh |
| (ii) Q <u>i</u> z | To <u>y</u> s | <u>T</u> raps √ ½ | Pr <u>e</u> serve |
| (iii) Cou <u>ch</u> ed | <u>W</u> anted | R <u>o</u> ugh <u>e</u> d | C <u>a</u> sh <u>e</u> d |
| (iv) Me <u>a</u> sure | Pl <u>e</u> as <u>u</u> re | <u>P</u> ress <u>u</u> re √ ½ | Tr <u>e</u> asure |
| (v) D <u>i</u> ce | T <u>e</u> st | <u>L</u> ose √ ½ | Lo <u>o</u> se |
| (vi) <u>C</u> h <u>a</u> sm | <u>C</u> h <u>a</u> ris <u>m</u> a | <u>K</u> ee <u>p</u> | <u>C</u> h <u>a</u> rm √ ½ |

d) Identify any four instances of onomatopoeia in the passage. (4marks)

- ✚ Screeching
- ✚ Bang
- ✚ Screams
- ✚ Rush
- ✚ Crash
- ✚ Wreckage
- ✚ Groaning
- ✚ Scratch

(Any 4 of the above words, 1/2 mark each)

e) Imagine you are the news presenter of a newly established Radio Station. How would you ensure that you keep millions of listeners continuously tuned to your station? (4marks)

- ✚ I would engage my audience meaningfully by asking topical questions and receiving feedback from them.
- ✚ I would choose topical subject that are current, popular and interesting to my audience.
- ✚ I would inject humour in my presentation to entertain my audience.
- ✚ I would be articulate to be clear to my audience.
- ✚ I would vary your tone to avoid confusion during my presentation.
- ✚ I would stress the important words to convey the correct/intended meaning.
- ✚ I would use a comfortable pitch to be understood by my audience.
- ✚ I would vary pace appropriately enhance understanding.
- ✚ I would pause between sentences to allow my audience time to digest what I say.
- ✚ I would be audible enough / project your voice to be heard clearly by my audience.

(Any 4 well explained points, 1mark each)

f)

You: (knocks and enters) Good morning sir/madam/Mr/Mrs/ so and so

(Award 1mark for correct greeting and 1mark for knocking)

You: The form 4 West students have sent me to request you^{1/2} to allow them to attend the symposium at Bondeni Secondary School. We are ...(1 x 2marks)

(Award 1mark for sign of interruption and 1 mark for polite “request”)

You: Sir, we are all very sorry about that incident. We met in class last evening and decided the three boys who misbehaved be left behind. 2 x 1 marks

(1mark for apology, 1mark for a convincing explanation/to show that they are sorry)

You: Please sir, give us another chance. The discussion is important in helping us to revise and prepare for the forthcoming mock exam 2 x 1mark

(1mark for etiquette, 1mark for extra reason -why they should be allowed)

You: Thank you very much sir. We promise to behave well. (2 x 1 mark)

(1mark for thankfulness, 1 mark for promise)