**SAMPLE ORAL SKILLS: FORM 4 PRACTICE 1 (2020)**

1. **Read the oral poem below and respond to the questions that follow.**

**A BAREFOOT BOY**

A barefoot boy! I mark him at his play…

For May is here once more, and so is he,…

His dusty trousers, rolled half to the knee,

And his bare ankles grimy, too, as they:

Cross- hatchings of the nettle, in array

Of feverish stripes, hint vividly to me

Of woody pathways winding endlessly

Along the creek, where even yesterday

He plunged his shrinking body – gasped and shook

Yet called the water ‘warm’ with never lack

Of joy. And so, half enviously I look

Upon this graceless barefoot and his track,…

His toe stubbed…, his big toe-nail knocked back

Like unto the clasp of an old pocketbook.

1. Identify and illustrate two devices that make the poem musical. (2mks)
	1. **Alliteration: ‘…water ‘warm’ with’ /w/** *NB: Isolation of sounds using forward slashes // is optional.*

 **‘…barefoot boy………/b/**

 **‘…woody…winding…/w/**

* 1. **Rhyme: ‘Play/array/they/yesterday’**

 **‘Shook, lack, track, back, pocketbook.’**

 **‘He, knee, me’**

 **Alliteration and rhyme create rhythm which contributes to musicality.**

1. How would you effectively recite line 13 of this poem? (2mks)

**I would use appropriate *gestures* by *pointing at my toe* using my *index finger* to *indicate injured toe* alongside *stressing content words* such as *toe, stubbed, big, toe-nail* and *knocked which, by themselves, create meaning that the big toe-nail got stubbed and knocked hence suggesting its injury.***

**OR**

**I would use an *appropriate tone (doleful one)* that *expresses an excruciating pain associated with stubbed and knocked toe-nail* accompanied by *an appropriate facial expression* such as *wearing a grimaced face to denote the pain associated with stubbed and knocked toe-nail.***

1. Which word would you stress in line 12? Give a reason. (2mks)

***Graceless, barefoot* and *track.* They are *content words.* It is through these significant words that a clear picture of his awkward looking barefoot legs is painted as he was on the rough path.**

b) One of the features in listening skills is maintaining a meaningful eye-contact with the speaker. Why do you think it is important to do so? (3mks)

1. **It enables one to assess the concentration of the audience. If they maintain it, they are attentive. If they fail to do so, they are inattentive.**
2. **It influences their/ audience’s mood (frame of mind). The audience is likely to express confidence in you and your presentation if you maintained your eye - contact with them. The reverse is true.**
3. **It gives the audience a positive impression/ feeling about the speaker.**

c) Consider the following oral literature item.

 *Mi moet moet a moita* (There is a wound in a calf’s stomach)

1. Classify the above genre (1mk)

**Tongue twister**

1. Identify and illustrate two features of sound in the above genre. (2mks)
2. **Alliteration: ‘Mi moet moet a moita’ /m/**
3. **Repetition: ‘…moet moet…’ ‘moet’ has been repeated.**
4. Explain what is lost if the item above is translated from its original language. (2mks)
5. **The sound patterns/features: alliteration, rhythm/ musicality is lost.**
6. **Authenticity; originality in it is lost.**
7. **Local flavour; the local beauty gets lost.**
8. **Connotative meaning; suggested or implied meaning beyond the literal one gets lost.**
9. Give one role of the above item (1mk)
10. **Trains one in pronunciation/ Perfects pronunciation skills.**
11. **It tests reading speed.**
12. **It is used for entertainment. (Any ONE)**
13. **Read the following oral narrative and answer the questions that follow:**

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

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

 The race began and without donkey’s knowledge, the chameleon jumped on the donkey’s tail. They ran and ran, until the donkey was so tired until he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey’s tail and said, “Now my friend, are you any faster than I?”

 “No, now I know that you are a man,” answered the poor donkey.

1. What would you do in order to capture the attention of the audience before you begin to tell the story?

**I would:**

 **Ask relevant question to audience: ‘Who is faster between a donkey and chameleon?’**

**Sing an appropriate or related song.**

**Give an appropriate proverb, riddle or puzzle.**

**Clap to attract attention.**

**Clear my throat.**

**Call the name of the people in the audience.**  (2 marks)

1. How would you make the narration of the line indicated in **bold** effective? (4marks)

***Vary my tone*: I would use an authoritative tone to show/denote the donkey’s confidence and sense of arrogance.**

***Project my voice*: I would raise my voice towards the end of the sentence to indicate intense donkey’s authority and arrogance.**

***Gesticulate/ use gestures*: I would point at someone in the audience to show how donkey points at chameleon threateningly.**

***Use facial expression*: I would show a bright face to indicate donkey’s confidence.**

1. If you are part of the audience for this story, **explain two** things you would do to show that you are participating in the performance.

**I would maintain eye contact in order to make the speaker have positive impression about me.**

**I would nod in agreement with whatever the speaker is saying / performing.**

**I would answer any question regarding the story by the narrator during narration.**

**I would laugh at funny instances where the speaker injects humour.**

**I would respond to narrator’s use of tonal variation, gestures, facial expressions and other oral cues.**

**I would ask relevant questions at the end perhaps to seek clarification or otherwise.** (4marks)

b) For each of the following words write another that is pronounced the same. (3marks)

i. Quay, **key**

ii. Seed, **Cede**

iii. Not, **Knot**

 c)   There is need to light a night light on a light night like tonight.

 i) Identify the above genre. (1mark)

 **Tongue twister**

 ii) Give two functions of the genre. (2marks)

* + 1. **Trains in language skills; fluency.**
		2. **Trains in memory skills/ develops one’s ability to recite.**
		3. **Entertainment – causes humour and amusement because they are spoken rapidly.**
		4. **To teach good pronunciation.**

 d) For each of the following words, write two sentences to bring out two different meanings.

 (4Marks)

1. Polish:
2. The soldier was ordered to **polish** his boots. **(Verb)**
3. He used black **polish** on his shoes. **(Noun)**
4. She is **polish**. **(Adjective)**
5. Intimate:
6. Lexy has become an **intimate** friend. **(Adjective)**
7. **Intimate** to him that the guests will arrive early. **(Verb)**

**NOTE: The sentences in (d) must have their root forms of verb retained. They must be of different grammatical functions/ word classes. #Mr. Tum. E. # 2020.**