**DOCUMENT: REVISION BOOKLET**

**LEVEL: KCSE**

**SUBJECT: ENGLISH**

**PAPER: PAPER 1**

**CONTENT: REVISION QUESTIONS AND MARKING SCHEMES**

**AREA OF CONCENTRATION: ORAL SKILLS**

**SOURCE: KCSE DISTRICT MOCKS**

**YEAR: 2015**

**CONSOLIDATED BY: GACHUI P. KUNGU**

**KANGUNDO DISTRICT FORM 4 MULTI- LATERAL EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**3. ORAL SKILLS (30 marks)**

(a) ***Read the following poem and then answer the questions that follow***. (10 marks)

**THE BRIDE**

Why do you wear that dress so white?

Why do you wear that veil so light?

Why do your young eyes shine so bright?

Is it your wedding?

I wear the dress and veil to show

That gladly to my love I go

My young eyes shine because I know

It is my wedding.

**Questions**

(i) Using illustrations show, show how rhythm had been achieved in the poem. (4 marks)

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(ii) How would you perform the poem to distinguish stanza 1 from stanza 2. (3 marks)

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(iii) What is the rhyme scheme of this poem? (2 marks)

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(iv) Who is the persona? (1 mark)

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(b) ***Identify any four groups of words in the following list that have the same vowel sounds***.(4 marks)

Mad lit pool fit if

Cut eat father further

Cat it full hut

Love look mud lap

Beat boot feat bet

(c) Referring to any meeting or group discussion you personally participated in, explain any

two positive and negative skills of chairing a meeting or group discussion that

you observe. (4 marks)

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(d) ***Construct sentences with each of the words according to the stressed syllables***. (3 marks)

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(ii) ‘release

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(iii) ‘discount

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(e) Your cousin is attending an oral interview in a multinational company. Give him advice on

any three things he should do in preparation for the interview. (3 marks)

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(f) Imagine that when coming back from mid-term, the bus you were travelling in to school

developed mechanical problems and you are forced to get other means to school. You realized

you may not manage to get to school in time; consequently, you resolve to call the school

secretary to report your challenge.

The following is part of the conversation you have. Fill in the missing parts.

You: (2 marks)

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Secretary: I’m sorry the principal is not in at the moment.

You: (1 mark)

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Secretary: May I know who your class teacher is , please?

You: (1 mark)

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Secretary: Just hold on a moment. I’m sorry he’s just gone out. Do you mind leaving him a message?

You: (1 mark)

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Secretary: Oh! Ms. Mwangi is your house mistress? Please hold on as I connect you to her.

Ms.Mwangi: Hello, how may I help you?

You: (1 mark)

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Ms.Mwangi: I am sorry about that. I will inform your class teacher but please try to catch the next

vehicle before it is dark. Bye for now.

**KANGUNDO DISTRICT FORM 4 MULTI- LATERAL EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**Marking scheme**

3. (a)

(i) Rhyming words 1 mk– white/light/bright 1mark 2 marks

Repetition – 1mk - wedding 1mk 2 marks

(ii) stanza I- rising intonation 1 mark

Stanza II- falling intonation 1 mark

-excitement/ happiness/ joyous mood 1 mark

(iii) aaab,cccb 1mk - regular schemes 1mk (2 marks)

(iv) The bride (1 mark)

(b) mad. Cat, lap

Cut, mud, love

Full, look

Boot, pool

Beat, eat, feat

Lit, it, fit, if

Any pair 1 mark each = 4 marks

(c) -Positive –good use of sign posts in turn taking eg. Pause questions.

- Negative- poor use of turn taking skills e.g. talking all through

- interrupting members ruthlessly. 4marks

(d) Pre’sent-verb (sentence)

‘release –noun

‘discount –noun

3 marks

(e) research

Rehearsal

Good grooming

Punctuality

6 marks

(f) Hallo, may I talk to the principal please. (2marks)

May I talk to my class teacher then please. (1 mark)

Mr. ………… is my class teacher. (1 mark)

Then may I talk to my house mistress Ms Mwangi please? (1 mark)

Excuse me madam, I am sorry I will arrive to school late. The vehicle I boarded had

developed mechanical problems would you kindly inform my class teacher? (1 mark)

**KATHONZWENI SUB COUNTY FORM FOUR PRE-TRIAL EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**3. Oral skills (30 marks)**

(a) ***Read the following oral poem and then answer the questions that follow.***

**THE BRIDE**

Why do you wear that dress so white?

Why do you wear that veil so light?

Why do your young eyes shine so bright?

Is it your wedding?

I wear the dress and veil to show

That gladly to my love I go

My young eyes shine because I know

It is my wedding.

(i) In the performance of the above song, what would be the function of the repetition and rhyme? (3 marks)

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(ii) In the dramatization of the above, how would you use your voice effectively to give the impression of two personas in the poem? (2 marks)

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(iii) Describe the tone you would use in performing the last line of the song. (2 marks)

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(b) Group the following words according to the vowel sound given in the table. Use the pronunciation

of the underlined letters. (4marks)

bid, bead, won, cot, did, head, coat, gun, seat, woman, sow, hide, pot, court.

|  |  |  |  |
| --- | --- | --- | --- |
| / i:/ | / I / | / ᶛ / | / ۸/ |
|  |  |  |  |
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C. Indicate whether the following utterances end in a falling or rising intonation. (4 marks)

Jane : Did you attend the music festival?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John: No. It was not possible. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jane: What happened? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John: The teacher thought I was not good enough.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D. (i) Write a tongue twister in your mother tongue. (If you mother tongue is English use any other language that you’ve learned). (1 mark)

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(ii) Translate the tongue twister into English. What effect does the translation have on it? (2 marks)

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(iii) State two functions of tongue twisters. (2 marks)

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E. Your are stranded at a bus stop. You decide to ring your principal to report that you cannot arrive in school in time for classes. Below is a part of the telephone conversation.

Fill the other part. (6 marks)

You: (1 mark)

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School secretary: I’m sorry the principal is in a meeting and cannot speak to you at the moment.

You: (1 mark)

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School secretary: May I know your class teacher please?

You: (1 mark)

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School secretary: I’m sorry Mrs. Mwangi is already in class. Can you please leave a message?

You: (1 mark)

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School secretary: Oh, Mrs. Muli is your house mistress? Just hold on as I connect you to her.

Mrs.Muli: Hello. What can I do for you?

You: (1 mark)

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Mrs. Muli: Sorry, I’ll inform your class teacher about your predicament. Bye for now.

You: (1 mark)

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**KATHONZWENI SUB COUNTY FORM FOUR PRE-TRIAL EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

A (i) make the song have a rhythm /musicality which is regular.

- Make it easy for audience to participate.

- make it memorable

3 x1=3 marks

(ii) Use mimicry (ie) use different voices for each stanza. 2 marks

(iii) Tone that indicate finality, emphatic tone, to reveal the persona’s resolve.

1 mk for description

1 mk for effect

B

|  |  |  |  |
| --- | --- | --- | --- |
| / i:/ | / I / | /ᶛ / | / ۸ / |
| Bead | Bid | Cot | won |
| Seat | Did | Pot | gun |

NB: These are the only words. If candidate includes any other that is gambling it is like candidate

Requiring you to choose the correct ones. DENY THE MARK mark 1 x4 = 4 marks

C. rising

Falling

Falling

Falling

D . (i) Accept any tongue twister provided that it is not in English. 1 mark

(ii) Accept the translation. (1 mark)

Effect: loss of sound patterns eg alliteration, assonance etc. (1 mark)

It is no longer a tongue-twister ½ mark

1 x2 =2 marks

(iii) Accept any two of the following

-entertainment

-assist stammerers

-socialization

-train/ make children speak fluently.

-education.

-make/ train someone (adult) speaks more fluently, accurately.

2 x1=2 marks

E . The teacher to judge candidates answers to ensure that they tally with flow of dialogue

to bring coherence. Below are sample responses.

You: This is Salome Musau form 4N may I speak to the principal please? (1 mark)

You: I wanted to inform him that I am stranded at the stage. (1 mark)

You: Mrs Mwangi. (1 mark)

You: Please can I speak to our house mistress Mrs Muli then? (1 mark)

You: Please teacher I’m stranded at the bus stage. Would you be so kind to

inform Mrs. Mwangi? (1 mark)

You: Thank you very much madam. Good bye. (1 mark)

**KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 1**

**3. ORAL SKILLS (30 MARKS)**

**(a) Read the poem below and answer the questions that follow**

**Burry me in a free land**.

Make me a grave wherever you will,

In a lowly plain, or a lofty hill,

Make it among earth’s humblest graves,

But not in a land where men are slaves.

I could not rest if around my grave

I heard the steps of a trembling slave;

His shadow above my silent tomb

Would make it a place of fearful gloom.

I could not rest if I heard the tread

Of a gang to the shambles led.

And the mother’s shriek of wild despair.

Rise like a curse on trembling air

By France Watkins Harper (USA)

(i) Describe the rhyme scheme of the above poem. (2mks)

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(ii) What features would you employ when reciting the above poem before an audience? (2mks)

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(iii) Mention two ways in which you would know that your audience is fully participating

during the recitation of the above poem. (2mks)

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(iv) How would you say the last line of the poem? (2mks)

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(b) You are part of an audience that is listening to a speech. You look around and notice that some people are looking at their watches, a few are yawing and one or two are shifting in their seats.

(i) What would be the likely cause of such behaviour? (3mks)

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(ii) What would you do to ensure you continue listening effectively? (3mks)

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(c) Cut your cloth according to your size.

(i) Name the genre above. (1mk)

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(ii) Describe one economic activity practiced by the community in which the genre in c (i)

has been taken. (2mks)

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(iii) Describe a situation in which the genre in c (i) would apply. (2mks)

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(iv) Give one function and one characteristics of the genre in c (i) above. (2mks)

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(d) Identify the silent letter in each of the following words. (5mks)

(i) Gnarled

(ii) Scepter

(iii) Solemn

(iv) Poignant

(v) Whether

(e) Give a word that is pronounced the same as the following.

(i) Heal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) Elicit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) Beach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) Moor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 1**

3. ORAL SKILLS

(a) (i) aabbccddeeff 1mk – regular rhyme scheme.1mk

(ii) I would use an appropriate

- Tonal variation

- Gestures

- Facial expressions

- Costumes

- Dramatization Any 2 x 1 = 2mks

(iii)

– Nodding their head

- Through facial expressions

- Clapping

- Laughing or expressing sadness where necessary

- Maintaining eye contact with the recitor

- Stamping their feet

Any 2 x 1 = 2mks

(iv)

- I would use a falling tone 1mk

- I would stress the words rising, curse, trembling and air since they are the content words 1mk

(b)

(i)

- The speech has been going on for too long

- The people think that they’ll be late for something else

- They are bored

- They are tired/uncomfortable

- The speaker could be irrelevant

- The topic could be boring

- The environment could be hostile

(ii)

- Mentally summarise the speaker’s key points

- Remind myself of the importance of the talk and how the information can help me

- Take notes

- Maintain eye contact with speaker

- Avoid day dreams and distractions

- Paraphrase what the speaker says

(c)

(i) Proverb

(ii) Dressing making “… cloth…”

(iii) Highlighting over – ambition, living beyond one’s means etc. (any relevant situation)

(iv) Functions of proverbs

- To summarize messages

- To warn, teach, caution

- To express wisdom and experience of a community etc

Characteristics of proverbs

- Brief

- Has two parts – proposition and completion

- Use of imagery

- Use of express wisdom and expressions of a community etc

(d) (i) G - (ii) – c - (iii) – n (iv) – g - (v) – h -

(e) (i) heel

(ii) illicit

(iii) beech

(iv) more

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**Question 3**

**Hare, Elephant and Hippo**

One day Hare, popularly known as Ogila Nyakarondo, met Elephant on his way to the forest. As Hare is a cunning and clever animal, he wanted to fool Elephant on some issue. He started talking to Elephant; ‘ Elephant my brother, good morning. What is the matter? Why are you walking alone like that my friend? Why don’t you ask me to walk along with you through the forest?

After they had walked together for some time Hare said, ‘Elephant my brother, I want to go on a rope- pulling contest with you. I know that I can defeat you miserably, for I am stronger than you.’ Elephant replied, ‘iii! Ogila Nyakarondo, you are too small to contest with me. You are playing about, my brother. Think twice.

They then planned to go on a contest the next day in the forest, but Elephant went laughing, thinking that Ogila could do nothing to him.

The same day, Ogila met with Hippo and started talking to him saying, ‘ Hippo my brother, I want you to contest with me one of these days. We shall pull a rope across the forest and see who will be the winner.’ Hippo said, ‘ Don’t play with me , Hare my brother, you are just too small to contest with me.’ He made the same plan, just as he had planned with Elephant to pull the rope in the contest across the forest.

The next morning, Hippo and Elephant went to each side of the forest thinking that they were going to contest with Hare. They started pulling the rope. Meanwhile Hare was sitting on a high hill looking at what was happening below. He sang a song to taunt Elephant and Hippo. As he sang, Hippo and Elephant pulled even harder. They pulled and pulled and got very tired. At dusk, they almost fainted and stopped pulling.

Hare immediately ran to Elephant and asked,’ am I not great?’ elephant told Hare, ‘ Oh Hare my brother, I have agreed that you are really great. I have had it tough the whole day.’

Hare then ran to Hippo and told him the same thing he had told Elephant. Hippo wondered at the strength of the Hare and said, ‘ Hare my brother, I have just realized that you are very strong. In fact you should be made the king of the jungle.’ Hare went away merrily playing his guitar.

(***Adapted from African Oral Literature for schools by Jane Nandwa***

***and Austin Bukenya, Longman Kenya.)***

a. (i) If you were to narrate the above narrative, what would you do to prepare the audience

to listen effectively? (2 marks)

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(ii) “Hare immediately ran to Elephant and asked, “Am I not great?” how would you say

the underlined words to make them effective? (3 marks)

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(iii) Imagine you are going to the field to collect the above narrative, formulate two specific

objectives of study. (2 marks)

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(iv) You are among the audience that is participating in listening to the performance of the above narrative. How would you ensure that you enjoy the above story most? (4 marks)

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b. (i) underline the part (syllable) where the stress falls in each of the following words.

-Glorify

-mistake

- Nationalism

(ii) For each of the following words underline the silent letter.

- Daughter

- Vehicle

- Parliament

- Indictment

c. To get to Jamaa college of Agriculture, walk straight along this path for about two hundred metres and you will see a huge mango tree to your left. Turn right and walk on the murram road for about one kilometer. The road passes through a maize farm but it is quite safe. You will then get to a junction. Turn left and you will see St. Peter’s primary school to your right. Walk straight on until you cross a wide river. You will then walk for about 100 metres and get to the college.

i. If you were the one receiving the directions above what would make you get to the

desired location? (2 marks)

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ii. What would make you get lost even if the directions are effectively given? (2 marks)

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d. You have completed your KCSE exam and required to attend an interview for a part time job that

you applied for, which requires you to be computer literate. Below is the conversation you hold with the Human Resource Manger in her office. Fill in the missing information to make it complete.

HR: (hears a knock) please come in

You: (Opens the door and gets in)

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HR: Good morning? How are you? You may take a seat please.

You:

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HR: Welcome. May you please tell us your name?

You:

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HR: What personal attributes make you feel you can competently do this job?

You:

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HR: Good. What language can you fluently communicate in. this is a sales and marketing job,

you know?

You:

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HR: Could you briefly tell us your Educational background?

You:

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HR: Mr. Mulinge, what are you hobbies?

You:

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HR: The interview is over. Thank you for coming.

You:

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**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Paper 1 Marking scheme**

3.a (i) – candidates may give convectional ways of attracting attention eg

- telling a relevant proverb.

- ring a bell /drum 2 marks

- whistle

- Clear your throat

(ii) – with rising intonation√ because hare is expecting a yes answer a confirmation, with a

gesture /facial expression √ of mockery, he is just making fun of the bigger animal. 3 marks

- Candidates brings out the verbal√ and non-verbal √ and effect.

(iii) – to collect a trickery narrative.

- To examine the symbolic significance of the trickster character.

- To discuss human traits represented by the satirical tool (character)

2 marks

(iv) – avoid all forms of distraction.

- Pay attention to the narrator’s use of non-verbal cues eg gestures, facial expressions.

- pay attention to the narrator’s tone variation and pitch.

- Actively participate by answering questions by narrator, nodding etc

4 marks

b.(i) -glorify

-mistake

- Nationalism

(ii) – daughter (g) - parliament (i)

- vehicle (h) - indictment (c)

c.(i) the directions are

- precise and clear. - permanent land marks given.

- appropriate distance is given. - systematic (logical flow)

(ii) – inattentiveness

- Failure to seek clarification

d. you: I am fine thank you madam. √ 1mark

You: My name is John Muli Mulinge√ (do not award my names are ) 1mark

You: I feel I am a team player√ can work under minimum supervision and good at

interpersonal communication. 1mark

You: Thank you madam. I am an excellent speaker of the English language and can

speak Kiswahili with ease. 1 mark

You: I undertook my primary at St Pauls primary for K.C.P.E in 1999 my secondary

school education was at … (KCSE), Java college …….. did the package in computer

for 8 months. 2 marks

You: I like swimming, √ reading, listening to music. 1 mark

You: Thank you√ madam for giving me the opportunity for an interview. 1 mark

**MACHAKOS SUB –COUNTY FORM FOUR MID-YEAR EXAMINATION**

**Kenya Certificate of Secondary Education**

**English Paper 1**

**Question 3 oral skills**

**Ogre narrative**

**OSUKUTUKU THE OGRE**

***Read the story below and answer the questions that follow.***

“ Osukutuku stumbled and almost fell with his head on the ground. He was very hungry and he was exhausted.

“I’m now almost leaving this world and it hurts me because you, my son seem to be leaving earlier. Leave not me behind son,” the ogre shouted to another of his looks who lay on the ground.

Elsewhere, Ateke was on her way to the river. A brivillant and elegant figure she was. Every young man eyed her beauty. Many a times they had sleepless nights, she had been born to a widow who was helpless and hopeless in life.

All she had was a daughter whom she hoped would be married to a man of means.

From each and every town, a man of whatever age and of different social group who had seen or heard of her came in the hope of getting her hand in marriage.

The aged were also in the game of the marriage seekers with a target that had to undergo a challenge.

Osukutuku happened to have heard of the girl who was ready for marriage and knew that this was his chance. Favoured by the ability to transform to whatever sort of form, he took to a shape of a young handsome man.

He walked into the homestead of Ateke and found her mother sitting in the shade of a big fig tree “Greetings to you mother-in-law. I do avail myself sympathy for your ailment. It is my hope that you are doing fine. Today, I come to seek a hand in marriage to your daughter,” Osukutuku said, “What makes you think that you can have my daughter? Do you think you are the right man for her?” the woman asked, “I do believe that she is my wife to be because I am a man by myself and the greatest warrior of Nyamba village,” he said.

More and more discussions were held including on the amount of dowry. Early the second morning, Osukutuku came with the dowry and was presented with his wife.

The young girl packed her belongings and started her journey to her new home. They were passing through the forest when Osukutuku exhausted excused himself to get relieved.

Ateke stood by a tree for sometime then wondered why her husband was taking too long. Only to realize that an ogre was staring at her. She felt her heart skip a beat.

“You are now in the deep forest but don’t worry because my dear wife, I am here. Remember that I bought you. Why not come with me?” The almighty man bellowed.

Ateke almost froze and wished that the earth would open up and swallow her. “Not anymore!” Came a voice from the bush and a young man sprang out with the agility of a monkey. He threw a spear that struck the ogre dead and that shut down its world. Ateke married her savior and they lived happily ever after.

**Questions**

(i.) Who is a suitable audience for the narrative. Illustrate your answer. (2 marks)

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(ii) Identify any two features common in oral narratives. (2 marks)

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(iii) What aspect of social life are highlighted in the story? (2 marks)

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(b) ***Read the following poem and then answer the questions that follow.***

I want to die when you love me

I want to die when you love me

While yet you hold me fair

While laughter lies upon my lips

And lights are in my air

I want to die while you love me

I could not bear to see.

The glory of this perfect day

Grown dim or cease to be

I want to die while you love me

Oh! Who would care to live

Till love has nothing more to ask

And nothing more to give

I want to die while you love me

And bear to that still bed

Your kisses, turbulent, unspent

To warm me when I am dead

(i) Describe the rhyme scheme of the poem. (2 marks)

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(ii) What effect is achieved by the use of rhyme? (2 marks)

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(iii) Identify and illustrate instances of alliteration in the poem. (3 marks)

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(iv) How would you say the last stanza of the poem? (2 marks)

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C ***What intonation would be used in the following circumstances?*** (4 marks)

(i) Are you sick?

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(ii) Why haven’t you washed your clothes?

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(ii) Ouch! its painful.

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(iv) She has gone.

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D ***For each of the following words given, provide another with the same pronunciation.*** (5 marks)

(i) Billed

(ii) Ate

(iii) Quay

(iv) Neigh

(v)Wet

E You are a peer counselor in your school. You have been asked to give a talk on effects of

drug abuse to your peer group. How would you keep your listeners attentive during the

talk. (3 marks)

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F. ***Identify the silent letter in the following words***.

(i) Mnemonic

(ii) Coup

(iii) Gnash

**MACHAKOS SUB –COUNTY FORM FOUR MID-YEAR EXAMINATION**

**Kenya Certificate of Secondary Education**

**English**

**Paper 1**

**Marking scheme**

3. **Oral skills**

(a) (i) Girls of marriageable age are a suitable audience so as to teach them to be carefully

when looking for marriage suitors (2 marks)

(ii) Common features in oral narratives

- Fantasy - ogre talking .ogres are creations of human imagination.

- transformation of ogres into human beings and vice versa.(2 marks)

-Dialogue – conversation between the ogre and prospective mother-in –law.

-Closing formula –“they lived happily ever after”

(ii) Marriage – payment of dowry. (2 marks)

(b) **Poetry**

(i) rhyme scheme

aabcb, aadaaaea, afgf,

Irregular (2 marks)

(ii) –musicality effect through rhythm.

- makes the poem interesting

- memorability

Any 2 x1=2 marks

(iii) Instances of alliteration.

- lines I and II /w/ want ,when

- lines III /y/ yet, you

Lines IV /l/ laughter , lies

3 x1=3 marks

C (i) Are you sick? Rising intonation

(ii) Why haven’t you washed your clothes? Falling intonation

(iii) Ouch! It’s painful . rising, Falling intination

(iv) She has gone. Falling intonation

D (i) Billed –build

(ii) Ate – eight

(iii) Quay – key

(iv) Neigh –nay

(v) Wet –whet

E -posing questions

- singing a song and ask then to join

- maintaining eye contact

- being audible

-dramatization

3 x1=3 marks

F (i) mnemonic (n)

(ii) Coup (p)

(iii) Gnash (g)

**MAKUENI DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

3. **Oral skills (30 marks)**

**Read the following poem and then answer the questions that follow.**

**The Bride.**

Why do you wear that dress so white?

Why do you wear that veil so light?

Why do your young eyes shine so bright?

Is it your wedding?

I wear dress and veil to show

That gladly to my love I go

My young eyes shine because I know

It is my wedding.

a. (i) what is the rhyme scheme of this poem? Comment. (2 marks)

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(ii) Using illustrations, show how rhythm has been achieved in the poem. (3 marks)

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(iii) Would you use the rising or the falling intonation in reading lines 1, 2 and 3

in stanza one in this poem? Give reason(s). (2 marks)

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(iv) How would you say the last line of the second stanza? (2 marks)

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***b. construct sentences with each of the words according to the stressed syllable.*** (3 marks)

(i) Pre‘sent

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(ii) ‘Release

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(iii) ‘Discount

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***c. For each of the following words give another that is spelt differently but pronounced***

***the same way.*** (5 marks)

(i) Loose

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(ii) Draft

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(iii) Wail

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(iv) Missed

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(v) Rain

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d. You are a member of the community policing team investigating a crime committed in your area. As you collect information you have to record oral reports from the eye witness and the victims. Mention four ways that you would use to ensure you get useful tips and

factual evidence? ( 4 marks)

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**e. Identify the following genres**

(i) Sheila shall sell sea shells somewhere she shall set up room.

(ii) Gonga gogo usikie mlio (Hit a log you hear its sound). (2 marks)

(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the characteristics of the two genres? (2 marks)

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***f. Read the following dialogue then answer the questions that follow.***

John: Good morning, Juma.

Juma: Good morning. Do I know you?

John: How are you?

Juma: (After a long pause) I am fine, thank you. Do we know each other?

John: Not very well but I come from a place near your home. I saw you here yesterday and the

day before yesterday. Do you live here?

Juma: I don’t know why you ask but yes, I have lived here for the last two months.

John: why did you have to come and live in the streets?

Juma: What are all these questions about? Do you want to have me arrested or something?

John: (coming close) Oh, no, there’s no such thing. I just liked you, I noticed you from

among all these others. I think you are quite an intelligent young man. The best place for

you should be in school.

Juma: I have no home, so how do I go to school?

John: (Holding Juma by the hand) I am sure you have a home. About school, I am sure

something can be worked out. You shouldn’t give up on things so easily.

Juma: Can you start by buying me something to eat?

John: Sure: let’s go to a café. (Walking away together) Now tell me, where did you live before?

Juma: In Huruma Estate, with my stepmother.

John: Why did you leave home?

Juma: She beat me. She kept saying that I am lazy.

John: Well, I shall talk to her about all that. I am sure things will work out.

(i) How does John show empathy to Juma? (3 marks)

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(ii) Identify and explain Juma’s shortcomings in this conversation. (2 marks)

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**MAKUENI DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH Paper 1 Marking scheme**

**Question 3**

a. (i) the rhyme scheme is aa ab cc cb

It is regular and the next pattern is predictable.

(ii) Through use of

- Repetition of words/lines eg “ why do you”

- rhyme eg white light bright

-alliteration eg why wear white

-assonance eg shine bright

NB. Any three: Identification ½ mk; illustration ½ mk

(iii) Falling intonation. They are why- questions

(iv) With a falling intonation to show finality (repeat a no verbal cue which should also be centralized

or linked to the line) 1mk eg appropriate facial expression, body movement, use of gestures,

tone variation etc

2.

b. (i) present (verb)

eg the student will present his mask. (Verb)

(ii) Release (noun)

eg The CD is his latest release.(noun)

(iii) Discount (noun)

eg They were selling everything at a discount. (Noun)

If a candidate conjugates the word, deny the mark. Penalize ½ mk for grammatical mistakes.

c. (i) loos

(ii) Draught

(iii) Whale

(iv) Mist

(v) Reign

1 mark each

d. (i) take short notes

(ii) Pay attention to the non-verbal cues used by the speaker eg facial expression, gestures etc.

(iii) Pay attention to the use of sign posting

(iv) Consider the use of pause to suggest hesitation on the part of the speaker.

(v) Consider use of intonations to show finality as the speaker makes statements.

e. (i) tongue twister (1 mk)

(ii) Proverb. (1 mk)

- They both use mnemonics, sound patterns, alliteration and assonance.

-They are brief.

- They are fixed.

- They are communally accepted.

Any 2 each 1 mark

f. (i) – Shows genuine interest in Juma by observing both language and verbal cues – he observes

that Juma is an intelligent young man and encourages him to go to school.

- John holds Juma by hand to reassure him that something will be worked out to enable

him go to school.

- Bringing him something to eat

Any 3 points @ 1 mark

(ii) – He is impolite /rude. He rudely asks John; “Do I know you?

- He is dismissive/ unconcerned. He takes long to answer greetings.

- He is unfriendly.

- He tells john that he doesn’t know why he is concerned about him.

Any 2 points well explained and illustrated 1 mk each

**MATUNGULU DISTRICT FORM 4 MULTI- LATERAL EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

3. (a) ***Read the poem and answer the questions that follow.***

Yes! Men must manouevre, monarchs also

Waging war abroad, need fast friends at home

Private policy is public profit;

Dignity still shall be dressed with decorum

(i) What example of alliteration can you find in the poem above? Give two examples. (2 marks)

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(ii) Explain the function of the stylistic devices used in the poem above. (1 marks)

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(iii) A part from onomatopoeia give one other sound pattern which is used in poetry. (1 mark)

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(iv) The following words have been used in the poem. Underline the stressed word. (1 mark)

………………. public profit

(v) What is the function of the comma in line 2. (1 mark)

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(b) ***Indicate whether the following sentences have a rising or falling intonation***. (2 marks)

(i) Would you mind if I take coffee?

(ii) I can’t believe you did this!

(c) ***Give*** ***a word in each case with similar pronunciation as the words given below***. (5 marks)

(i) Lamb

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(ii) Him

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(iii) Whet

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(iv) Night

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(v) Watt

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(d) ***Underline*** ***the odd one out in the given words.*** (1 mark)

Architecture, masquerade, archeology, archbishop

(e) ***Explain the meaning of the following expressions.***

(i) Turn a deaf ear

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(ii) Bitter pill to swallow

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(iii) Around the clock

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(iv) Jump the bandwagon

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(f) You are giving instructions to a group of boys on how to repair a bicycle tyre.

List four points that you would consider to ensure that the instructions are well received.(4 marks)

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(g) ***Supply the missing parts to complete the following conversation***.

Customer: Good afternoon, mister? I would like to buy a shirt.

Shopkeeper: (2 marks)

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Customer: I need a long sleeved shirt. Do you have plain red?

Shopkeeper: I am afraid, those are out of stock but why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Customer: No, I have a blue shirt at home. May be a white one. Do you have that?

Shopkeeper: (2 marks)

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Customer: This white shirt looks nice but one thousand shillings for it is too high?

Shopkeeper: Okay, if you have eight hundred, you can have (1 mark)

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Customer: Oh! That’s fine. Here is the money.

Shopkeeper: Have your shirt and thank you for shopping here. You are welcome for

another visit. Good bye.

Customer: (2 marks)

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**MATUNGULU DISTRICT FORM 4 MULTI- LATERAL EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**Marking scheme**

3. (a) (i) – Men must manouvre

- Fast friends at home

2 marks

(ii) – It creates rhythm. Make the poem musical 1 mark

(iii) – Assonance

- Repetition pick one

- Rhyme

1 mark

(iv) – profit 1 mark

(v) – it signals a slight pause.

( slight or short must be there to score) 1 mark

(b) (i) Rising intonation

(ii) Falling intonation

2 marks

(c) –Lamb –lam

- Him –hymn

- Whet – wet

- Night – knight

- Watt – what

5 marks

(d) Archbishop 1 mark

(e) (i) Ignore

(ii) (Something) difficult to accept.

(iii) all day

(iv) Join a successful movement.

4 marks

(f) – be brief and to the point /be concise

- Express your points clearly/ use simple language.

- Present the instructions sequentially/ cover every step to be taken.

- Give the person an opportunity to ask for clarification

4 marks

(g) Customer:

Shopkeeper: Good afternoon. √1mkWhat kind of shirt do you need. √1mk 2 marks

Customer:

Shopkeeper: I am afraid those ones are out of stock but why don’t you buy this blue shirt

instead. 1 mark

Customer:

Shopkeeper: Yes, √1mk I have white shirt. Have this one, each goes for one

thousand shillings√.1 mark

Customer:

Shopkeeper: Okay, if you have eight hundred you can have the shirt/it. √ 1 mark

Customer:

Shopkeeper: Thank you√1mk and good bye too.√1 mk 2 marks

…………………………………………………………………………………………………………………..

**MWALA DISTRICT FORM FOUR JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

3. (a) ***Read the following poem and answer the questions that follow.***

When the cock crows

The lazy man licks his lips and says

‘So it is day light again, is it?

And before he turns over heavily

And before he stretches himself

And before he even yawns

The farmer has reached the farm

Water carriers arrived at the river

Spinners are spinning their cotton

And fire blazes in the black smith’s hut

The lazy one knows where soup is sweet

He goes from house to house

If there is no sacrifice today

His breastbone will stick out.

But when he sees a free yam

He starts to unbutton his shirt

And moves close to the celebrant

***(Anonymous –YORUBA –NIGERIA)***

(i) Identify and illustrate features that make this genre an oral poem. (2 marks)

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(ii) Identify a sound feature in the poem. (1 mark)

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(iii) How would you perform

1. The first stanza? (2 marks)

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(b) The last two stanzas (2 marks)

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(iv) Which word would you stress in the line ‘When the cock crows. (1 mark)

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***(b)*** ***Read the following passage and identify three non-verbal cues and explain their***

***significance***. (6 marks)

I finally talked to her on Friday. She kept on fidgeting and shifting her weight from one leg to

the other. She had her eyes cast down; she did not look at me even. When I told her to give

her suggestion on my proposal, she consulted her watch and with a sneer that I didn’t like,

turned and walked away.

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***(c)*** ***Underline the silent letter in the following words.*** (5 marks)

(i) Often

(ii) Obvious

(iii) Laughter

(iv) Knows

(v) Although

(d) Two friends, Mutunga and Mutiso, have a debate. Mutunga strongly believes that a man

should marry more than one wife. Mutiso, on the other hand, argues that a man should

only marry one wife. Advise them on **five** things they should do in order to disagree in an

agreeable manner so that their conversation does not degenerate into a quarrel. (5 marks)

(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(v) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(e) You are invited as a motivational speaker to give a talk to a group of people.***

(i) State three factors you must consider before giving the speech. (3 marks)

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(ii) State three factors the listener ought to observe in order to gain from the speech. (3 marks)

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**MWALA DISTRICT FORM FOUR JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**English**

**Paper 1**

**Marking scheme**

3.(a) (i) repetition√ ½ And, √ ½and before 1 mark

Direct speech√ ½ – so it is day light again is it? √ ½

(ii) Alliteration√ ½ - licks/ lips, cock/ crows√ ½

Any 1 mark

(iii) (a) Frowning her face (1) to disapprove of the lazy man’s uselessness.(1)

(b) Gesturing appropriately (1) to bring out the lazy man’s preference for the soft side of life.(1)

(iv) cock, crows (either) √ 1 mark

(b) (i) fidgeting√ / shifting weight from one leg to the other (1 mark) – indicates nervousness

or anxiety√1mk

(ii) Eyes cast down (1mark)- indicates she is timid or shy person (1mark).

(iii) Consulted her watch√ 1mk – a sign that she is impatient√ 1mk .

(iv) A sneer√ 1mk – indicates a contemptuous attitude on her part. √ 1mk

Any three points @ 2= 6 marks

(c) (i) /t/

(ii) /b/

(iii) /g/

(iv) /k/

(v) /g/

(d) (i) Each should listen keenly to the others argument.

(ii) Each should explain his stand without down grading that of the other.

(iii) If one interrupts, he should do so courteously and at the right time.

(iv) Each should use polite language throughout the argument.

(v) Neither should introduce past disagreements into the argument.

Accept any other relevant answers 5 marks

(e) (i) – consider the kind of audience.

- prepare adequately on the topic.

- dress appropriately for the occasion.

- observe punctuality

Any 3 @ 1 = 3 marks

(ii) – read/study widely on the topic

- Sit in the right posture

- maintain eye contact with the speaker.

- make notes.

- raise questions for clarification

Any 3 @ 1=3 marks

**NZAUI / MUKAAFORM FOUR EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 1**

3. **ORAL SKILLS (30 marks)**

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

One day all the small animals arranged a dance in the plains of Rift valley. The safari ant did not have a girdle belt and therefore he went to his friend louse to borrow one. And when he was trying it on he said to his fried, “we shall see who dances best between you and I”

So they went to the river to wash themselves. When they had washed, they lay themselves on the rock to dry. They put on the oil that people wore when they are going to dance. In the end, when they were fully dressed, the louse said to his friend, “Let us see how your new girdle fits with your new sword. Hmmmmm! I think it looks alright but you should tighten it a bit more ……………” and when he heard that the safari ant tightened the belt more and more until he made a deep groove on his waist line. The louse was beside himself with laughter when he saw how tight the belt was. He laughed and laughed until his nose cracked. Ha! Ha! Ha! And therefore both insects could not go to the dance.

***Questions***

1. What techniques would you apply to ensure that your audience enjoys the story to the

maximum? (3 marks)

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2. How would you prepare yourself to effectively tell the above story? (2 marks)

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3. Explain how you would capture the audiences attention before you begin narrating this

story. (2 marks)

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(b) Supply a word pronounced the same as each of the following. (5 marks)

(i) Lyre

(ii) Rain

(iii) Wet

(iv) Roles

(v) Bore

(c) Ni kanini lakini mwenyu ndakasinda kuuw’a (kamba)

(A small married woman who cooks better than your mother)

(i) Identify the genre above. (1 mark)

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(ii) Mention two things that are lost during the translation above. (2 marks)

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(iii) In collecting the above genre you have used a tape – recorder and another person has used the

observation method. What is likely to be the difference in the two results. (2 marks)

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(d) (i) You are a member of a discussion group. Identify four ways through which you would know

it is your turn to speak. (4 marks)

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(ii) Explain how you would keep the listeners attentive during a youth radio presentation

talk-show. (3 marks)

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(e) Complete the following dialogue between a deputy principal and a student. (6marks)

D/Principal : Yes, come in, young man. What is your name?

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(1mark)

D/Principal: Fine, so there you are! Is it true that you were harassing the new students?

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(1 mark)

D/principal: What alie! You were seen near the dormitories an hour ago!

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(1 mark)

D/Principal: Don’t be rude, just tell me the truth.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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D/principal: Then prove it.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(1 mark)

D/principal: It’s okay. Go to class. I’ll call you later.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(1 mark)

**NZAUI / MUKAAFORM FOUR EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 1**

**MARKING SCHEME**

3. (i) Gestures - Facial expressions

- Mimicry - Intonation of insects reaction

- Involvement of the audience - Direct address to the audience

(Accept any verbal/and non-verbal techniques but an explanation)

(any 3pts x 1 = 3mks)

(2) – Master the content of the narrative by memorizing

- Read the story to yourself or infront of a mock audience

- Practice pronouncing words correctly

- Choose the correct costumes

(Any 2pts x 1 = 2mks)

(3) -Posing a question - Posing a riddle or proverb

- Drumming - Singing a song relevant to the story

- Clapping of hands (Any 2pts x 1 = 2mks)

1. (i) Lair (ii) Reign (iii) Whet

(iv) Rolls (v) Boa

(i) A riddle (1 x 1 = 1mk)

(ii) Sound patterns e.g. alliteration and assonance

* Musicality of the riddle/sweetness of the genre

(2 x 1 = 2mks)

(iii) Observation

- Will observe the use of gestures

Facial expression, mood (feelings)

Tape recorder

Will only capture tone, intonation (voice)

1. x 1 = 2mks)

(d)(i) – When you have been asked a question

* When you are following a certain order and you are next
* When you have been asked/appointed to speak
* When the chair uses facial expressions or gestures to you i.e. raises his her eye brows looking at you
* When you feel you have a point of urgency/question thus you interrupt courteously
* Long pause at the end of a sentence

Any four ways 4 x 1 = 4mks

(ii) – Vary the pitch (high or slow)

- Stress important points

- Pausing at strategic points

- Ask some rhetorical questions

- Music interludes

any three points = 3 x 1 = 2mks

(e)

D/principal

Student: Must give name i.e. John Mue sir (1mk)

D/Principal: Fine. So there you are! Is it true that you were harassing the new students

Student: What do you mean sir? I have been studying in the library all the evening.

D/Principal: What alie! You were seen near the dormitory an hour ago.

Student: Me?! It can’t be. That is ridiculous.

D/Principal: Don’t be rude, just tell me the truth.

Student: What? You really think I am the one? That is impossible.

D/Principal: Prove it.

Student: That’s easy. I’ve just spent the last hour talking to the principal in the library.

D/principal: It’s ok. Go to class I’ll call you later.

Student: Thank you sir.

NB: Accept any plausible answers – Total 6mks

**ENGLISH**

**PAPER 1**

**JULY/AUGUST2014**

1. **ORAL SKILLS (30MKS)**
2. ***Read the poem below and answer questions that follow(18mks)***

**THE CROW**

Crows on the wing!

What grace as they swim

Rising and diving

Like fish in the billows

In the willowy air

Or softly as feathers

Fran broken- pillows.

Crows on the wing.

What a symphony sings

The wind in their wings

As they swoop as the rise

To the sea; to the skies

As they float in the light

Air ,like fragments of night.

***(Barnabas J. Ramon Fortune)***

***Questions***

1. Describe the rhyme schemes of the poem. (2mks)

…………………………………………………………………………………………………………… …………………………………………………………………………………………………………….

1. Apart from rhyme, identify **three** sound patterns evident in the poem. (3mks)

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1. Which words would you stress in the first two lines of the poem and why? (3mks)

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1. How would you perform line (ii) of this poem? (3mks)

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1. Imagine you are on stage performing this poem and you suffer from stage fright, how would you over come it? (4mks)

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1. For the following words from the given poem, identify another that is similar in pronunciation.

(3mks)

1. Air …………………………………………………………
2. Sea …………………………………………………………
3. Night ………………………………………………………….
4. With a reason, say whether or not courteous language has been used in the following dialogue.

(3mks)

**John** : *(greeting Hillary)* excuse me please?

**Hillary** : Yes

**John** Would you kindly direct me to the Deputy president’s office

**Hillary**: By all means. It is next to that building.

**John** What building, Please?

**Hillary**: Oh, sorry for may lack of manners. That tall building just ahead of you on your right is Harambee House. The next building to it is painted in orange colours is BP House and that is where the Deputy Presidents office are.

**John**: *(with a smile and handshake)* Thank you so much for your help.

**Hillary** (nodding) you are welcome.

1. Read the proverb below and answer the questions that follow. (4mks)

“Slipperiness knows no King”

1. Classify the above proverb. (1mk)

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1. What type of audience is the proverb suitable for (1mk)

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1. What is the social set up of the community from which this proverb is derived. (2mks)

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1. Read the telephone conversation below and fill in the blanks.

**Secretary** : Hallo! Jaribuni Secondary school. How may I help you.

**Student**: …………………………………………………………….. (2mks)

**Secretary**: I a sorry the principal is away. Would you leave a message.

**Student** :…………………………………………………………….. (2mks)

**Secretary**: The KCSE results for the 2013 candidates are already here in school and

you can come and collect them after clearing with the relevant departments.

**Students** ………………………………………………………………. (1mk)

**RACHUONYO SOUTH SUB COUNTY JOINT EVALUATION EXAM**

**101/1**

**ENGLISH PAPER 1**

**MARKING SCHEME**

**Q3. ORAL SKILLS (30MKS)**

1. Poetry – The Crow
2. **Describe the rhythm scheme**

abacdcc accccee (1mk)

* Irregular rhyme scheme (1mk)
* 1mk for indication and 1mk for description
* Award 1mk for identification without description
* Do not award for a correct description with a wrong or no identification
* The rhyme scheme should be in small letters.

1. Assonance – Rising diving fish billows

Alliteration – Wind in the wings

Sea to the skies

Symphony sings

For the above the sound must be underlined

Repetition

Crows on the wing

Identification ½ mk illustration ½ mk6

1. Crows, wing, grace, swing, ½ each

The words describes the movement of the crows (1mk)

1. With falling and rising intonation (1mk)

With the hands moving downwards and then upwards (1mk)

With the body moving downwards and then rising (1mk)

1 verbal and 1 non-verbal

Personal involvement (1mk)

1. – Take a deep breath between the stanzas or lines.

* Maintain eye contact with part of the audience
* Be confident in yourself.
* Know that the audience are humans and cannot harm you.
* Do not stand still at one point but move freely on the stage.

**Any 4x1=4 and any other relevant answer.**

1. (a) air – heir

(b) sea – see

(c) night – knight

1. The language used is courteous (1mk) e.g.

excuse me, please

would you

thank you any of these 1mk

oh sorry

you are welcome

since it shows respect or politeness or friendliness

any of the three 1mk

1. (i) This is a political proverb because it talks about leadership (king) ½ mk

(ii) It is suitable for leaders or people or people in leadership or positions of responsibility (1mk)

(iii) This society is led by a king or a monarch. It practices a monarchial type of government 1x2=2mks

1. Student: Hallo, I am Joseph Ochieng a former student of Jaribuni Secondary and would like to speak to the principal, please.

½ mk for courtesy

Student: I would like to know whether the results for the 2013 candidates are already in school.

Student: Thank you ( ½ mk) for the information, I will find time to come and collect them ( ½ mk)

**ENGLISH**

Paper 1

3. (i) ***Read the following poem carefully and answer questions that follow.***

Happy baby

Her lip suckle the nipple

Milk bubble, foams and ripples

Little hand up in the air

Catch on the mothers hair

Sweet sensation rise in pressure

Tiny legs kick with pleasures

Sleep comes gently and strong

Sleep whispers softly and long.

***Questions***

1. Write down three pairs of words whose final syllables have the same sounds ( 3mks)

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1. How would you say line six of the poem? “ Sweet sensation rises in Pressure,” (2mks)

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Giving **two** illustrations from the poem, state the tone you would adopt if you were to read

this poem aloud (3mks)

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……………………………………….…………………………………………………………………

(ii) Pick the odd one out according to the pronunciation of the underlined letters. (5mks)

1. Aunt August author ……………………………
2. April ape apart ……………………………
3. Pulse pulpit pull ……………………………
4. Salt insult suit ……………………………
5. Tough house mouth ……………………………

(iii) Identify the silent letter in each of the words below. (4mks)

1. Succumb ……………………………
2. Whet ……………………………
3. Poignant ……………………………
4. Honourable ……………………………

(iv) Identify any **five** pairs of words that are pronounced the same from the list below. ( 5mks)

Phloem mad

Flours flaws

Berry course

Clause Mud

Close Cause

Bold cloze

Floss bald

Phlegm flame

Bury

(v) Read the following part of conversation in a meeting and answer the questions that follow. (8mks)

Chair : The next item of the agenda is the issue of bursaries. As we all know every year we get Kshs. 200,000 to give to needy students in the district. We will therefore discuss the allocation of these funds

Mr. Ouma : What is there to be discussed about bursaries? It shouldn’t even be on the agenda,. It is a total waster of time.

Chair : I thought we could discuss what amount each school should get and possibly…

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

Chair : Ladies and gentlemen, let us look at this issue positively and let us not get carried away by emotions what do the others think?

Mr. Njiru: Mr, Chair, I think all schools have needy students. There are no poor and rich…

Mr. Ouma you cant be serious Njiru.

Mrs. Kipsang : For heaven sake, Mr. Ouma be sensible we resolved that issue last year.

Mr. Kioko I suggest that schools be informed about availability of this money and the bursary application forms be sent tot hem,. Each school should be sent thirty forms and the headteacher asked to issue the forms to needy students only. Mr. chair.

Chair I think that a good solution Mr. Kioko any more suggestions?

Mr. Oumsa That will take ages to process. The schools may not respond in time.

Mrs. Kipsang Why don’t we give it a try? It seems to me quite a good idea

Chair Have all agreed on this or does anyone have something else to say? M/s naliaka, any suggestion?

M/s Naliaka: the idea is a good one and quite workable although this method may create other problems such as…

Mr. Ouma: that is Rubbish, Naliaka we all know the reality! That method is not workable.

Chair: I am the chair, Mr. Ouma the idea is viable and has been endorsed by the committee.

***Questions***

1. State **two** aspects of Mr. Ouma’s speech Mannes that is offensive. (2mks)

…………………………………..………………………………………………………………………

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1. How does the chair demonstrate his ability to control the meeting well. (2mks)

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1. What is shown by Mrs. Kipsang words. “for heavens sake, Mr Ouma be sensible?” (2mks)

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1. Comment on M/s Naliaka participation in this meeting (2mks )

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**NYATIKE SUB-COUNTY JOINT EVALUATION EXAM**

**ENGLISH PAPER ONE**

**MARKING SCHEME**

**3. ORAL SKILLS**

i. a) Oral poem

1. Nipple air strong

Ripple hair long

1. With a rising tone, a happy /joyous face and raised hands
2. Verbal (1mk)
3. Non- verbal (1mk)
4. Happy tone because the child in this poem is portrayed as being very happy and contented e.g sweat sensation, tiny legs kick with pleasure (2mks)
5. Soothing tone ½ mk – sleep comes gently and strong sleep whisper softly (2mks)
6. a. Aunt

b. Apart

c. Pulse

d. Suit

e. Tough

iv. a. Floors Flaws

b. Berry Bury

c. Clause Cloze

d. Course Coarse

e. Bold Bald

V. a. Interrupt other speakers before they could finish their speech (1mk)

- Uses vulgar/abusive language e.g. terms Naliaka’s contribution as rubbish (1mk)

b. Gives each member room to give /air their views

- Observes good turn taking (2mks)

* Doesn’t lose temper with Mr.Ouma even when the latter seems to lack respect for him
* Asserts his position as the chair to Mr. Ouma when he seems to get out of control

c. She is a passive participant .She can only contribute after being coerced by the chair (2mks)

**ENGLISH**

**PAPER 1**

**FUNCTIONAL SKILLS**

**3. Oral skills (30mks)**

Read the conversation below then answer the questions that follow

Narrator: I salute you old man and women of this land?

Audience : We salute you too….

Narrator: Is this where you live?

Audience: Yes, this is where we live. It is where old age found us

Narrator: Shall I tell you a story?

Audience: Yeees?

Narrator: A good one or a bad one?

Audience: A good one!

Narrator: Long, long time ago, in the days of the ogres…

(i) Give two reasons why the narrator uses the above introduction (2mks)

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……………………………………………………………………………………………………….

(ii) How can the audience contribute towards the successful delivery of the introduced narrative (3mks)

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(iii)Explain the kind of preparations the narrator might have had in readiness for the

performance above (2mks)

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(iv) Suppose you are the narrator in the exchange above. What problems are you likely to

encounter when narrating the story as started above to a large audience? (3mks)

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(b) Two of your classmates have disagreed over a certain issue leading into a conflict. As the

student in charge of the class, you decide to arbitrate. Identify four negotiation skills you

will use to ensure that an agreement is arrived at (4mks)

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(c) Indicate whether the following items have falling or rising intonation (5mks)

(i) Where is my mother?---------------------------------

(ii) Oh my God!\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) Is it hot?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) She will be coming wont she? (threating)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(v) She will come tomorrow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d) Your classmates intend to visit a neighboring school to take part in a debate for the first time. Give one of the speakers guidelines that he/she should observe before and during the debating session (4mks)

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(e) For each of the following words, write another word that is pronounced in the same way (4mks)

(i) Foul\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) Rest\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) Soar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) Bail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(f) You are in the field carrying out some field research and oral literature. Explain some of the field etiquette you are to observe (3mks)

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**NYAMIRA SUB-COUNTY JOITN EVALUATION EXAMS**

**ENGLISH 101/1**

**MARKING SCHEME**

**3. Oral skills**

i) To create report with audience

To introduce the coming story

To attract the attention of the audience

To place the story within a given time frame *(any 2x1=2mks)*

(ii) Joining in choral parts

Joining in singing

Clapping/applauding

Cheering

Telling parts of the story

Nodding in agreement *(any 3x1=3mks)*

(iii) rehearsal of the narrative

Researching on the culture of the audience

Preparing appropriate costumes *(any 2x1=2mks)*

1. Some problems include

Inaudibility (not being audible)

Stage fright

Capturing the audience’s attention fully

Maintaining eye contact

Maintaining logical flow of ideas *(any 3x1=3mks)*

(b) Ensure each party cedes ground

Ensure a win-win situation

Ensure each party freely argues their case without feeling intimidated

Ensure flexibility on both sides

Ensure they trust you

Ensure emphathy for both parties *(any 4x1=4mks)*

c)(i) falling

(ii) falling

(iii)rising

(iv) rising

(v) falling *(5x1=5mks)*

(d) before

* + Do research on the topic under discussion
  + Write some notes on the topic
  + Do rehearsal before your friends *(any 2x1=2mks)*

During

* Breadth in/out to gain confidence
* Have eye contact with audience
* Stand straight
* Be brief but concise
* Project your voice

- Maintain logical flow of ideas by glancing at your notes

(e) (i) fowl

(ii) wrest

(iii) sore

(iv) bale

(f)(i) Create rapport with the interviewees/respondents

(ii) Observe turn-taking-interrupt politely

(iii) Respect the opinions of the interviewee *(any 3x1=3mks)*

**ENGLISH**

**PAPER 1**

3. (a) ***Read the following poem and answer the questions after it***

**Rhythm of the Pestle**

Listen-Listen

Listen to the palpable rhythm

of the periodic pestle

plunging in proud perfection

into the cardial cavity

of maternal mortar

At each succeeding stroke

the grain darts, glad to be scattered

by the hard glint

of the pestle’s passion

***by Richard Ntiru***

i) Identify and explain the effects of two sound patterns in the poem (4 marks)

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

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ii) Imagine you were to perform this poem at the Kenya Music Festival, for what two reasons would you

manipulate your voice. (2 marks)

…………………………………………………………………………………………………………….

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

b) For each of the following words, provide another one which is pronounced in the same way. (3 marks)

i) pawn ……………………………………………

ii) meddle ……………………………………………

iii) new ……………………………………………

iv) cache ……………………………………………

v) due ……………………………………………

vi) break ……………………………………………

c) A leader of Jicho 4 Theatre Group has visited your school to arrange for the staging of The Caucasian Chalk Circle and Mstahiki Meya .You have been appointed by your class to negotiate for favourable entry fees for your class. You are meeting the visitor for the first time.

i) Briefly state **three** points of procedure you would follow in the negotiation process. (3 marks)

…………………………………………………………………………………………………………….

…………………………………………………………………………………………………………….

…………………………………………………………………………………………………………….

ii) Explain three principles of negotiation both of you would have to observe to ensure a successful

negotiation process. (3 marks)

…………………………………………………………………………………………………………….

……………………………………………………………………………………………………………

…………………………………………………………………………………………………………….

d) Indicate the type of intonation appropriate for the following :( do not use arrows) (3marks)

(i) Where is Jane? ……………………………………………………………

(ii) Do you like swimming? ……………………………………………………………

(iii) Oh my! ……………………………………………………………

e) You are part of a student’s group representing your school in a conference. You have been elected the

chairperson of a small group discussing a topic on leadership.

(i) How would you ensure the group is engaged in effective discussion? (3marks ……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………

(ii) As you later present your points to the larger group, nobody seems to pay attention.

Give **three** reasons that could contribute to the behaviour. (3mks)

…………………………………………………………………………………………………………….

…………………………………………………………………………………………………………….

…………………………………………………………………………………………………………….

(f) Indicate how you would address each of the following officials to express courtesy.

1. President

Your ………………………………………………………

1. Mayor

Your ………………………………………………………

1. Judge

Your ………………………………………………………

1. Pope

Your ………………………………………………………

1. Queen

Your ………………………………………………………

1. MP

……………………………………………….MP

**………………………………………………………………………………………………………………….**

**MIGORI SUB COUNTY JOINT EVALUATION EXAM**

**ENGLISH PAPER 1**

**MARKING SCHEME**

3. a. i) Alliteration e.g. /p/ as in periodic pestle effects – Sounds musical

* Enhances rhythm (actually the rhythm of this poem largely depends on alliteration involving the /p/ sound which runs through the whole poem.
* Assonance e.g. /a/ in cardial cavity

Effect – creates rhythm and emphasis

ii)Voice projection –to be heard

* Tone/voice variation-to break monotony and create interest

b.i) Porn

ii) Medal

iii) Knew

iv) Cash

v) Dew

vi) Brake

**c) i) Greetings to establish reports ,to set the stage, to break the ice given that both of you are strangers to each other**

* Introduce yourself and offer to be of help
* Wait for the visitor to explain their mission

**ii) Negotiations require give and take**

* Negotiations rely on good will of both parties
* Negotiations should result in a win-win situation ( the two should be a life to meet half-way)
* Negotiations thrive on mutual trust and respect

d) i. Falling intonation

ii. Rising intonation

iii.Rising-falling intonation

e) Emphasize on appropriate turn-taking to allow everyone to participate

* Encourage the use of courteous language
* Remind the participants to interrupt or disagree politely
* Regulate them so that one speaker doesn’t not talk for so long

ii) You are not audible

* Your points are not arranged logically
* You are not maintaining eye contact with the audience
* You are not using appropriate gesture/facial expressions/tonal variation
* Your speed is either too slow or too fast
* You have a poor grass of content matter

f) Your Excellency

ii Your worship

iii.Your Lordship

iv Your Holiness

v Your Majesty

vi Honorable Mp

**ENGLISH**

**PAPER 1**

**FUNCTIONAL SKILLS**

3. ***(a) Read the following oral poem and then answer the questions that follow***

Oh! It has dawned

Oh! It has dawned

You asking for a loin cloth to take where?

Ii ii ii it has dawned

You asking for a loin cloth to take where?

Uncircumcised man of Ngiro

It has downed

What do you need a loin cloth for?

Now only your mother can help you

Uncircumcised man of Ngiro

What do you need a loin cloth for?

Won’t you call your mother to plead for you?

Oh! It has dawned

Ii ii ii it has downed

What do you need a loin cloth for?

(i) Identify three aspects of oral performance that make this oral poem easy to remember (3mks)

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

(ii) In what way’s would you make the performance of this oral poem effective (3mks)

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

(iii) If you were to perform this oral poem, what preparations would you make to ensure that the performance is effective (4mks)

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

(b) A form one student is trying to compose a poem with alliteration. She/he has come up with

the following list of words. Advice on five pairs that alliterate (5mks)

few unity shirt

cease carrot photic

one chalk when

unimpaired own pew

kite chef youth

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

(c) Pick out the words with long vowel sounds (5mks)

Coat look further moan

Card should steal showed

More still fool

***(d) Read the conversation then answer the questions that follow***

Kiprop :There’s still a lot of sexism in football. Why cant the Kenya Football Federation let Filomena play in the Premier League?

Yano: Oh, come off it, Kiprop. KFF has nothing to do with the Filomena’s case. She can’t play in Premier League because she doesn’t belong to any team in the league, simple.

Steward: But, excuse me, Yano Filomena doesn’t belong to a team because KFF wouldn’t let her join one. Moreover ………………..

Yano: Just a moment, Steward. You know quite well that the teams in the Premier League are all men’s teams. How were they going to enroll Filomenha?

Kiprop: Four enough, that’s the point I’m making. Why should the teams be exclusively male? Why can’t a super player like Filomenha…..

Yano: Sorry for the interruption, Kiprop. But evenly sport has its rules and in football there are no provisions for mixed male and female teams

Steward: I thought Gor Mahia Foot ball Club wanted to…..

Kiprop : Why can’t they change the outdated rules? Sorry Steward. You were saying

something.

Steward: Well, I was just going to say Gor Mahia, “Kogalo’ had wanted to consider Filomenha’s application to join them, but KFF told them to consult FIFA first

(i) What makes this conversation effective? (6mks)

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

(ii) In a conversation, how do we know it is our turn to speak? (4mks)

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

**HOMA – BAY SUB- COUNTY JOINT EVALUATION**

**MARKING SCHEME**

3. a) i)

- It is repetitive and hence easily memorable e.g. . Oh! It has dawned

- Use of ideophone ii, ii

It makes the performance more interesting

* Use of conversational style / direct address. The persona addresses the initiate directly using the pronoun ‘you’. This makes the poem immediate and effective.
* It focuses on an immediate occurrence, circumcision. This makes it easy to remember the main message
* It is simple - use of short stanzas.

This makes it easy for the audience to participate in the performance by joining in.

**Consider the fist 3 points. Identification √ ½, effect √ ½. 1x3 = 03 marks**

ii)

* Use of facial expression to depict the emotion e.g.
* Tonal variation
* Accompanying instruments / use of accompaniments
* Use of appropriate costumes e.g. lom cloth
* A dance / incorporating in a dance
* Use of meaningful gestures e.g. a pointing gesture etc

**(Any three points 1 mark each. 1x3 = 03 marks)**

**iii)**

* Prior recitation before the day of performance/ rehearse to master the content
* Have prior information about the audience
* Consult an expert for advice
* Look for appropriate costumes and accompaniments.
* Stage a mock recitation before an imaginary audience
* Ensure good grooming
* Think of conventional ways of attracting the attention of the audience e.g. Clapping of hands, clearing throat
* Practice on the use of facial expressions, tonal variation and gestures
* Know the time when you are to perform

**(Any four point’s 1mark each. 1x4 = 04 marks)**

b) Few, photic

One, when

Kite, carrot

Unity, youth

Chef, shirt

**(1 mark for each pair = 05 marks)**

c) Card, more, further, steal, fool

1mark each = 05 marks

d) i)

* There is appropriate turn – taking
* Polite interruption when the speakers have to e.g. Sorry for the interruption, just a moment
* Everyone has his say and none of them monopolizes the conversation
* There is concession of space if a speaker finds himself interrupting another e.g. Sorry steward. You were saying something.............
* Acknowledgement of other people’s good points e.g. Kiprop says, “fair enough, but....”
* There speakers focus on the point. They make relevant contributions.

**Any three points: identification √ 1 mark, illustration √ 1 mark. 2x3= 06 marks**

ii)

* When the speaker uses a long pause
* Use of body language that shows the speaker is ready to switch roles e.g. nod of the head , looking at you
* Tonal variation , rising and falling to show that a speaker has come to the end of their statement
* Selects you by name and asks a question to the whole group
* Prediction of the speaker’s completion point

**Ay four points 1 mark each**

**1x4 = 04 marks**

BUNYORE – MARANDA PRE-MOCK

Kenya Certificate of Secondary Education

ENGLISH

Paper 1

QUESTION 3 (30 MKS)

1. Read the poem below and answer the questions that follow:

By day the bat is cousin to the mouse

He likes the attic of an aging house

His fingers make a hat about his head

His pulse beat is so slow we think him dead

He lops in crazy figures half the night

Among the trees that face the corner light

But when he brushes up against a screen

We are afraid of what our eyes have seen

For something is a miss or out of place

When mice with wings can hear a human face

Theodore Roethre

(Form: Glencoe Literature: The Reader’s choice: 2001)

1. Identify any three pairs of rhyming words in this poem (3 marks)

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

1. How would you perform the last two lines of this poem (4 marks)

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1. What is the effect of the recurrence of the word “His” in his poem ( 1mk)

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b) Put the words below into groups according to the pronunciation of /s/ and /z/ sounds (4 mks)

Fleece, trays, trace, lace, ice, lays, fleas, eyes

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

c) Sheilla sells Sea-shells at Sychelles sea-shore

i. Classify the genre above (1 mk)

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ii. Identify any two sound devices used in the genre above (1 mk)

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

d) Your school has organized an inter-house debating competition towards the end of the term. You are going to take part as a proposer to the motion “seeking a partner’s consent in marriage is the solution to domestic conflict n Kenya.” Explain any four things you would do to ensure you win the competition. (4 marks)

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. For each of the following sentences, state the type of intonation one would employ (5 marks)
2. Are you leaving for work?.........................................................
3. Adem likes eating fruits after lunch……………………………
4. Stop making noise!..................................................................
5. What a big house you have!....................................................
6. Enjoy your dinner, Madam…………………………………..
7. In the telephone conversation below, Pamela calls Viatu Shoes Company to book for an appointment with the Managing Director. Complete the telephone conversation using the most appropriate language (6 mks)

Pamela: ……………………………………………………………………

Telephone operator: Yes, it is. How can I help you?

Pamela: ……………………………………………………………………..

Telephone operator: I would like to book an appointment with the managing director on Thursday next week at 2:00 pm

Pamela: Friday, 12.45 is fine with me

Secretary: ………………………………………………………………………

Pamela: I will be there on time. thank you very much

Secretary: ………………………………………………………………………….

**…………………………………………………………………………………………………………………..**

BUMA 2 MARKING SCHEME –

QUESTION 3

1. (3 mks) Any 3 pairs @ 1 mark (30 MKS)
2. head, dead
3. night, light
4. screen, seen
5. place, face
6. mouse, house

(ii) Two non-verbal cues @ 1 mark and two verbal cues @ 1 mark (4 mks)

I would:

* Point at my face to show “a human face”
* Stretch my hands apart as I demonstrate “something is a miss..”
* Flap my arms to indicate “mice with wings”
* Wear a sad face as I say something is a miss
* Falling intonation to indicate finality

Accept any correct contextualized answers

(iii) (1 mk)

This repetition of “His” enhances memorability, musicality and rhythm of the poem

1. (4mks) @ ½

/s/ fleece, ice, trace, lace

/z/ trays, lays, fleas, eyes

(c)

i. Tongue twister

ii. (2 mks)

Alliteration /s/Sells, sea /sh/ sheilla, shells

Repetition sea, sea

1. (4 mks) Any 4 @ 1 mark
2. I would:

* Familiarize myself with the topic of debate – seeking a partner’s consent in marriage as the solution to domestic conflict in Kenya
* Rehearse/practice before debating time
* Prepare by writing down the main points
* Present confidently by articulating the words correctly and stressing the points
* Use non-verbal cues appropriately to reinforce the message
* Provide typical examples and relevant personal experiences by way of illustrating my points
* Be audible and stress my words well

(a) (5 mks) @ 1 mark

* 1. Rising
  2. Falling
  3. Falling
  4. Falling
  5. Falling

(b)

Pamela: greetings, introduction and inquires if it’s Vital Shoes Company that she is calling e.g. Hallo, this Pamela speaking. Is that Viatu Shoes Company? (1 mark)

Telephone operator: Yes, it is. How can I help you?

Pamela: Request – to speak to the manager e.g. can I speak to the managing director please?

(1 mark)

Telephone operator: Please hold as I put you through to the managing director’s secretary

Secretary: greetings, introduction and offers to assist (1 mark)

Pamela: I would like to book an appointment with the managing director on Thursday next week at 2.00 pm

Secretary: polite declines the request and propose Friday at 12.45 (1 mark)

Pamela: I will be there on time. Thank you very much

Secretary: Thanks the caller (1 mark)

**KABARAK-SACHO-SUNSHINE JET EXAMINATION**

**Kenya Certificate of Secondary School Education**

ENGLISH

**Paper 1**

1. ***a) Read the following Ankole song and answer the questions that follow.***

Suck and I hide you, my gentle one

Suck and I hide you, my beloved

I dreamt that the hunt was at Buganga

I dream that the hunt was at Ngarama

Where, oh where, shall I put, my little baby?

Where, oh where, shall I put you, my lovely little lips?

If I put you in a clump of grass, my gentle one

The hunters’ rough dog will come sniffing around

The hunters’ thick club tears up the back

Suck and I hide you, gentle one

Suck and I hide you, for whom the drum sounds

Where, oh where, shall I put you, my lovely little lips?

Where, oh where, shall I put you, my beloved?

If I put you by the wayside, gentle one

Passers-by will take you with them, my beloved

If I put you in an anthill, my little baby

The ants will enclose you in their nest, lovely little lips

Suck and I hide you, little baby

Suck and I hide you, my gentle one

When I am dead and gone, gentle one

Feed on little blades of grass like cow, my beloved

And wash them down with a little water, my little baby

That’s what raises orphans, you for whom the drum sounds

If I do not die, my little baby

Good things will be ours to enjoy, you for whom the drum sounds

1. Identify aspects of oral performance that make this song easy to remember? 2 marks …………………………………………………………………………………………………………………………………………………………………………………………........................................…………
2. In what ways would this song be made interesting to listen to? 2 marks …………………………………………………………………………………………………………………………………………………………………………………………………….......................................
3. How would you perform the last two lines of the above song? 2 marks …………………………………………………………………………………………………………………………………………………………………………………………………….......................................

b) *Study the genre below and answer the questions that follow*

**I have a wife everyone she bears has a bead**

1. Identify the genre under which the above item falls. 1 mark …………………………………………………………………………………….................……………..
2. Assuming you were to perform this genre, what will you do before the presentation?

1mark

……………………………………………………………………………………..................……………..

1. How will (ii) above assist you as a presenter? 1mark ……………………………………………………………………………………..................……………..

c) *Identify the silent letters in the words below* 3marks

1. Shepherd …………………………………………………………………………...............……………....
2. Rendezvous ………………………………………………………………………………….................…..
3. Epistle …………………………………………………………………………………………...................

d) *Write another word that has the same pronunciation as the following words* 3marks

1. Mark ……………………………………………………………………..................……………………...
2. Broach ……………………………………………………………………………….................………….
3. Proof …………………………………………………………………………………………....................

e) *Underline the stressed the syllables in the highlighted words* 2 marks

1. We have to *relocate* these people
2. The security officer will *punish* you if you come late.

f) *Indicate whether the following sentences have a falling or a rising intonation.* 2 marks

1. A stitch in time saves nine
2. Do you like tomatoes or not.

g) Jaramba’s son, Mariapa, was really enthusiastic to go for a party with his friends at Carnivore. He had been invited to a friend’s birthday party. He had to get permission from the father first in order to attend. However, Mariapa failed to convince his father because of his approach and language. What could have been the weaknesses in his negotiation skills? 5 marks …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….………………

h) *Read the conversation below between Audrey, a student, and the school secretary then answer the questions that follow.* 6 marks

Audrey: Hallo. Good morning.

Secretary: Hallo. Who is on the line and what do you want?

Audrey: I am a Form 4Y student and I have been away from school for three days now. May I speak to the Principal?

Secretary: The Principal is not in the office now.

Audrey: Could I please leave a message for him?

Secretary: Oh, please, don’t you have his cellphone number?

Audrey: No madam, since it is official, kindly take down the…

Secretary: Excuse me, young girl, I am too busy for this idle chat.

Audrey: I am sorry but it is very urgent, madam.

Secretary: (*without a pen or paper)* Go ahead and you better be quick.

Audrey: Thanks for the attention

1. *Identify the weaknesses in the secretary’s telephone conversation skills. 3marks* ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………............................................................
2. *What should she do to improve on this? 3marks* …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………................................................................................

**..............................................................................................................................................................................**

**KASSU JET**

**ENGLISH 101/1**

**MARKING SCHEME**

**Oral Skills**

1. i)-repetitive hence memorable

-simplicity and universal appeal

ii)-gestures: demonstrate suck and I hide you

-facial expressions: wear a sad face while saying when I am dead and gone

iii) Accompany the last two lines with drum beats.

1. i) riddle
2. I would say riddle
3. it invites the audience to participate in the riddling process.it also calls for the acceptance to take a riddle
4. i) h
5. zs
6. te
7. i) marque
8. brooch
9. Pouffe
10. i) relo'cate

ii)'punish

1. i) falling

ii) falling

1. Jaramba’s son, Mariapa, was really enthusiastic to go for a party with his friends at Carnivore. He had been invited to a friend’s birthday bash. He had to get permission from the father first in order to attend the party. However, Mariapa failed to convince his father because of his approach and language. What could have been his weakness as a negotiator? (5 marks)

* *Maybe he distrusts his father.*
* *He could have used a blackmailing language to get his way through.*
* *He never explained the reasons for going to the party and its benefits to him.*
* *He should be willing to compromise on such issues as the time he will come back, the amount of money he/she needs.*
* *He should respect the feelings of his father.*
* *He might have been rude to the father.*
* *He should be diplomatic.*
* *He could have spoken clearly and listened to his father attentively.*

1. *Read the conversation between Audrey, a student, and the school secretary then answer the questions that follow.* (6 marks)
2. **Identify the weaknesses in the secretary’s telephone conversation skills.**

* *She does not introduce herself and the institution.*
* *She does not get such details as the full name of the caller, his or her residence.*
* *She interrupts Audrey.*
* *She is impatient.*
* *She is discourteous. (Any 3 points)*

1. **What should she do to improve on this?**

* *Practice on turn-taking*
* *She should be patient*
* *She should be courteous*
* *Should introduce herself and her institution*

*(Any 3 points)*

**SUPAMO Joint Examination Test**

**Mock Examination**

**Paper 1**

**ORAL SKILLS (30Marks)**

1. **Read the narrative below and then answer the questions that follow.**

**The Witty Frail Man**

There was once a king who had succeeded in building himself a very huge palace. When he got the throne, the people were very happy. Besides crowding himself with the best things – clothes, food, cars and the palace – he managed his kingdom well, too. People were happy. Poverty had reduced within five years of being at the helm, health services were easily available, and there was this air of satisfaction for everyone.

The only problem for the king though, was that the medicine man had told him to watch his weight. He was easily the largest man in the kingdom. He had tried all sorts of medicine but his problem could not go away. It reached a point where he had to tell his people. In fact, he had a great reward for anyone who would heal him. Many people were sympathetic and his palace was always full of people suggesting all manner of solutions. This went on for a long time, with no help.

When he was almost giving up hope, a frail man showed up at his gate. The guards almost sent him away. They doubted he would be of any help. Even when the king saw him, he had his own doubts. But he listened carefully as the frail man gave him instructions on what to do. “Dear king, your help can only be found across the ridges in the far mountains. And you will get cure if you literally walk there. It will be a journey of many days, perhaps even months, but that is the only place you can get cure.” The king could not believe his ears. “What if I don’t get the cure after walking all the way? Are you ready for a tough punishment that could even be death?” The king asked. “Don’t be afraid. Instead you will give me a handsome reward for helping you. I will accompany you because this journey will be boring if you are alone,” the frail man answered. So the following day they set out. It was a long journey and the condition was that they were to eat little on the way and drink so much water instead. After a month to the mountains, the king gave up but the frail man urged him on. Two months later, he had shed so much weight that he just wanted to go back to the palace. “Now you have the medicine. Your weight was too much but the trek has helped reduce it. Go back to your doctor and listen to what he says then give me any reward.”

The king was shocked at the wit of the frail man. And sure enough the doctor was impressed. The frail man was rewarded and became the talk of the village. From then on, he too lived like a king.

**Questions**

1. How would you capture the attention of the audience before narrating the above story (2 mks)

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..……..…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

1. If you were to perform the genre above before an audience, what paralinguistic features would you employ? (4 mks)

…………………………………………………………………………………………………………………………………………………………………………………………………..…………..……………………………………………….……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. State and illustrate (using an arrow) the intonation used at the end of the following sentences:

What if I don’t get the cure after walking all the way? (1 mk)

………………………………………………………………………………………………………….………………………………………………………………………………………….…………….……..

1. **Underline / identify the silent letter(s) in the words given below:- (5 mks)**
2. Indebted
3. Gnash
4. Fracas
5. When
6. Bristle
7. **Write a word that is pronounced the same as the ones below:- (5 mks)**
8. Medal -
9. Seller -
10. Style -
11. Moor -
12. Write four words in which letter ‘e’ turns into sound /i/ when they are pronounced. (4mks)

(i)

(ii)

(iii)

(iv)

1. **Which among the following words is the odd one out according to the underlined sound? (4 mks)**
2. Chaise Raise Gaze Mace
3. Supper Cut Luck Super
4. Xenophobia xylophone Xerox X-ray
5. Think Than Theatre Thought
6. **(i)** An invited guest is giving a speech on a given topic and you find it necessary to interrupt him before he has finished speaking.
7. Give two circumstances that may force you to interrupt. (2 mks)

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1. State two expressions of interrupting politely. (2 mks)

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**(ii)** List two important social conventions to be observed when making introductions. (2 mks)

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**SUPAMO Joint Examination Test**

**Mock Examination**

**MARKING SCHEME**

1. **ORAL SKILLS (30Marks)**

(i)How would you capture the attention of the audience before narrating the above story?

(2 mks)

* I would clap my hands.
* I would pose a question related to the story.
* I would pose a joke / relevant anecdote / riddle / tongue twister / song.

**Any 2 = 2 mks**

(ii)If you were to perform the genre above before an audience, what paralinguistic features would you employ? (4 mks)

* I would use appropriate facial expression like a smile to portray how happy the people were.
* I would use appropriate gestures – such as displaying my fingers as I count the best things the king rewarded himself.
* I would clench my fist to show the five years of being at the helm.
* I would raise my index finger to show the only problem for the king.
* I would use the appropriate body movement by making a few steps to show how the king would literally walk.

**Accept any 2 well illustrated = 4 mks**

(iii)State and illustrate (using an arrow) the intonation used at the end of the following sentences:

What if I don’t get the cure after walking all the way?

\* Falling intonation

**b. Underline / identify the silent letter(s) in the words given below:- (5 mks)**

1. Indebted b
2. Gnash g
3. Fracas s
4. When h
5. Bristle t
6. **Write a word that is pronounced the same as the ones below:- (5 mks)**
7. Medal - meddle
8. Seller - cellar
9. Style - stile
10. Moor - more
11. Write four words in which letter ‘e’ turns into sound /i/ when they are pronounced. (4mks)
12. Elect
13. Enjoy
14. Exam
15. Expect
16. **Which among the following words is the odd one out according to the underlined sound? (4 mks)**
17. mace
18. super
19. x-ray
20. than
21. **(i)** An invited guest is giving a speech on a given topic and you find it necessary to interrupt him before he has finished speaking.

a. Give two circumstances that may force you to interrupt. (2 mks)

* To seek clarification
* When the speaker gives information that is not correct.
* When the speaker has over looked significant facts.
* To ask him /her to project his voice

b.State two ways of interrupting politely. (2 mks)

* Excuse me.
* Please sir.
* I beg your pardon.
* Sorry to interrupt.

**(ii)** List two important social conventions to be observed when making introductions. (2 mks)

* Giving of names of each other.
* Show acknowledgement by shaking hands or smiling or maintaining eye contact.
* Engage in small talk.
* Express pleasure at meeting.

**STAREHE GIRLS CENTRE**

*Kenya Certificate of Secondary Education*

**FORM FOUR MOCK EXAMS**

**ENGLISH**

Paper 1

**3. ORAL SKILLS (20MKS)**

Read the following poem then answer the question that follow.

***A song in springs***

O Little buds all burgeoning with spring,

You hold my winter in forgetfulness;

Without my window lilac branches swing,

Within my gate I hear a robin sing-

O little laughing blooms that lift and bless!

So blow the breezes in a soft caress,

Blowing my dreams upon swallow’s wing;

O little merry buds in dappled dress,

You fill my heart with very wantonness-

Oh little buds all burgeoning with spring!

By Thomas S. Jones, jr.

QUESTIONS

a) Explain what makes this an oral poem (4mks)

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b) How has rhythm been achieved in this poem? (3mks)

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c) How would you perform the last two lines in this poem? (4mks)

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d) Give another word pronounced as the following. (3mks)

Gate …………………………………………

You …………………………………………

Here ………………………………………….

d) Imagine you are performing this poem to learners who are visually impaired. Explain four ways in which you would ensure that they get the message effectively. (4mks)

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e) Where would you place the stress mark in the following words? (4mks)

Winter Merry Burgeoning Spring

ii) In the following sentences, the speaker made errors. Rewrite the sentences correctly replacing the underlined words and expressions with appropriate ones to communicate the intended meaning. (5mks)

a) I am sorry to say, Sir Anthony, that my affluence over my niece is very small.

…………………………………………………………………………………………………………

b) An usher will sew you to your sheet.

…………………………………………………………………………………………………………

c) He is the very pineapple of eloquence.

…………………………………………………………………………………………………………

d) It will take a lot of public fund to bring back the abnormal.

…………………………………………………………………………………………………………

e) Kabito is a green grass in a green snake.

…………………………………………………………………………………………………………

iii) You speak to a group of form ones about an issue of concern and you notice during the talk that many of them are dozing, yawning, fidgeting and silting carelessly. What would this mean to you? (3mks)

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**STAREHE BOYS’ CENTRE & SCHOOL**

**ENGLISH**

**Paper 1**

3(a) Read the genre below, and then answer the questions that follow: (3 marks)

‘Willy warmly welcomed Wyatt and wondered why he walked wearily while whistling’

i) Classify the above genre.

ii) Identify and illustrate one sound pattern from the genre

iii) State any one function of the above genre

b) Using the stress mark sign **/ `/,** identify the stressed syllable in each of these words. (5 marks)

i) Prefer

ii) Authority

iii) Celibate

iv) Cigarette

v) Historic

c) Identify the silent consonant sounds in the following words. (4 marks)

i) Honorary

ii) Honeycomb

iii) Cologne

iv) ignoble

d) Rewrite the following words in two columns of the hissing sounds ‘Sh’ and ‘Z’ depending on their pronunciations. (3 marks)

i) Usual

ii) Mission

iii) Measure

iv) Precious

v) Assure

vi) Cushion

e) Apart from voice, what else would you use to capture and maintain audience’s attention when delivering a speech? (4 marks)

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f) Give words that are pronounced the same as the following: (3 marks)

i) Ale

ii) None

ii) Passed

g) For each of the following utterances, indicate whether you will say it with a falling or rising intonation. (5 marks)

i) Which school does Fatuma go to?

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

1. Did you say you wanted to see me?

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

1. He never liked people who told lies .

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

1. How do you like your English?

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

1. They cook very good food in that restaurant.

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

*h) The phone rings.*

Mr.Maina: *(picking the phone)* Yes!

Ken: Who is speaking please?

Mr.Maina: What do you want?

Ken: I would like to speak to …

Mr.Maina: Speak up I can’t hear what you are saying!

From the above telephone conversation, identify and explain at least three cases of lack of telephone etiquette. (3 marks)

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