

a) Read the narrative below and then answer the questions that follow:

One afternoon, a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally, the little girl did come a long and she was carrying the basket of food. “Are you carrying the basket to your grandmother?” asked the wolf. The little girl answered, “Yes I am.” So the wolf asked the girl where her grandmother lived. When the girl told him, he disappeared to the woods. When the little girl opened the door of her grandmother’s house, she noticed there was some body in bed with a night cap and a night gown. She realized that it was the wolf, so the little girl took a gun from her basket and shot the wolf dead.

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

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

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b) State whether the **stress** would fall on the first or second **syllable** on the word in bold by underlining. (2marks)

- i) I don’t like associating with that **rebel**.
- ii) Waiyaki had a lot of **respect** for the elders
- iii) We **manage** to turn the businesses
- iv) You can **access** a lot of information in the internet

c) Explain the **emphatic stress** on the underlined words in the following sentences. (4marks)

i) Peter cooked rice today.

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ii) Peter cooked rice today.

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iii) Peter cooked rice today.

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iv) Peter cooked rice today.

d) Indicate **intonation** in the following sentences. Write **F** and **R** against each sentence to represent falling and rising intonation respectively. (2marks)

- i) Who among you did it?
- ii) Is this really true?
- iii) Yes, she is in
- iv) Do you trust me?

e) You are giving this speech **without** a **public address** system. How do you ensure you are **heard** clearly by everybody? (2marks)

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f) You are having a conversation with your friend. How do you know it is your **turn** to speak?(4marks)

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g) Peter is presenting his speech. Your friend, John claims that Peter is **not confident**. What could have warranted this claim? (4marks)

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h) Read the following riddle and the answer the question that follow. (6marks)

Challenger : Riddle! Riddle!
Respondents : Riddle come.
Challenger : I got a house without a door
Respondents : A ball
Challenger : No
Respondents : A sack
Challenger : No
Respondents : A wheel.
Challenger : No. Get me a prize
Respondent : We give you Lake Nakuru, full of flamingoes.
Challenger : I accept. The answer is an **egg**.

Identify and illustrate the six stages of **riddle** performance in the above riddle session. (6marks)

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MARKING SCHEME

a)

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

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

(Any three well developed points. Accept any other appropriate preparation, 1 mark each- 3marks)**ii) If you were narrating this story, how would you ensure your audience remains glued to the story? (3marks)**

- ✦ I would use the hoarse tone when saying the wolf's question, "Are you carrying the basket to your grandmother?" and soft tone for the little girl's reply "Yes I am." to show difference in their voices.
- ✦ I would dramatize the how the little girl took the gun to show how menacing she was.
- ✦ I would mimic the sound of the gun shot to show how shooting took place.

(Identify the cue, the specific actions on a specific line of the narrative and the reason for the action. Both verbal and non-verbal required)**b) State whether the stress would fall on the first or second syllable on the word in bold by underlining. (2marks)**

- i) I don't like associating with that **rebel**. √ ½
- ii) Waiyaki had a lot of **respect** √ ½ for the elders
- iii) We **manage** √ ½ to turn the businesses
- iv) You can **access** √ ½ a lot of information in the internet

(Underlining should only cover the stressed syllable)**c) Explain the emphatic stress on the underlined words in the following sentences. (4marks)**

- i) **Peter** cooked rice today.
It was Peter and no one else that cooked rice today.
- ii) Peter **cooked** rice today.
Peter cooked and did nothing else to rice today.
- iii) Peter cooked **rice** today.
Peter cooked rice and nothing else today.
- iv) Peter cooked rice **today**
Peter cooked rice today and not any other day.

(Each well-developed sentence, 1 mark)**d) Indicate intonation in the following sentences. Write F and R against each sentence to represent falling and rising intonation respectively. (2marks)**

- i) Who among you did it?**F**√ ½
- ii) Is this really true?**R**√ ½
- iii) Yes, she is in.....**F**√ ½
- iv) Do you trust me?**R**√ ½

(Accept only F and R)

e) You are giving this speech without a public address system. How do you ensure you are heard clearly by everybody? (2marks)

- i.) I will raise my voice to be heard by everybody.
- ii.) I will move closer to the audience to ensure that I'm heard by everybody
- iii.) I will ensure that the audience is able to read my lips.
- iv.) I will articulate the words properly to ensure clarity and avoid any confusion. **(Any two, 1mark each)**

f) You are having a conversation with your friend. How do you know it is your turn to speak? (4marks)

- i.) When I am asked a question, for example, *'Did you want to add anything?'*
- ii.) When the voice of my partner trails off (his/her voice becomes weaker to the extent you may not hear his words)
- iii.) When the person I'm speaking with indicates that they are done speaking with a closing statement, for example, *'That's all I wanted to say.'* or *'I think I have made my point.'*
- iv.) When the person I'm speaking with uses marker words (those that allow the other a chance to speak), for example, *'well...'* or *'so...'*
- v.) When the person I'm speaking with drops the pitch or volume of his/her voice at the end of their utterance. This is the use of falling intonation.
- vi.) When the person I'm speaking with uses gestures to signal to me to contribute.

(Any four well developed point, 1mark each)

g) Peter is presenting his speech. Your friend, John claims that Peter is not confident. What could have warranted this claim? (4marks)

- i. Peter could have spoken with a squeaky voice.
- ii. Peter's hands could have shaken when delivering the speech.
- iii. Peter could have shown facial flashes.
- iv. Peter's palms could have been sweaty.
- v. Peter could have been hesitating while speaking.

(Any four well developed point, 1mark each)

h) Identify and illustrate the 6 stages of riddle performance in the above riddle session. (6marks)

Proposition/Invitation: The Challenger expresses the intention to deliver a riddle by saying for 'Riddle..Riddle.'

Response/Acceptance: The Respondents/Audience responds by saying 'Riddle come' in acceptance.

Riddle Itself: The Challenger say the actual riddle, which is, 'I got a house without a door.'

Guesses/Trials: The Respondents/Audience tries giving appropriate answers to the riddle, 'A ball,' 'a sack' and 'a wheel'

Prizes: All the three guesses given by the respondents are incorrect, the challenger asks for a hypothetical prize from the respondents and he's given L. Nakuru.

Answer/Solution: satisfied by the prize proposed by the respondents, the challengers provide the correct guess of the riddle which is an egg.

(Each point, 1mark. Must follow the sequence)