**THE NIGHT MAIL**

This is the Night Mail crossing the boarder

Bringing the cheque and the postal order,

Letters for the rich, fetters for the poor,

The shop at the corner, the girl next door.

Pulling up the Beatlock, a steady climb

“The gradient’s against her, but she is on time”

Past cotton grass and moorland boulder

Shoveling white steam over her shoulder

Snorting noisily, she passes

Silent miles of wind bent grass.

(By Koenraad Kuiper)

(a) Identify any three sets of rhyming words in this poem

 (b) Why do you think the poet uses rhyme in this poem?

 (c) Quote the line in the poem in which we have speech forms

(d) Which words sound rough in line 9?

(e) Supply homophones for the following underlined words in the poem

(i) Mail…………………………………………...............................................

(ii) Cheque…………………………………………………………………….

(iii) Psychology..................................................................................................

**THE DRUM**

 The drum’s a very quiet fellow

 When he’s left alone

But oh, how he does roar and bellow

Rattle, snap and groan,

Clatter, spatter, dash and patter,

Rumble, shriek and moan

When I take my stick in hand

And beat him soundly from the band.

(i) Identify the rhyming words of the poem.

(ii) What is the rhyme scheme of the poem?

(iii) Give three ways through which rhythm has been achieved in this poem.

(iv) How would you say the sixth line of the poem.

**Read the oral poem below and answer the questions which follow**

**ACOLI SONG**

If death were not there,

Where would the inheritor get things?

The cattle have been left for the inheritor;

Ee, how would inheritor get the things?

The iron- roofed house has been left for the inheritor.

The inheritor is most lucky;

Ee, brothers tell me.

If death were not there,

Ugly one, whose daughter, would have married you?

A wife has been left for the inheritor;

Ee, inheritor, how would you have lived?

The house has been left for the inheritor;

If death were not there?

How would the inheritor get things?

*(From ‘An introduction to East Africa Poetry’ by Jonathan Kariara and Ellen Kitonga)*

1. Show how rhythm has been achieved in this song. ( 2 marks)

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ii) How would you say the last line of the song and why? (2marks)

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1. Imagine you are reading this song aloud in class. Explain three ways in which you would ensure your audience gets the message well. (3 marks)

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

Every step I take,

Every more I make,

Every single day,

Every time I pray,

I’ll be missing you.

Thinking of that day

When you went away

What a life to live

What a bond to break

I’ll be missing you.

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

(ii) Explain the functions of the sound pattern in the poem other than rhyme. (4 marks)

iii) How would you say the last line of the poem? Explain

***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.

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

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

 during the recitation of the above poem.

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

***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)

 (ii) How can the audience contribute towards the successful delivery of the introduced narrative (iii)Explain the kind of preparations the narrator might have had in readiness for the performance above (2mks)

(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)

 **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.

(i) Identify the rhyme scheme of this poem? (2 marks)

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

 (iii) Would you use the rising or the falling intonation in reading line 3 in stanza one in this poem? Give reason. (1 mark)

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

 **THE CROW**

1. Cross 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

 2. Crows on the wing

 What symphony sings

 The wind in their wings

 as they swoop as they rise

 To the sea, to the skies

 As they float in the light

 Air, like fragments of night

 i)Describe the rhyme of the poem, to what essence has it been used ? (3 marks)

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 ii)Apart from use of rhyme, identify three sound pattern evident in the poem. (3 marks)

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(i) To create rapport 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 *(any3x1=3mks)*

 (iii) rehearsal of the narrative

 Researching on the culture of the audience

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

 (iv) Some problems include

 Inaudibility (not being audible)

 Stage fright

 Capturing the audience’s attention fully

 Maintaining eye contact

 Maintaining logical flow of ideas