

a) Read the story below and answer the questions that follow
WHY TURTLES LIVE IN WATER

Story, story!

Turtles used to live on the land, they say, until the time a clever turtle was caught by some hunters. They brought him to their village and placed the turtle before the Chief, who said, "How shall we cook him?"

"You'll have to kill me first," said the turtle, "and take me out of this shell."

"We'll break your shell with sticks," they said.

"That'll never work," said the turtle, "Why don't you throw me in water and drown me?"

"Excellent idea," said the Chief. They took the turtle to the river and threw him into the water to drown him.

They were congratulating themselves on their success in drowning the turtle, when two little green eyes poked up in the water and the laughing turtle said, "Don't get those cooking pots out too fast, foolish people!" As he swam away he said, "I think I'll spend most of my time from now on, safely in the water,"

It has been that way ever since!

i) How would you **prepare** yourself to effectively tell the story? (3marks)

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ii) Suppose you are the one narrating this story, what would you do first before the narration to **capture** the **attention** of the audience? (2marks)

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iii) If you were narrating this story, how would you ensure your audience **remains glued** to the story? (3marks)

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b) 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) <u>K</u> n <u>o</u> t | <u>Q</u> uick | <u>K</u> ill | <u>K</u> ey |
| ii) <u>C</u> o <u>n</u> sc <u>i</u> ence | <u>S</u> ci <u>e</u> n <u>c</u> e | <u>C</u> o <u>n</u> sc <u>i</u> o <u>s</u> ious | <u>C</u> h <u>u</u> t <u>e</u> |
| iii) <u>L</u> az <u>y</u> | <u>P</u> ray <u>s</u> | <u>C</u> at <u>s</u> | <u>M</u> ug <u>s</u> |
| iv) <u>P</u> h <u>y</u> s <u>i</u> c <u>s</u> | <u>P</u> h <u>y</u> s <u>i</u> o <u>l</u> o <u>g</u> y | <u>P</u> h <u>o</u> n <u>e</u> | <u>S</u> h <u>e</u> p <u>h</u> er <u>d</u> |
| v) <u>B</u> es <u>i</u> e <u>g</u> e | <u>G</u> ar <u>a</u> g <u>e</u> | <u>B</u> e <u>i</u> g <u>e</u> | <u>M</u> ir <u>a</u> g <u>e</u> |
| vi) <u>E</u> n <u>o</u> u <u>g</u> h | <u>S</u> ta <u>ff</u> | <u>D</u> ou <u>g</u> h | <u>T</u> rou <u>g</u> h |

c) Place words below in correct column according to **pronunciation** of the **vowel** sounds: (4marks)

Danger	Pot	Bury	Lazy	Form	Said	Chalk	Nod
/e/		/ei/		/ɔ:/			
.....
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d) Your best friend has recently received a scholarship to study abroad. During his/her farewell party, the master of ceremonies calls upon you to move the vote of thanks. Give **four** key areas of your speech delivery in a **logical sequence**. (4marks)

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e) Imagine that you are the peer counseling group chairperson in your school. You are task with counselling a student who recently survived grisly road accident. What are the **procedural steps** you would take to **listen** to the story narrated by this emotional student? (3marks)

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f) Read the following conversation and answer the questions that follow.

Chairman : The next item on the agenda is the issue of bursaries. As we all know, every year we get Ksh. 100,000 to give to needy students in the district. We will therefore discuss the allocation of these funds.

Mr. Othiambo : What is there to be discusses about bursaries? It shouldn't even be in the Agenda. It is a total waste of time.

Chairman : I thought that we could discuss what amount each school should get possibly...

Mr. Kimani: That is not necessary at all. The poor schools should get a lot of while rich schools get very little simple that is the way it should be done.

Mr. Owour : Mr. Chairman, I think all schools have needy students; there are no poor and rich schools. We therefore can't operate on assumptions.

Mr. Othiambo : You can't be serious, Owuor.

Mr. Katana : For heaven's sake. Mr. Othiambo, be sensible. We resolved that issues last year.

i) Identify and explain two **negotiation skills** that portray the chairman as a good listener. (2marks)

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ii) Cite and explain two **shortcomings** in **negotiation skills** evident in the conversation. (2marks)

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MARKING SCHEME

a) (i) **How would you prepare yourself to effectively tell the story?** (3marks)

- ✦ I would rehearse before a mock audience the story severally to gain mastery and confidence.
- ✦ I would plan on the costume to wear.
- ✦ I would plan on how to groom well.
- ✦ I would plan on the props to hold e.g. fly whisk.

(Any three well developed points. Accept any other appropriate preparation, 1 mark each- 3marks)

ii) **Suppose you are the one narrating this story, what would you do first before the narration to capture the attention of the audience?** (2marks)

- ✦ 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))

iii) **If you were narrating this story, how would you ensure your audience remains glued to the story?** (3marks)

- ✦ I would use gesture by pointing at the ground while saying “Turtles used to live on the land...” to demonstrate the earlier habitat (the living place) of the turtle.
- ✦ I would use gesture by pointing at my back while saying, “and take me out of this shell,” to show where the turtle’s shell was.
- ✦ I will use facial expression by smiling at “I think I’ll spend most of my time from now on, safely in the water,” to show the satisfaction of Turtle after being thrown into the water.
- ✦ I would dramatize how the turtle was thrown into the water to show how ruthless they were.
- ✦ I would a hoarse tone when saying chief question, “How shall we cook him?” to demonstrate how menacing he was.

(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)

b) **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) <u>K</u> not √ ½ | <u>Q</u> uick | <u>K</u> ill | <u>K</u> ey |
| ii) <u>C</u> onscience | <u>S</u> cience √ ½ | <u>C</u> onscious | <u>C</u> hute |
| iii) <u>L</u> azy | <u>P</u> rays | <u>C</u> ats √ ½ | <u>M</u> ugs |
| iv) <u>P</u> hysics | <u>P</u> hysiology | <u>P</u> hone | <u>S</u> hepherd √ ½ |
| v) <u>B</u> esiege √ ½ | <u>G</u> arage | <u>B</u> eige | <u>M</u> irage |
| vi) <u>E</u> nough | <u>S</u> taff | <u>D</u> ough √ ½ | <u>T</u> rough |

c) **Place words below in correct column according to pronunciation of the vowel sounds:** (4marks)

Danger	Pot	Bury	Lazy	Form	Said	Chalk	Nod
	/ɛ/		/ei/		/ɔ/		/ɔ:/
.....said √ ½.....	danger √ ½pot √ ½.....	chalk √ ½	
.....bury √ ½.....	lazy √ ½.....	 nod √ ½.....	form √ ½.....	

d) Your best friend has recently received a scholarship to study abroad. During his/her farewell party, the master of ceremonies calls upon you to move the vote of thanks. Give four key areas of your speech delivery in a logical sequence. (4marks)

- i) Acknowledge those present in the order of their **seniority**. (If **hierarchy** is not mentioned, deny the mark)
- ii) Greet them
- iii) Begin to thank the respective people.
- iv) Give a concluding remark e.g. Thank them for listening to you, wish them well or even God's blessings. **(Each of the 4 points, 1 mark. If logical sequence is not observed deny the mark)**

e) Imagine that you are the peer counseling group chairperson in your school. You are task with counselling a student who recently survived grisly road accident. What are the procedural steps you would take to listen to the story narrated by this emotional student? (3marks)

- + Be attentive, interested and alert by creating a positive atmosphere through non-verbal behaviour.
- + Assume a non-judgmental, non-critical manner.
- + Ask only few questions if necessary.
- + Act like a mirror i.e. reflect back what you think the speaker is saying and feeling in your own words.
- + Observe the emotion behind the words e.g. anger, fear, frustration, resentments etc.

(Any 4 well developed points, 1 mark each)

f)

i) Identify and explain two negotiation skills that portray the chairman as a good listener. (2marks)

- + Othiambo asks what there is to be discussed about bursaries even after the chairman has pointed out that it is something they do every year.
- + Some panelists are arrogant /rude
- + Mr Othiarnbo says that it is a total waste of time to discuss the same issue year in year out.
- + Some panelists interrupt impolitely: Kimani interrupts the chairman speech. Each school should get and possibly...
- + Kimani's agreement is unreasonable when he says that the poor schools should get a lot of money and rich school should get little amount.
- + Breach of protocol is observed when Mr. Othiambo addressed Mr. Owuor directly without doing it thought the chain. **(Accept other relevant point. Any 2 well developed points 1 mark each)**

ii) Cite and explain two shortcomings in negotiation skills evident in the conversation. (2marks)

- + The chairman encourages rational thinking. He appeals to the panelists to look at the matter positively and not to allow themselves to be carried away by emotions.
- + He exercises patience and tolerance despite the irrational nature of the panelists. He maintains composure. When Mr. Othiambo asks what is there to be discusses about bursaries, the chairman calmly says 'I thought we would discuss what amount each school should get...
- + He accommodates the view of all the panelists. He asks "what do others think.
- + He encourages objectively in the discussion "let's not get carried away by emotions. (any two well illustrated points)

(Accept other relevant point. Any 2 well developed points 1 mark each)