

C

1. 3. Magnificent bull

- a) i) The singer achieves rhythm in the song above through repetition of words i.e. “white like” like e.t.c.

Identification 1 mk

Illustration 1 mk

- ii) To enliven the performance of the song one would do the following

- a) Employ gestures
- b) Body movement
- c) Mimicry
- d) Dramatization
- e) Use of appropriate tone variation
- f) Accept any two well explained aspects of performance

- iii) The last line would be said with falling intonation

b) Underline silent letters

- i. Rendezvous
- ii. Eulogy
- iii. Tourism
- iv. Phlegm
- v. Condemn

c) i) Tongue twister

Sound patterns

- Alliteration – repetition of consonant words
- Assonance – welcomed wendy
- Identification ½ mk illustration ½ mk

ii) Function of genre

To practice pronunciation

For entertainment

To practice fluency in language

d) – Conduct background research on the topic

- Be confident and convincing
- Accept any other speaking skill

e) This is an open question, teachers should accept responses that are courteous and correct

2. (a) (i)– clearing throat

- clapping the hand
- sing a short song as a prelude (2x1=2mks)

(ii) Performance – use tone variation from the pure narration style to sound of dialogue i.e rising intonation (1mk) accompanied by appropriate facial expression(1mk) /gestures in the questions asked by the mother-in-law

OR – Arising – falling intonation appropriate facial expression in the old man’s answer/speech
(1x2=2mks)

(iii) Active listening – nodding head

- Laughter
- thumping of feet
- clapping

- use of voice e.g. (mhh?) (3x1=3mks)

(iv) End story – using falling intonation (1mk)

(b) (i) Gestures – ‘where is the birds’

facial expression – where is she ee

voice variation – where is she ee (any three =3mks)

body movement – They would move and dance as they look for the bride

Dramatic pauses – pause from 1st to 2nd stanza

(ii) Authenticity – Original meaning

- Local flavour (any 2)

- Aesthetic beauty (2mk)

(c) (i) **Respect**

(ii) **review**

(iii) **investigate**

(iv) **consolidate**

(v) **calculate**

(vi) **divide** (each ½ x 6= 3mks)

(c)(ii) fear (ii) altar (iii) All (iv) serial (v) nun (vi) eight (6 x ½mk)

(d) (i) Fight off nervous by taking a deep breath and thinking that, that was a chance to practice public speaking.

- Try to look calm and confident

- Be careful to organize your thoughts logically

- Say things that are appropriate to the audience

- Jot a few points before speech for reference

- Be brief

- Try to remember points said by others to avoid repetition (any 3 = 3x1=3mks)

(ii) -Project your voice

- be audible

- more closer to the audience

- pronounce words properly (any 3x1=3mks)

(e) (i) **Short –comings include:-**

- Lack of eye contact – avoids eye contact

- Not alert – misses questions asked

- confusion evident =- answers wrongly

- doesn't concentrate – mind wanders (any 2= 2mks)

(ii) **Listening skills to adopt include:**

- Maintain eye contact

- concentration – avoid distracters (physical or emotional distracters)

- Correct sitting posture

- follow any use of non-verbal questions by the speaker to grasp message better

- Be an active listener i.e. nod head in agreement, laugh at jokes etc

- Be alert at all times (any 3 =3mks)

3. 3. ORAL SKILLS (30MARKS)

i. a) The eavesdropper's part can be acted out like he is hiding somewhere and then shoots up and speaks in

a loud angry or sarcastic tone.

-dramatise and mimic the various persons who are giving the varied opinions about the man
-talk in a low tone when he is telling the wife that they would leave the next day.

-act the eavesdropper's part as he sits in a clearing by the huts with an intention of eavesdropping

b) (i) He would speak in an angry/sarcastic tone

ii) a) Ship

b) Pool

c) Buck

d) Height

e) Barn

iii) a) Re.bel

b) Re.spect

c) Ma.nage

d) Con.tact

e) Ac.cess

iv)

- Begin from the starting point of the person begin directed
- Make the directions simple and clear
- Make the directions precise and concise
- Present the directions step by step in the correct sequence
- Use sketches and maps
- Refer to land marks and printers such as left, right, behind etc
- Suggest the approximate distance from one point to another

v)

- Before going for an interview consider:
- the nature of work/job you are attending the interview for
- appropriate skills/competence expected
- qualifications and relevant documents/testimonials etc
- location of the interview
- time for the interview
- dress to the occasion
- get relevant information about the company

4. 3. a) i) rhyme Life Ablaze
Strife Amaze

Repetition- I seek

½ mark for identification

½ mark for illustration

ii) Diphthongs

Life

Strife

Ablaze

Amaze

iii) I would say it with a falling intonation to indicate my final decision to go for a peaceful country life. It is a declarative statement 2 marks

b)

- i. Fury
- ii. These
- iii. Have
- iv. Harbour
- v. Committee

c)

- i. This is a tongue twister mark 1
- ii. The use of alliteration e.g. freaky Fred
- iii.
 - Entertainment
 - Improves pronunciation and enunciation
 - Creates humor
 - Informative
 - Enhances fluency in language use

d)

- i) They were taught verbally, orally (without reading)
- ii) The guest of honour asked us to listen to him attentively/ sympathetically
- iii) Politicians must now do what they say
- iv) Daisy has the ability to speak easily and persuasively (1 mk each= 4 marks)

e) I would book an appointment with Ngugi Wa Thiongo on phone, through e-mail or ordinary mail
 I would conduct a thorough research about him to acquire a detailed background of the writer
 I would conduct leading questions about himself and his works
 I would stick to major issues according to our editorial policy
 I would give room to callers to ask him emerging/ supplementary questions during the programme
 I would take notes during the interview to keep alert and be relevant during the entire session.
 I would prepare in advance all the necessary recording apparatus and support personnel to make recording of the programme possible
 I must be punctual (at the time) and venue of the interview to receive my guest

Any 6 one mark each

5. (a) (i) low,blow/rest,breast/nest, west/west, breast/blow,go/sea,me/moon,soon A mark
 For each pair max. 2mks

(ii) Mark for any of the following styles if identified with a relevant illustration.

- Repetition
- Alliteration
- Assonance
- Consonance
- Use of regular syllabic patterns

(iii) – Lullaby 1 mk Any feature of a lullaby evident

6. 3a) i) -It is a tongue-twister√1

ii)-Development of oral skills√1

-Used by children during play√/1

-For entertainment√/1 (Any 1pt =1mk)

iii) Alliteration√/1 i.e. How high up has he heaved (id-1mk
iii-1mk

(1x2=2mks)

iv) -Usually short i.e. One sentence√/1

-Repetition of a particular sound i.e. 'h' sound√/1
(Any 2pts 1mk each) 1x2 =2mks

b) i) Prophet

ii) Meat/Meet

iii) Pool

iv) Doe

v) Quay

(1mk each 1x5=5mks)

c) -Settle down early enough before the talk begins

-Prepare and make ready writing materials

-Take down notes that are relevant

-Ask questions to clarify points not well understood

-Maintain eye contact

-Maintain good sitting posture/sit upright

-Avoid fidgeting on your chair

-Be alert/avoid distractions

(1mkeach-1x5=5mks)

d) (i) -The poet creates rhythms by: using rhyme in the poem i.e. lit/it ,will/hill/still√/1

-Use of alliteration i.e. without a wish, without a will√/1

-Repetition i.e. I, sky√/1

(any 2pts =1mk each ; Total=2mks)

ii) Silent√/1

To emphasize the magnitude of the silence in the night√/1

(Id-1mk ; Exp-1mk)

iii) a) a short pause in line 1 where the comma is used

b) a long pause in line 3 where the full stop is used(2mks)

e i) -What is your name?

-What do you want?

-What did you want to tell him?

-He is never in school.

(½ mk each ½ x4=2mks)

ii) Peter: Hello, I am peter, who are you?

Peter: How may I help you?

Peter: Sorry, he is not in school. May you please leave information?

Peter: Sorry, he is out to attend a family function.

iii)a) Eulogy-E√/1

b) Phlegm-g√/1

7. 3. (a) ORAL SKILLS

(i) sight / cite

(ii) o,oh!

(iii) right, write

PSE

- (iv) Rode/ rowed
- (v) Blue

- (b) (i) Maintain eye contact
- (ii) Ask question at the end of the speech for clarification
- (iii) Appropriate sitting posture
- (iv) Avoid audio/visual distractions
- (v) Read for familiarity
- (vi) Taking notes

- (c) (i) Noun – our annual **import** dropped by 20% due to drought (1mk)
- (ii) Verb- He will **import** a new car next week (1mk)
- (iii) Noun – The Maragua milk **produce** has gone down owing to low rainfall (1mk)
- (iv) Verb – Brazil normally **produce** quality footballers (1mk)

- (d) (i) a child/ a son / a daughter (1mk identification)
- (ii) ‘broken’ and ‘gourd’ – they are content/information word (1mk)
- (iii) Use of alliteration as in /b/ in ‘blind’ and ‘bat’ /l/ like a little (identification (1mk) illustration (1mk) use of repetition in ‘I’ ‘your

- (e) (i) - enter a stage with a song
 - Pose a question
 - Use a riddle/proverb
 - Cough, clear voice
 - Use a tongue twister
 - Sit upright/stand confidently before the audience
- } any correct three award 1mk each
- (ii) Say ‘No’ with a rising intonation and the rest of the sentence with a falling intonation (1mk)
 - (iii) - use tonal variation e.g. rise at No
 - Use varying facial expressions e.g.
 - Dramatize e.g.
- } Identification 1mk/ illustration 1mk

- (f) - Good morning, Madam (must be ‘Madam’ (if ‘Sir’ award 00)
- Fine, thank you, Madam (if without ‘thank you’ deduct ½mk)
- What is your name; please (1mk)
- Thank you (very much), Madam (1mk)

N/B: If more four grammatical errors –IAD – 1AD4GE

8. QUESTION 3: PART ‘A’ ORAL NARRATIVE

- (a) pause and rising intonation (1mk)
- b) Oral skills:
 - i) Tonal variation to distinguish the difference, character i.e. the narrator, the girl and the mother
 - ii) Singing the song
 - iii) Use of gestures e.g. digging, covering hole with a cow’s hide etc
 - iv) Use of facial expression e.g. surprise after the girl is discovered; portray weak and distinguish girl, etc. (4mks)
 - v) dramatization-mother quickly filling the hole with soil (any 2-1mk for identification, 1mk for illustration (No mark for illustration without identification).
- c) 1st song-low intonation (weak/pleading tone to show despondency/helplessness/despair/stress) (1mk)

2nd song-higher intonation (confident tone/force/tone of malice/condemnation) (1mk)

d) Gesture of surprise

-shaking of head in disbelief

-clicking in disgust

-a sigh of relief(any 1=mk)

e) falling of intonation to show finality (1mk)

PART B

a) (i)tongue-twister(1mk)

ii)alliteration-/sh/widely used at the beginning of words(2mks)

iii)it is used for entertainment

-enhance once fluency in the use of a language

-help one learn to promote words properly(3mks)

b) (i)-poor turn taking by the members; they don't go though the person chairing the discussion, e.g. Tom, Noreen and Lilian after Kabonyi is invited to make a suggestion

-improper interruption by Peris when she failed to allow to complete his statement

-poor or lack of negotiation skills .the spirit of give and take is not shown by any of the members as all think their suggestions are the best

-rudeness by Kabonyi - He trashes Lilian's suggestions as 'stupid'.

-impolite disagreement by Noreen when she says she dislikes 'Shreds of Tenderness'

(any 3 well explained) (3mks)

(ii)-Noreen says "excuse me Apepo"

-Peris apologises for interruption peter and says "sorry"

-Noreen says "please Peris..."(2mks)

PART C

a) -didn't pay attention to non verbal cues e.g. gestures, facial expression and body movement that enhance understanding

-didn't set a listening objective e.g. questions he would need to answer during the speech

-didn't take notes during the listening therefore he had nothing to refresh his memory

-He may have allowed other things to distract his attention

(Accept any 4 reasonable responses) (4mks)

b) The examples offering by the candidates must show their understanding of the concept of personal space *e.g.*

-not going through another persons drawers, desk or box without permission

-not listening in on private conversation or phone calls

-not going through someone's letters or writing without their consent

- getting into a persons room without permission

-moving too close (physically) to persons one I not intimate withA1

(accept any two well explained examples) (2mks)

c) Circumstances that may cause interruption

-If you didn't hear what the speaker said

-When you strongly disagree with the speaker

-When you strongly support the speaker

- When you wish the speaker to clarify unclear issues

-When you want to make an additional to the speaker's point

-When the speaker has misinterpreted certain known facts

(Accept any 4 reasonable responses) (4mks)

9. b) (i)

• Repetition e.g. pinch, pinch ,pinch.

• Rhythm-enhanced through repetition.

ii)

• Voice

- Tempo
 - Gestures
 - Costumes
 - Painting and décor
 - Movement and patterns
- (Any two, 1mk each (2 marks))

iii)

- Wear relevant costumes e.g. jungles.
 - Hit the drum where necessary.
 - Have an attractive and relevant décor.
 - Apply a relevant make-up e.g. facial paint to capture the theme of your poem.
- (1mk each, total (4 marks))

iv)

- Repetition pinch ,pinch, pinch
 - Rhythm
- (Any two,1 mark each total. (2 marks))

c)

- Be audible.
 - Make use of gestures.
 - Vary my tone to sustain their attention.
 - Use facial expressions.
 - Involve the audience.
- (1 Mark each. Total 5 mks)

d)

- i) won-der
- ii) ho-ney
- iii) draw-back
- iv) town
- v) e-du-ca-tion

(For any correct 1 mark each. Total 5 mks)

e) i)

Mrs. Stima:.....

Mr. Obwaya: yes! Why not? They even need to be added more time(✓ ½mk)

Mrs. Stima:

Mr. Obwaya: I agree with you but you know, we may think we are assisting the children but find we are destroying them.✓ ½

Mrs. Stima:

Mr. Obwaya: to me entertainment is part and parcel of learning. it is absolutely necessary✓ (½ mk)

Mrs. Stima:

Mr. Obwaya: students need time away from their books. Let them ventilate their steam. Furthermore, they are responsible as they are grown-ups.✓ (1mark)

Mrs. Stima:

Mr. Obwaya: but they need.....✓ (1mark) [the ellipses are important for this point to score. they show interruption. if no ellipse or dots, award “0” mark.

Mrs. Stima:

Mr. Obwaya: What! It can’t be! You are invited for trouble✓ (½ mk)

NB the exclamation mark is necessary to show shock.

Mrs. Stima:

ii)

- Would you please ✓ ½
 - I am sorry ✓ ½ (total=1 mark)
10. 3. a) i) Repetition – to and fro (2 marks)

Faster
Alliteration – billows breeze (2 marks)
World whorls

ii) To enhance the rhythm
To make the poem more interesting
To make the poem memorable (Any 2 = 2 marks)

iii) With a falling intonation
They are all wh- questions (2 marks)

iv) Blue – blew
Wear – where (2 marks)

- b) i) Whine - wine
Mown – moan
Lays – laze
Weather – whether
Dough – doe (5 marks)

ii) Tout
Tot
Tore

- c)
- Good grooming
 - Maintaining eye contact
 - Use of appropriate posture/ to show confidence
 - Use of relevant gestures/ facial expressions
 - Good command of language
 - Mastery of content
 - Talking to audience instead of reading (Any 4 = 4 marks)

- d) i) – Makokha is rude- he does not show courtesy to Munonga – his prospective father-in-law. He says “I hope you are not going completely blind”
- Makokha is a poor negotiator- he demands for Lavender instead of requesting e.g. I have come to take her away
 - Makokha lacks in good turn-taking skills. When Murunga says “Did you say my Makokha doesn't allow him to finish/ wait for his turn to speak
 - Makokha has poor listening skills. He misunderstands Murunga when he says “What is the world coming to?” (4 marks)

ii) Your daughter Lavender and I are in a relationship and I have come to humbly request your permission for us to get married (Accept any other polite form) (2 marks)

iii) When Murunga says “What is the world coming to?” Makokha deliberately misunderstands and says “I hope you are not going completely blind. The world is going nowhere. This reveals makokha’s contemptuous/ arrogant/ disrespectful attitude towards Murunga (2 marks)

11. Oral skills

- a) i) - The forest fires
- The streams
- The fiddle and fife
ii) Repetition
iii) Alliteration: ... watch with wonder...bathe...brown blades...bending...e.t.c.
Rhyme: return/ burn
Eyes/ skies
Streams/ dreams e.t.c.
iv) – allitering sounds
- rhyme
- Rhythm

- b) i)- Subject is boring
- Presenter is boring
- Topic may be irrelevant
- Audience may be feeling hungry
- Presentation may be too long
- Speaker may not be audible

Any 4x1=4

- ii) – ensure topic is relevant to the audience
- Research on the topic
- time speech so that it isn't too long
Maintain eye contact with audience
Make sure I am audible
Make use of gestures and facial expressions (1ny 4x1=4mks)

- c) i) - Wet – whet
- Soar- sore
- Would- wood
- Tied- tide
- One-won
- You-ewe

- ii)- Gain – a
- Helipad- h
- Resist- s(1st one)
- Rhy- hy
- Tomb- b
- Deliver- e (1st one)

- d) i) Only the tout was young
ii) both the tout and the driver were young

- e) - Lack of identification

- Lack of courtesy – doesn't greet
- Rudeness – “What do you want?”
- Interruption

Any 3x1=3

12. ORAL SKILLS

- a)
- i) repetition – rain, rain
 - ii) rhyme – sprinkle, tinkle
 - iii) alliteration – splish, splash, splatter
 - iv) onomatopoeia – lighting – flushing, thunder crashing
 - v) assonance – mushy, muddy, hurly, burly

Any two = 2 marks

- ii) aabba aaccda aaeaff agg
 hhaffija

(2 marks)

It is an irregular rhyme scheme

(1 mark)

- iii) With a falling intonation

(1 mark)

- b) i) A spun (1 mark)

- ii) - To entertain
- To sharpen wit
- To teach pronunciation

Any two 2 marks

- iii) - Your bob took our Bob's bob, if your Bob does not return our Bob's bob, we shall bob him on the eye
- I will book your book to read
- Lie here and lie

- c) i) wicked
 ii) world
 iii) this
 iv) turn

- d) i) Gestures
 ii) Facial expressions
 iii) eye contact
 iv) dramatization
 v) body movement
 vi) posture

Any four 4 marks

- d) ii)- i) In order to understand the information being given
 ii) So that one can avoid making mistakes
 iii) To help one get correct instructions

- iii) - i) With a falling intonation
 ii) With a rising intonation
 iii) With a rise – fall intonation

- e) i) I am sorry
 ii) Excuse me
 iii) I do apologize

- ii)- i) May I pass please
 ii) Allow me to pass

- iii) Please give way
- iv) Excuse me please

- iii) - Sorry for losing your relative
 - Please accept my sincere condolence

13. (i) Writing the material down as it comes from the performers and the
 (ii) Use audio-tape to record the voices e.g. for songs, proverbs riddles tongue twisters and narratives.
 (iii) Filming / video recording the performance and interviews
 iv) Memorizing the material Any 2 x1 mark each for an explained ***KKN***
 (i) When two strong camps/ parties /people are at war the innocent / weak subjects suffer. ***KKN***
 Shows communities practise livestock keeping (½ mk) The mention of bulls ***KKN***

- Family (paper fight/ dispute the children suffer.
 Politics government and opposition when they fight or are antagonistic. citizens suffer)
 ½ a mark for identification
 ½ a mark for explanation.

(i)The lily in the valley below

Any 1 tick after illustration

- Rhyme scheme - aa bb cccc
 Dramatize e.g. use compass points to show cast a torch to show the heat and the wondrous glow
 - Dress in the colour white red, yellow, pink
 - Gestures and mimicry— express bright light beauty shining through higher
 Lily, valley, below V

(i)z (ii)n (iii)e (iv)g ½ a mark each total

seat — Bumb / buttocks

- chair

Feat — measurement unit of length

- plural of foot

N/B:- If both sentences are correct a candidate scores 2 marks if only one is correct give a zero.

Any four of the following well explained

Rocking in the chair

Conversing with neighbours

Frequent walking in and out of the place of address

Dosing off

Continuous/ frequent yawning

Chewing ones' nails

Drumming the chair or desk

Looking at the watch frequently

Looking outside

Looking at passers - by

Any 4 marks each

Annalist

Serge

Cession

Threw.

Stirling .

Cymbol .

½ a mark total

Language must be courteous if not penalize 4 a mark each .

Students' responses must flow I not penalize a mark each.
 Penalize grammatical errors i,e spellings
 - capitalization
 - punctuation ½ mark each,

14. (a) JANE: Hello mum/mother I am fine
 Have you recovered?
 JANE: Yes mother/very much so mother.
 I was on top of my class when the mid-term exam results were announced. (2mks)
 JANE: I am told Carol is joining the university of Nairobi. Is it true? (2mks)
 JANE: Next month mum/mother please clear arrears for me
 JANE: Thanks/ I will be grateful
 How is Daddy? (2mks) (2x5=10mks)

- (b) (i) Stanza 1 – ways a
 dove b
 praise a
 love b
 Stanza 2 – Stone c
 Eye d
 One e
 Sky d
 Stanza 3 - know f
 Be g
 Oh f
 Me g

Rhyme scheme is ababcdedfgfg

N/B Accept abab scheme a regular rhyme scheme

- (ii) 'very' to emphasize the fact that nobody but himself noticed her beauty and loved her.
 N/B- Accept 'few' for a similar reason.

- (iii) - **Facial expression** – to express the sense of loss
 - **Gestures** to emphasize loss
 - **Tone variation** – stress the feeling of loss
 -**pace**- slow pace for effect

(accept any other performance feature which must be tied to the stanza) (2mks)

- C. (i) Kettle
 Cattle

- (ii) Nose
 Knows

- (iv) Gape
 Cape

- (v) Abottoir
 Tour

- (vi) Zoo
 Coup

- (v) Whale
 Hail (Accept any 5 pairs = 5mks)

- (d) /s/ /z/
 Conscious measure

Motion	seizure
Brush	explosion
Special	fusion
Ocean	cushion

(mark ½mk each correct – ½ x 10=5mks)

- (e) - Gather information about the topic e.g. through library research, questionnaires, interviews of observations
- Focus on the topic, purpose of the speech and audience (why are you writing it and what do you intend your audience to learn/gain /do?) Appropriate to a particular audience
 - Choose a pattern of organization that is likely to captivate the audience. Put emphasis on the introduction and conclusion
 - Select words and expressions that communicate clearly and precisely the message you want to convey (4mks)
- (f) – Gesture
- facial expressions
 - Dramatization
 - Body movement
 - Eye contact with audience (5mks)

15. ORAL SKILLS

1.
 - i) Alliterations – Clasps crag, crooked
 - ii) Onomatopoeia – thunderbolt
 - iii) Rhyme e.g. hands crawls
 lands walls (Any two 2mks)
2. Gives musicality to the poem making it memorable and enjoyable. (2 mks)
3. Thunderbolt this is because it captures the meaning of the line and vividly captures the strength of the eagle. (2mks)
4. I would fold my hands into a fist to vividly show how the eagle flies. (2 mks) or dramatize flapping of the eagle's wings.
 - a) Riddle
 - Entertain
 - Educate
 - Sharpen wits
5. Come - Calm
Aren't - Aunt
Need – Knead
Way – weigh
Oral – Aural
6.
 - i) – Understand the message.
 - One can synthesize the message and know how to respond.
 - It enhances the relationship between the speaker and the listener.
 - You learn more about what is being said.
 - ii) Facial expression.
 - Used to enhance meaning. An example of facial expression – eye contact/frown.
 - iii) Gestures; the use of hands e.g pointing a finger at somebody.
 - iv) Body posture – standing position. – Sitting position.
7.
 - i) Excuse me please – ‘could you lower the volume of your radio.’ **Or** Excuse me please ‘lower the volume of your radio’.
 - ii) I am sorry, ‘I cannot accompany you’ **Or** I am afraid ‘I cannot accompany you.

iii) I am saddened / shocked to learn of the death of your beloved mother. Please accept my sincere condolences, I am sorry.

16. a) (i) abab cded fbgb

The rhyme scheme is irregular though the second and the fourth lines in all the stanzas rhyme

(ii) Another sound pattern used is repetition. The repeated words and phrases;

- 'my old man'

- 'old man'

- 'old'

This is meant for emphasis

(iii) Third last line: **My ma died in a shack**"

I will stress **ma died** and **shack**

This is because they are content words

(iv) I would say the last line in a low falling tone to indicate the sad tone of the poem

b) (i) can

(ii) come

(iii) sod

(iv) robe

(v) hard

c) a) Are you serious?

b) You must behave yourself

c) I am going shopping

d) He can't do that, really!

d) - One must wait for pauses, it is the most appropriate time to speak

- Note when the speaker may use either falling or raising intonation to indicate they have finished Talking

- When the speaker asks a question

- One must observe the speaker to see if the body language indicates they want to change roles

- When the speaker uses fillers/hesitations such as: you see-----, you know---, I mean--- etc

e)

- Strategies to adopt include:

- Correct sitting posture e.g. leaning forward

- I would tell him to maintain eye contact with the speaker

- Ask her to follow any use of non-verbal cues by the speaker

- I would ask her to make brief notes of the presentation

- Ask her to respond to the speaker's rhetorical questions, jokes etc through nodding, laughing etc

- Identifying with the topic being discussed

- Advise her to try as much as possible to concentrate by being keen and avoiding any destructors.

17. a) It is about a person complaining about the disturbances caused by the noise which making the surrounding environment uncomfortable to stay in

b) i) Alliteration: pound, push, pull and plunk

ii) Repetition:

Listen a

Comes a

Plunk	b
Listen	a
Comes	a
Gush	b
Peace	c
But	b
Slurp	b

Accept other illustrations

Rhyme helps to emphasize the message and create musically in poem

d) Loudly; in order to emphasize the message

ii) Bawl	Ball
Whale	Wail
Draft	Draught
Missed	Mist

iii) a) - Make an appointment the politician (Interviewer)

- Set time for the interview
- Inform the interviewee and the listeners about the interview i.e. Announcement
- Ensure all support materials and personnel are ready and functioning e.g. machines, writing materials e.t.c.
- Set specific objectives for the interview
- Have a copy of proposed constitution
- Read and understand the proposed document, especially the contentious clauses
- Set the interview questions in systematic and clear manner i.e should be precise
- Accept any six and any other appropriate answer/ point

b) - Begin the interview with introduction e.g. personal details, and the purpose of the interview

- Make the topic of the interview clear
- Allocate appropriate time to each event that would take place during the interview
- Make the necessary materials available
- Ask specific questions of the interview
- Manage the time allocated
- Make reference from the proposed constitution
- Give the interview appropriate time to respond to questions
- Asking for clarification where necessary
- Allow for the final conclusion both from interviewee & interviewer

iii) - Use of drawing e.g. map to illustrate the direction

- Use of compass direction e.g. move West, South, Turn left right
- Use of physical infrastructure e.g. roads, buildings, streets, avenues e.t.c.
- Use of geographical appearance e.g. mountains, rivers, forests e.t.c.
- Illustrating means of transport e.g. train, matatu e.t.c.
- Indicating the distance either accurate or approximations
- Use of sign posts
- Indicate time frame
- Source of assistance in case of difficulties
- The language should be imperative
- Accept any six, each point should be accompanied by explanation
- Accept any other appropriate answer/ point

