

ENGLISH & LITERATURE NOTES

FORM 1 SIMPLIFIED VERSION

QUICK REVISION GUIDE

*An Updated Well-Organized Detailed Learning Notes for the
Current Form 1 Syllabus.*

**A Comprehensive Summary Analysis of
English & Literature Work.**

SERIES 1

Past KCSE Topical Questions Available At The End Of This Book.

Mr Isaboke 0746 222 000

MWALIMU CONSULTANCY

Copyright ©Mwalimu

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the publisher except for the use of brief quotations in a book review.

Printed in Kenya

00100

Nairobi

0746-222-000

mwalimuconsultancy@gmail.com

Mwalimu Consultancy Ltd.

LISTENING AND SPEAKING.

PRONUNCIATION

PRONUNCIATION OF VOWEL SOUNDS

In English, we have various vowel sounds. We shall study them one after the other.

Sound /ə/

Consider the letter 'a' in the words below. Each says this sound.

- | | | | |
|---------|--------|----------|--------|
| • Pan | • Pat | • Track | • Rag |
| • Fan | • Dad | • Cram | • Sand |
| • Ban | • Ham | • Fanned | • Slam |
| • Brash | • Mat | • Flash | • Tag |
| • Cat | • Rash | • Pack | • Man |

Sound /ɜ:/

- This sound is more like the sound you make when you are disgusted.
- The letters in boldface say this sound. Study them carefully.

- | | | | |
|---------|---------|--------|---------|
| • Bird | • Berth | • Cur | • Pert |
| • Shirt | • Her | • Fur | • Stir |
| • Flirt | • Heard | • Firm | • Blur |
| • Turn | • Hurt | • Herd | • Shirk |
| • Learn | • Purse | • Burn | • Surge |
| • First | • Birth | • Curt | |

Sound /ɑ:/

- It is pronounced by having a much wider open mouth position.
- Inside your mouth is shown in the process of saying this sound.
- Examples of words bearing this sound include:

- | | | | |
|---------|---------|--------|--------|
| • Far | • Heart | • Bard | • Dart |
| • Farm | • Hard | • Cart | • Card |
| • Guard | • Bar | • Car | • Par |

Sound /ə/

- This sound (referred to as schwa) is a short vowel sound.
- It mostly found in words containing letter 'o', for example,

- Confuse
- Contemptuous
- Continue
- Condolence

➤ Also in words such as:

Business

Sound /A/

Examples of words containing this sound include:

- Sun
- Son
- Some
- Pun
- Fun
- Cum
- Cup
- But
- Much
- Begun
- Fun
- Sung
- Swum
- Bug
- Bunk
- Brush
- Hum
- Rung
- Truck
- Stunned
- Drum
- Dumb
- Fund

Sound /ɔ:/

➤ It is a long sound.

➤ The mouth doesn't move while saying this sound, and it can be pronounced as long as you have breath.

➤ It is said in words such as:

- Or
- More
- Chores
- Dorm
- Pork
- Door
- Four
- Fore
- Nor
- Law
- Cord
- Form
- Horn
- Lord
- Saw
- Shore
- Chalk
- Jaw
- Scorn

Sound /ɒ/

➤ It is a short sound.

➤ The mouth doesn't move.

➤ Each of the words below bear this sound:

- Got
- On
- Cost
- Lost
- Odd
- Boss
- Stock
- Plot
- Block
- Cock
- Cop
- Mop
- Rod
- Sock
- Shot
- Pot
- Blot
- Crock
- Frog
- Swat
- Swatch

Sound /v/

bosom

Sound /I:/

- Long sound
- Said in words such as the ones below:
 - Sheep
 - Feet
 - Meat
 - Tweet etc.

Sound /i/

It is a short sound.

In words such as:

- Fit
- Bit
- Quit
- Blip etc.

Exercise

The table below has columns with different sounds. Pronounce each of the words in the list and classify, according to the highlighted letter(s), under the column that bears that sound.

Chip	Greased	Still	cheat
Jeep	Teal	Blip	blink
Creek	Hill	Fill	thrill
Wet	Sit	Bed	jet

/i:/	/I/	/e/

PRONUNCIATION OF CONSONANT SOUNDS

The sound /tʃ/

- Made by releasing the stopped air through your teeth by the tip of your tongue.
- It is voiceless because vocal cords do not vibrate when you say it.
- Most words with letters 'CH' say this sound, for example,

Church Teach Crunch

Chips Pinch Much

- There are those with letters 'TCH' for example,

Catch Batch Kitchen

Watch Itch witch

- Some are with letters 'TU', for example,

Century

Spatula

The Sound /dʒ/

- Pronounced the same way as /tʃ/. It is just that it is voiced.
- Letters representing this sound include:

(a) Letters 'DG'

• Fudge • Budge • Bridge • Judge

(b) Letter 'J'

• Judge • Joy • Eject • Jake
• Jump • Joke • July • Project

(c) Letters 'DU'

• Procedure • Graduate • Individual

(d) When letter 'G' represents the sound

It does that when it is in front of an 'e', 'i', or 'y'

(i) Letters 'GE', for example,

• Agent • Gel • Gentle • Large
• Germ • Angel • Bilge • Singe
• Gem • Danger • Urgent • Enlarge
• Budget • Emergency • Knowledge • Challenge

- Ridge
- Emerge

(ii) Letters ‘GI’, for example,

- Agile
- Gist
- Engineer
- Original
- Allergic
- Digitize
- Fragile
- Vigilant
- Apologize
- Eligible
- Fugitive
- Contagious
- Giraffe
- Legion
-

(iii) Letters ‘GY’, for example,

- Allergy
- Analogy
- Gym
- Clergy
- Zoology
- Liturgy
- Egypt
- Stingy
- Panegyric

The Sound /f/

- The sound is unvoiced or voiceless.
- Air is stopped by pushing the bottom lip and top teeth together. The air is then pushed through to produce this sound.
- The /f/ sound has the following letters saying it:

(a) Letter ‘F’

- Four
- Knife
- Family
- Puff
- Wife
- Life
- Staff
- Five

(b) Letters ‘PH’

- Phone
- Paragraph
- Graph
- Phrase

(c) Letters ‘GH’

- Cough
- Laugh
- Tough
- Rough
- Enough
- Draught

The Sound /v/

- The same mouth shape as /f/ is formed when pronouncing the sound /v/.

- It is voiced.
- Your top teeth is put on your bottom lip.
- Words bearing this sound include:
 - Van
 - Vehicle
 - Vice
 - Unvoiced
 - Voice
 - Obvious
 - Previous
 - Drive
 - Save
 - Jovial
 - Virtue
 - Care
 - Wolves
 - Knives

The Sound /d/

- /d/ is voiced. The vocal cords vibrate.
- The low of air is stopped at the front of the mouth by tongue.
- Practice speaking the words below:
 - Dad
 - Do
 - Did
 - Dog
 - Mad
 - Sad
 - Bad
 - Done
 - Loud
 - And

Sound /t/

- To make this sound, your tongue stops the flow of air at the front of your mouth.
- It is a voiceless/unvoiced sound.
- It said in words like:
 - To
 - Top
 - Get
 - Hot
 - Pot
 - Butter
 - Later
 - What
 - Today
 - Tuesday

The sound /k/

There are various letters that say the sound /k/. let's study these letters.

- Letter 'K' always say this sound. Examples of words include:
 - Kill
 - Key
 - Kick
 - Sake
 - Kitten
 - Keep

➤ Letter 'C', for example,

- Call
- Corn
- Cane
- Campaign
- Camp
- Confusion
- Cucumber
- Colic etc.

➤ Letters 'CK' for example

- Kick
- Mock
- Truck
- Back etc.

➤ Letter 'Q' for example,

- Quack
- Quail
- Quartz
- Quarter
- Quick

➤ Letters 'CH', for example,

- Chaotic
- Character
- Ache

The Sound /g/

Found in words such as:

- | | | | | |
|----------|----------|-----------|---------|-----------|
| • Galaxy | • Gibbon | • Gazelle | • Gown | • Geyser |
| • Game | • Give | • Gecko | • Girl | • Garbage |
| • Gate | • Goat | • Gold | • Ghost | |

The Sound /h/

➤ This sound is unvoiced – only air passes through the mouth when said.

➤ The teeth are put together and the corners of the lips are brought together towards the middle.

➤ Most words with letters 'sh' this sound. For example,

Shape

Shop

bishop

➤ There are words with letters ‘**CH**’ that say this sound, for example,

Brochure	Chute	Chicago	Quiche
Cache	Chef	Michigan	chaise
Cachet	Chiffon	Chevrolet	
Chagrin	Niche	Fuchsia	
Champagne	Ricochet	Cliché	
Charade	Charlotte	Chivalry	

➤ Some words with ‘**SU**’ also say it, for example,

Sugar	Sure	Pressure
Surmac	Issue	

➤ There are yet those with letters ‘**TIO**’, for example,

Nation	Option
Motion	Caution

➤ Then there are those with letters ‘**SIO**’, for example,

Submission	Commission	Confession
------------	------------	------------

Sound /θ/

➤ Pronounced with your tongue between your teeth.

➤ It is unvoiced.

➤ The words bearing this sound include:

• Mouth	• Thought	• Growth	• Three
• Thing	• Tenth	• North	• Theme
• Faith	• Math	• Truth	• Therapist
• Fourth	• Myth	• Pith	• Thigh
• Thick	• Thumb	• Thank	• Thickness
• Think	• Youth	• Thorn	
• Three	• Thrive	• Thimble	

Sound /ð/

➤ Unlike /θ/, it is voiced.

➤ It also pronounced with tongue touching or between your teeth.

➤ It is found in such words as:

• With	• Clothing	• Thence	• Their
• There	• These	• Then	• they

Sound /s/

- This is a hissing sound like a snake.
- It is voiceless.
- The few rules for some of the common spellings that say the sound /s/ are:

(a) Letter ‘S’, for example,

Sit	Say	Boss	Misty
Wise	Sad	This	Sunday
Dogs	Sound	Lips	

(b) Letter ‘SC’, for example,

Muscle	Descend	Science	Scream
--------	---------	---------	--------

(c) Letter ‘X’, for example,

Fix	Fox	Next	Mix
-----	-----	------	-----

(d) Letter ‘C’, for example,

Face	City	Fence
Practice	Circle	License

Sound /z/

- The /z/ is like the sound of buzzing bees.
- It is voiced.
- Most words with the letter ‘Z’ say /z/, for example,

• Zoo	• Zebra	• Buzz	• Doze
• Zip	• Quiz	• Freeze	• prize

➤ There are those words with letter ‘S’ saying this sound, for example,

• Is	• Roses	• Sounds	• Ties
• Was	• Frogs	• Pose	• Has
• His	• Girls	• Reason	• Flows
• Hers	• Friends	• Rise	• Because
• Nose	• Lies	• Eyes	• Shoes
• Noise	• Busy	• These	• Visit
• Noises	• Tuesday	• Days	• Those
• Rose	• Wednesday	• Says	• Bananas

- cows

➤ The other group of words are those with letter 'X', for example,

Exist, anxiety

Sound /ʒ/

➤ Words bearing this sound are borrowed from French.

➤ Pronounced in the same way as /ʒ/ only that is voiced.

➤ The examples of words with this sound are:

Garage	Seizure	Amnesia	Cashmere
Beige	Leisure	Collision	Asia
Massage	Persian	Division	Visual
Sabotage	Conclusion	Version	Vision
Genre	Casual	Television	Lesion
Measure	Casually	Exposure	Decision
Treasure	Usual	Occasion	Caucasian
Closure	Usually	Persuasion	

Practice in sentences

(a) Measure the beige door on the garage.

(b) It was my decision to fly to Asia to seek treasure.

Sound /r/

➤ Raise the back of your tongue to slightly touch the back teeth on both sides of your mouth.

The centre part of the tongue remains lower to allow air to move over it.

➤ It is voiced.

➤ It is found in words with letter 'R' e.g.

- Red

- Friday

- Worry

- Sorry

- Marry

➤ It is also said in words with letters 'WR' e.g.

- Write

- Wrong

- Wrath

- Wry

- Wring

Sound /w/

- Your lips form a small, tight circle when making the sound /w/.
- Letters representing the /w/ sound are:

• Letter ‘W’

Woman	New	Win	Towel
Wife	Sweet	Rewind	Wait

• Letters WH

Why	When	What	Whom	Whole
Where	While	White	Who	

• Letters ‘QU’

Quit	Quite	Queer	Quota
Quick	Quiet	Queen	Quickly

• Others

One
Choir

Sound /m/

- Made by pressing the lips lightly.
- The words that follow contain the sound:

- | | | | |
|--------|-----------|----------|----------|
| • Mum | • Me | • Farmer | • Meat |
| • Mine | • Morning | • Shame | • Myself |

Exercise 1

Read the sentence below pronouncing each word correctly and then group the words in their appropriate columns. Consider the highlighted letters.

The seven students took the first test for their driver’s licenceson Thursday.

/s/	/z/

Circle the letter(s) that say /f/ and underline those saying /v/ in the sentences below.

- (a) Please forgive me for forgetting the leftover food.
- (b) Save the four wolves that live in the cave.

DIPHTHONGS

➤ A diphthong is a combination of two vowel sounds.

➤ Some of the diphthongs include:

• /əv/

• /au/

• /ei/

/əv/

In words like;

- | | | | | |
|----------|------------|----------|-----------|------------|
| • Role | • Moment | • Owe | • Mexico | • Don't |
| • Bone | • Bonus | • Own | • Potato | • Soul |
| • Phone | • Focus | • Bowl | • Tomato | • Shoulder |
| • Stone | • Vogue | • Blow | • Logo | • Road |
| • Close | • Social | • Grown | • Motto | • Load |
| • Note | • Soldier | • Throw | • Cold | • Boat |
| • Notice | • Coworker | • Go | • Gold | • Coast |
| • Lonely | • Most | • Ago | • Bold | • Coat |
| • Home | • Post | • No | • Sold | • Oak |
| • Hope | • Host | • So | • Told | • Soak |
| • Open | • Ghost | • Toe | • Roll | • Approach |
| • Ocean | • Both | • Hero | • Poll | • Boast |
| • Remote | • Low | • Zero | • Control | • Ok |
| • Solar | • Know | • Veto | • Bolt | • Obey |
| • Polar | • Mow | • Ego | • Colt | • Omit |
| • Modal | • Sow | • Echo | • Folk | • Hotel |
| • Total | • Show | • Radio | • Comb | • Motel |
| • Motor | • Tow | • Studio | • Won't | |

/au/

Said in words such as:

- How
- Cow
- Now
- Allow
- Owl
- Brown
- Down
- Town
- Clown
- Drown
- Crown
- Crowd
- Powder
- Browse
- Loud
- Proud
- Cloud
- Out
- Shout
- About
- Doubt
- Foul
- Noun
- House
- Mouse
- Mouth
- South
- Couch
- Found
- Ground
- Around
- Pound
- Sound
- Count
- Amount
- Mountain
- Announce
- Bounce
- Allowing
- Towel
- Bowel
- Power
- Tower
- Flower
- Shower
- Hour
- Our
- Sour
- Flour
- coward

/ei/

The words containing this diphthong are:

- wait
- late
- bait
- date
- tale
- bail
- bale
- sale
- gate
- waste
- wade
- baby
- bacon
- paper
- April
- Danger
- Angel
- Stranger
- Basis
- Lazy
- Crazy
- Fail
- Mail
- Sail
- Rail
- Raise
- Raid
- Afraid
- Wait
- Straight
- Faint
- Paint
- Fate
- Rate
- Kate
- Race
- Base
- Place
- Lake
- Take
- Name
- Ache
- Rage
- Patient
- Racial
- Nation
- Nature
- Fatal
- Patriot
- Radio
- Vacant
- Weight
- Eight
- Vein
- Neighbour
- Break
- Steak
- Age
- Wage
- Save
- Cave
- Wave
- Ray
- Gray
- Play
- Lay
- Day
- May
- Pray
- Convey
- Survey
- Stain
- Change etc.

Exercise

Write another word pronounced the same way as:

- | | | | |
|---------|----------|----------|----------|
| a) Gait | e) Pain | i) Vain | m) Sew |
| b) Made | f) Plain | j) Waist | n) No |
| c) Mail | g) Sale | k) Wait | o) Toe |
| d) Pale | h) Tale | l) Eight | p) Grown |

MINIMAL PAIRS

Study the pairs of words below carefully.

Fit – feet

Let – late

Van – fan

Pun – pan

- What do you notice? You realize that only one sound makes the pronunciation of one word distinct from the other. Each pair is called a *minimal pair*.
- A minimal pair is therefore a pair of words that vary by only one sound especially those that usually confuse learners, such as /l/ and /r/, /b/ and /p/, and many others.

Minimal Pairs of Vowel Sounds

Sound /i/ and /i:/

- | | |
|---------------------|--------------------------|
| 1. Bid – bead | 10. Sin – seen/ scene |
| 2. Bit – beat | 11. Still – steal/ steel |
| 3. Bitch – beach | 12. Sick – seek |
| 4. Bin – bean/ been | 13. Is – ease |
| 5. Chip – cheap | 14. Itch – each |
| 6. Fit – feat/ feet | 15. Risen – reason |
| 7. Fist – feast | 16. Piss – piece/ peace |
| 8. Fizz – fees | 17. Pick – peak/ peek |
| 9. Gin – gene | 18. Mill – meal |

Exercise

Write another word in which either sound /i/ and /i:/ will make it vary from the one given.

- | | | | |
|-----------|-----------|----------|---------|
| (a) Hit | (c) Tin | (e) Lip | (g) Kip |
| (b) Sheet | (d) Peach | (f) Neat | (h) Eel |

- (i) Greed (j) Pill (k) Skied (l) Skim

Sounds /i/ and /e/

- | | |
|--------------------|--------------------|
| 1. Did – dead | 7. Fill – fell |
| 2. Disk – desk | 8. Bid – bed |
| 3. Built – belt | 9. Bill – bell |
| 4. Bit – bet | 10. Lit – let |
| 5. Lipped – leapt | 11. List – lest |
| 6. Middle – meddle | 12. Clinch – clenc |

Exercise

Complete the table below with a word in which either the sound /e/ or /i/ brings the difference in pronunciation.

	/e/	/i/
1	Head	
2		Miss
3		Hymn
4	Led	
5	Fen	
6		Lid
7	Den	
8	Peg	

Sounds /e/ and /ei/

The following words vary by one having the vowel sound /e/ and the other a diphthong /ei/

- | | |
|---------------------|-------------------------|
| 1. Wet – wait | 8. Lest – laced |
| 2. Bread – braid | 9. Tech – take |
| 3. Fen – feign | 10. West – waste/ waist |
| 4. Bed – bade | 11. When – wane |
| 5. Get – gate/ gait | 12. Edge – age |
| 6. Let – late | 13. Gel – jail |
| 7. Met – mate | 14. Lens – lanes |

- | | |
|--|---|
| <p>15. Breast – braced</p> <p>16. Sent – saint</p> <p>17. Test – taste</p> <p>18. Best – based</p> | <p>19. Wren – rain/ reign</p> <p>20. Led – laid</p> <p>21. Bled – blade</p> <p>22. Fed – fade</p> |
|--|---|

Exercise

Each word below has another word in which either the sound /e/ or /ei/ will bring the distinction in pronunciation. Write that word.

- | | | | |
|----------|----------|----------|------------|
| (a) Fell | (d) Sell | (g) Raid | (j) Stayed |
| (b) Pain | (e) Well | (h) Date | (k) Bet |
| (c) Hail | (f) Mate | (i) Men | (l) Jail |

Sounds /æ/ and /ʌ/

- | | |
|--|---|
| <p>1. Batter – butter</p> <p>2. Cap – cup</p> <p>3. Cat – cut</p> <p>4. Back – buck</p> <p>5. Brash – brush</p> <p>6. Dabble – double</p> <p>7. Rang – rung</p> <p>8. Track – truck</p> <p>9. Bad – bud</p> <p>10. Began – begun</p> <p>11. Bag – bug</p> <p>12. Pan – pun</p> | <p>13. Drank – drunk</p> <p>14. Fan – fun</p> <p>15. Hat – hut</p> <p>16. Badge – budge</p> <p>17. Hang – hung</p> <p>18. Massed – must</p> <p>19. Rash – rush</p> <p>20. Sank – sunk</p> <p>21. Ran – run</p> <p>22. Swam – swum</p> <p>23. Ban – bun</p> <p>24. Ham – hum</p> |
|--|---|

Exercise

Complete the table below with the minimal pair of the word. Consider the sound indicated in each column.

	/æ/	/ʌ/
(a)		But
(b)	Match	
(c)	Mad	
(d)		Flush

(e)	Cam	
(f)		Dumb
(g)	Sang	
(h)		Uncle
(i)	Crash	
(j)	Sack	
(k)		Dump
(l)		Tug

Sounds /æ/ and /e/

look at the list below.

- | | | |
|---------------|------------------|-------------------|
| 1. Bad – bed | 6. Sat – set | 11. Pan – pen |
| 2. And – end | 7. Shall – shell | 12. Sad – said |
| 3. Had – head | 8. Man – men | 13. Manned – mend |
| 4. Jam – gem | 9. Bag – beg | 14. Land – lend |
| 5. Pat – pet | 10. Ham – hem | |

Exercise

Complete the table with appropriate word that vary with the sound indicated in the column.

	/æ/	/e/
(a)	Marry	
(b)		Blend
(c)	Cattle	
(d)	Vat	
(e)	Sacks	
(f)		Trek
(g)	Trad	
(h)		met

Minimal Pairs of /ɑː/ and /ɜː/

- | | | |
|-----------------------|-------------------|-----------------|
| 1. fast – first | 7. guard – gird | 13. par – purr |
| 2. bath – berth/birth | 8. pa – per | 14. park – perk |
| 3. heart – hurt | 9. bar – bur | 15. star – stir |
| 4. bard – bird | 10. barn – burn | 16. arc – irk |
| 5. car – cur | 11. carve – curve | |
| 6. card – curd | 12. dart – dirt | |

Exercise 6

Considering the sounds /ɑː/ and /ɜː/, write the minimal pair of:

- | | | |
|----------------|----------|-----------|
| (a) far | (c) pass | (e) shark |
| (b) heard/herd | (d) farm | (f) curt |

Minimal Pairs of /b/ and /v/

- | | | |
|-------------------|-----------------|-----------------------|
| 1. bat – vat | 6. bale – veil | 11. broom – vroom |
| 2. beer – veer | 7. bane – vein | 12. dribble – drivell |
| 3. bowl – vole | 8. curb – curve | 13. dub – dove |
| 4. bow – vow | 9. bolt – volt | 14. jibe – jive |
| 5. gibbon – given | 10. bowl – vole | 15. rebel – revel |

Exercise 7

There is another word that will vary with the one written below with just one sound.

Depending on the sounds /b/ and /v/, write that word.

- | | | | |
|----------|------------|----------|------------|
| (a) van | (c) Vest | (e) Vent | (g) Loaves |
| (b) boat | (d) Vowels | (f) Bury | (h) Verve |

Minimal pairs of /f/ and /v/

- | | | |
|-------------------|---------------------|--------------------|
| • Fan – van | • Serf/Surf – serve | • Gif – give |
| • Off – of | • Duff – dove | • Life – live |
| • Fat – vat | • Fie – vie | • Safe – save |
| • Fee – v | • Foal – vole | • Belief – believe |
| • Foul – vowel | • Guff – guv | • Feel – veal |
| • Fender – vendor | • Waif – waive | • Staff – starve |

- Feign – vain/ vein
- Foist – voiced
- Fox – vox
- Reef – reeve

Exercise 8

Write the minimal pair of the word below with consideration being either the sound /f/ or /v/.

- | | | | |
|-----------|-----------|-----------|------------|
| (a) Ferry | (d) Fine | (g) Veil | (j) Fault |
| (b) Leaf | (e) Half | (h) Grief | (k) Vile |
| (c) Vast | (f) Proof | (i) Calf | (l) Strive |

Minimal Pairs of Sounds/s/ and /θ/

- | | | | |
|------------------|-----------------|--------------------|--------------------|
| • Mouse – mouth | • Mass – math | • Gross – growth | • Truce – truth |
| • Sing – thing | • Miss – myth | • Sigh – thigh | • Suds – thuds |
| • Face – faith | • Pass – path | • Sin – thin | • Sought – thought |
| • Force – fourth | • Saw – thaw | • Sum – thumb | • Moss – moth |
| • Sick – thick | • Seem – theme | • Piss – pith | • Sank – thank |
| • Sink – think | • Some – thumb | • Sawn – thorn | • Sump – thump |
| • Sort – thought | • Song – thong | • Symbol – thimble | |
| • Tense – tenth | • Worse – worth | • Sore – thaw | |

Sounds /t/ and /d/

- | | | | |
|-----------------|--------------------|---------------------|------------------|
| • Town – down | • Tuck – duck | • Torn – dawn | • Tint – dint |
| • Touch – Dutch | • Tab – dab | • Teal – deal | • Sheet – she'd |
| • Tear – dare | • Tank – dank | • Teen – dean | • Wait – weighed |
| • Ten – den | • Tick – dick | • Tyre/tire – dire | • Tie – die |
| • Tongue – dung | • Tine – dine | • Toes – doze | • Try – dry |
| • Tart – dart | • Hat – had | • Tout – doubt | • Tear – dear |
| • Tech – deck | • Spent – spend | • Tug – dug | • Tip – dip |
| • Tin – din | • Too/ to/two – do | • Tale/ tail – dale | • Tame – dame |
| • Toe – doe | • Train – drain | • Teed – deed | • Team – deem |
| • Tough – duff | • Tide – dyed/died | • Tier – deer | • Tent – dent |

-
- Toast – dosed
 - Tux – ducks
 - Till – dill
 - Beat – bead
 - Tomb – doom
 - Tamp – damp
 - Tusk – dusk
 - Tower – dour
 - Tell – dell
 - Sight – side

Exercise 9

Each word below has another word in which all the sounds are the same except either the sound /t/ or /d/ is different. Write that word.

- | | | | |
|-----------|-----------|----------|------------|
| (a) Bat | (f) Bed | (k) Hit | (p) Nod |
| (b) God | (g) Bored | (l) Hurt | (q) Set |
| (c) Write | (h) Eight | (m) Mat | (r) Played |
| (d) And | (i) Bet | (n) Mend | (s) Sat |
| (e) At | (j) Feet | (o) Neat | (t) Dead |

Minimal Pairs of /k/ and /g/

Initial

- | | | | |
|-----------------|------------------|-----------------|-----------------|
| • Came – game | • Course – gorse | • Clamour – | • Cape – gape |
| • Card – guard | • Cram – gram | glamour | • Clam – glam |
| • Cold – gold | • Crepe – grape | • Clad – glad | • Cord – gored |
| • Clean – glean | • Crew – grew | • Crane – grain | • Coup – goo |
| • Crate – great | • Croup – group | • Creed – greed | • Crate – grate |
| • Cap – gap | • Crow – grow | • Krill – grill | • Cuff – guff |
| • Coast – ghost | • Key – ghee | • Cunning – | |
| • Kale – gale | • K – gay | gunning | |
| • Can – gone | | • Cab – gab | |

Final

- | | | | |
|------------------|----------------|----------------|--------------|
| • Clock – clog | • Crack – crag | • Stack – stag | • Beck – beg |
| • Dock – dog | • Prick – prig | • Whack – wag | • Cock – cog |
| • Frock – frog | • Puck – pug | • Wick – wig | • Hack – hag |
| • Muck – mug | • Shack – shag | • Jock – jog | • Pick – pig |
| • Brick – brig | • Slack – slag | • Lack – lag | |
| • Broke – brogue | • Snuck – snug | • Luck – lug | |

Exercise 10

Complete the table with appropriate word that only differs with one sound with the one given. Consider the sounds in the columns.

	/k/	/g/
(a)	Tack	
(b)		Flog
(c)	Tuck	
(d)		Gum
(e)		Gash
(f)	Jack	
(g)	Cave	
(h)		Sag
(i)	Leak	
(j)	Crab	
(k)	Class	
(l)		Good
(m)		Goat
(n)		Blog
(o)	Kill	
(p)		Dug
(q)		Gut
(r)		Log
(s)	Rack	
(t)	Cot	

HOMOPHONES

Words pronounced the same way but have different spellings and meanings are the homophones.

The list below is English homophones.

- | | |
|------------------------|-------------------|
| 1. Accessary accessory | 7. Allowed, aloud |
| 2. Ad, add | 8. Alms, arms |
| 3. Ail, ale | 9. Altar, alter |
| 4. Air, heir | 10. Ante, anti |
| 5. Aisle, I'll, isle | 11. Arc, ark |
| 6. All, awl | 12. Aural, oral |

- | | | | |
|-----|-------------------|-----|------------------------|
| 13. | Away, aweigh | 45. | Board, bored |
| 14. | Awe, oar, or, ore | 46. | Boarder, border |
| 15. | Axel, axle | 47. | Bold, bawled |
| 16. | Aye, eye, I | 48. | Boos, booze |
| 17. | Bail, bale | 49. | Born, borne |
| 18. | Bait, bate | 50. | Bough, bow |
| 19. | Baize, bays | 51. | Boy, buoy |
| 20. | Bald, bawled | 52. | Brae, bray |
| 21. | Ball, bawl | 53. | Braid, brayed |
| 22. | Band, banned | 54. | Braise, brays, braze |
| 23. | Bard, barred | 55. | Brake, break |
| 24. | Bare, bear | 56. | Bread, bred |
| 25. | Bark, barque | 57. | Brews, bruise |
| 26. | Baron, barren | 58. | Bridal, bridle |
| 27. | Base, bass | 59. | Broach, brooch |
| 28. | Bay, bey | 60. | Bur, burr |
| 29. | Bazaar, bizarre | 61. | But, butt |
| 30. | Be, bee | 62. | Buy, by, bye |
| 31. | Beach, beech | 63. | Buyer, byre |
| 32. | Bean, been | 64. | Call, caul |
| 33. | Beat, beet | 65. | Canvas, canvass |
| 34. | Beau, bow | 66. | Cast, caste |
| 35. | Beer, bier | 67. | Caster, castor |
| 36. | Bell, belle | 68. | Caught, court |
| 37. | Berry, bury | 69. | Caw, core, corps |
| 38. | Berth, birth | 70. | Cede, seed |
| 39. | Bight, bite, byte | 71. | Ceiling, sealing |
| 40. | Billed, build | 72. | Censer, censor, sensor |
| 41. | Bitten, bittern | 73. | Cent, scent, sent |
| 42. | Blew, blue | 74. | Cereal, serial |
| 43. | Bloc, block | 75. | Cheap, cheep |
| 44. | Boar, bore | 76. | Check, cheque |

77.	Choir, quire	109.	Done, dun
78.	Chord, cord	110.	Douse, dowse
79.	Cite, sight, site	111.	Draft, draught
80.	Clack, claque	112.	Dual, duel
81.	Clew, clue	113.	Earn, urn
82.	Climb, clime	114.	Ewe, yew, you
83.	Close, cloze	115.	Faint, feint
84.	Coarse, course	116.	Fair, fare
85.	Coign, coin	117.	Farther, father
86.	Colonel, kernel	118.	Fate, fete
87.	Complacent, complaisant	119.	Faun, fawn
88.	Complement, compliment	120.	Fay, fey
89.	Coo, coup	121.	Faze, phase
90.	Cops, copse	122.	Feat, feet
91.	Council, counsel	123.	Ferrule, ferule
92.	Cousin, cozen	124.	Few, phew
93.	Creak, creek	125.	File, phial
94.	Crews, cruise	126.	Find, fined
95.	Cue, queue	127.	Fir, fur
96.	Curb, kerb	128.	Flair, flare
97.	Currant, current	129.	Flaw, floor
98.	Cymbol, symbol	130.	Flea, flee
99.	Dam, damn	131.	Flex, flecks
100.	Days, daze	132.	Flew, flu, flue
101.	Dear, deer	133.	Floe, flow
102.	Descent, dissent	134.	Flour, flower
103.	Desert, dessert	135.	Foaled, fold
104.	Deviser, divisor	136.	For, fore, four
105.	Dew, due	137.	Foreword, forward
106.	Die, dye	138.	Fort, fought
107.	Discreet, discrete	139.	Forth, fourth
108.	Doe, dough	140.	Foul, fowl

141.	Franc, frank	173.	Higher, hire
142.	Freeze, frieze	174.	Him, hymn
143.	Friar, fryer	175.	Ho, hoe
144.	Furs, furze	176.	Hoard, horde
145.	Gait, gate	177.	Hoarse, horse
146.	Gamble, gambol	178.	Holey, holy, wholly
147.	Gays, gaze	179.	Hour, our
148.	Genes, jeans	180.	Idle, idol
149.	Gild, guild	181.	In, inn
150.	Gilt, guilt	182.	Indict, indite
151.	Gnaw, nor	183.	It's, its
152.	Gneiss, nice	184.	Jewel, joule
153.	Gorilla, guerrilla	185.	Key, quay
154.	Grate, great	186.	Knave, nave
155.	Greave, grieve	187.	Knead, need
156.	Greys, graze	188.	Knew, new
157.	Groan, grown	189.	Knight, night
158.	Guessed, guest	190.	Knit, nit
159.	Hail, hale	191.	Knob, nob
160.	Hair, hare	192.	Knock,nock
161.	Hall, haul	193.	Knot, not
162.	Hangar, hanger	194.	Know, no
163.	Hart, heart	195.	Knows, nose
164.	Haw, hoar, whore	196.	Laager, lager
165.	Hay, hey	197.	Lac, lack
166.	Heal, heel, he'll	198.	Lade, laid
167.	Hear, here	199.	Lain, lane
168.	Heard, herd	200.	Lam, lamb
169.	He'd, heed	201.	Laps, lapse
170.	Heroin, heroine	202.	Larva, lava
171.	Hew, hue	203.	Lase, laze
172.	Hi, high	204.	Law, lore

- | | | | |
|------|------------------|------|---------------------------|
| 205. | Lay, ley | 237. | Mean, mien |
| 206. | Lea, lee | 238. | Meat, meet, mete |
| 207. | Leach, leech | 239. | Medal, meddle |
| 208. | Lead, led | 240. | Metal, mettle |
| 209. | Leak, leek | 241. | Meter, metre |
| 210. | Lean, lien | 242. | Might, mite |
| 211. | Lessen, lesson | 243. | Miner, minor |
| 212. | Levee, levy | 244. | Mind, mined |
| 213. | Liar, lyre | 245. | Missed, mist |
| 214. | Licker, liquor | 246. | Moat, mote |
| 215. | Lie, lye | 247. | Mode, mowed |
| 216. | Lieu, loo | 248. | Moor, more |
| 217. | Links, lynx | 249. | Moose, mousse |
| 218. | Lo, low | 250. | Morning, mourning |
| 219. | Load, lode | 251. | Muscle, mussel |
| 220. | Loan, lone | 252. | Naval, navel |
| 221. | Locks, lox | 253. | Nay, neigh |
| 222. | Loop, loupe | 254. | None, nun |
| 223. | Loot, lute | 255. | Od, odd |
| 224. | Made, maid | 256. | Ode, owed |
| 225. | Mail, male | 257. | Oh, owe |
| 226. | Main, mane | 258. | One, won |
| 227. | Maize, maze | 259. | Packed, pact |
| 228. | Mall, maul | 260. | Pail, pale |
| 229. | Manna, manner | 261. | Pain, pane |
| 230. | Mantel, mantle | 262. | Pair, pare, pear |
| 231. | Mare, mayor | 263. | Palate, palette, pallet |
| 232. | Mark, marque | 264. | Paten, pattern, |
| 233. | Marshal, martial | 265. | Pause, paws, pores, pours |
| 234. | Mask, masque | 266. | Pawn, porn |
| 235. | Maw, more | 267. | Pea, pee |
| 236. | Me, mi | 268. | Peace, piece |

269.	Peak, peek	301.	Roe, row
270.	Peal, peel	302.	Role, roll
271.	Pearl, purl	303.	Roux, rue
272.	Pedal, peddle	304.	Rood, rude
273.	Peer, pier	305.	Root, route
274.	Pi, pie	306.	Rose, rows
275.	Place, plaice	307.	Rota, rotor
276.	Plain, plane	308.	Rote, wrote
277.	Pleas, please	309.	Rough, ruff
278.	Plum, plumb	310.	Rouse, rows
279.	Pole, poll	311.	Rung, wrung
280.	Practice, practise	312.	Rye, wry
281.	Praise, prays, preys	313.	Saver, savour
282.	Principal, principle	314.	Spade, spayed
283.	Profit, prophet	315.	Sale, sail
284.	Quarts, quartz	316.	Sane, seine
285.	Quean, queen	317.	Satire, satyr
286.	Rain, reign, rein	318.	Sauce, source
287.	Raise, rays, raze	319.	Saw, soar, sore
288.	Rap, wrap	320.	Scene, seen
289.	Raw, roar	321.	Scull, skull
290.	Read, reed	322.	Sea, see
291.	Read, red	323.	Seam, seem
292.	Real, reel	324.	Sear, seer, sere
293.	Reek, wreak	325.	Seas, sees, seize
294.	Rest, wrest	326.	Sew, so, sow
295.	Retch, wretch	327.	Shake, sheikh
296.	Review, revue	328.	Shear, sheer
297.	Rheum, room	329.	Shoe, shoo
298.	Right, rite, write	330.	Sic, sick
299.	Ring, wring	331.	Side, sighed
300.	Road, rode	332.	Sign, sine

- | | | | |
|------|------------------------|------|--------------------|
| 333. | Sink, synch | 365. | Throne, thrown |
| 334. | Slay, sleigh | 366. | Thyme, time |
| 335. | Sloe, slow | 367. | Tic, tick |
| 336. | Sole, soul | 368. | Tide, tied |
| 337. | Some, sum | 369. | Tire, tyre |
| 338. | Son, sun | 370. | To, too, two |
| 339. | Sort, sought | 371. | Toad, toed, towed |
| 340. | Spa, spar | 372. | Told, tolled |
| 341. | Staid, stayed | 373. | Tole, toll |
| 342. | Stair, stare | 374. | Ton, tun |
| 343. | Stake, stoak | 375. | Tor, tore |
| 344. | Stalk, stork | 376. | Tough, tuff |
| 345. | Stationary, stationery | 377. | Troop, troupe |
| 346. | Steal, steel | 378. | Tuba, tuber |
| 347. | Stile, style | 379. | Vain, vane, vein |
| 348. | Storey, story | 380. | Vale, veil |
| 349. | Straight, strait | 381. | Vial, vile |
| 350. | Sweat, sweet | 382. | Wail, wale, whale |
| 351. | Swat, swot | 383. | Wain, wane |
| 352. | Tacks, tax | 384. | Waist, waste |
| 353. | Tale, tail | 385. | Waive, wave |
| 354. | Talk, torque | 386. | Wall, waul |
| 355. | Tare, tear | 387. | War, wore |
| 356. | Taught, taut, tort | 388. | Warn, worn |
| 357. | Tea, tee | | |
| 358. | Team, teem | 389. | Watt, what |
| 359. | Teas, tease | 390. | Wax, whacks |
| 360. | Tare, tear | 391. | Way, weigh |
| 361. | Tern, t urn | 392. | We, wee |
| 362. | There, their, they're | 393. | Weak, week |
| 363. | Threw, through | 394. | We'd, weed |
| 364. | Throes, throws | 395. | Weal, we'll, wheel |

- | | |
|-----------------------|------------------------------|
| 396. Weather, whether | 406. Whirled, world |
| 397. Weir, we're | 407. Whit, wit |
| 398. Were, whirr | 408. White, wight |
| 399. Wet, whet | 409. Who's, whose |
| 400. Weald, wheeled | 410. Wood, would |
| 401. Which, witch | 411. Yaw, yore, your, you're |
| 402. Whig, wig | 412. Yoke, yolk |
| 403. While, wile | 413. You'll, yule |
| 404. Whine, wine | |
| 405. Whirl, whorl | |

Exercise

Write two words pronounced the same way as each of the following words.

- (a) B (b) C (c) I (d) P (e) T (f) U

SILENT LETTERS

In English there are letters that are usually not pronounced in certain words. Let us have a look at these letters and words in which they are silent.

Letter 'A'

- Logically
- Musically
- Romantically
- Stoically
- Artistically

Letter 'B'

- Aplomb
- Bomb
- Climb
- Comb
- Crumb
- Debt
- Jamb
- Lamb
- Limb
- Numb
- Plumb
- Subtle
- Succumb
- Thumb
- Tomb
- Womb

Letter 'C'

- Ascend
- Abscess
- Ascent
- Conscience
- Conscious
- Crescent
- Descend
- Descent

-
- Discipline
 - Fascinate
 - Fluorescent
 - Isosceles
 - Luminescent
 - Muscle
 - Obscene
 - Resuscitate
 - Scenario
 - Scene
 - Scent
 - Scissors

Letter 'D'

- Wednesday
- Hedge
- Dodge
- Pledge
- Grudge
- Sandwich
- Handkerchief

Letter 'E'

- Hate
- Name
- Like
- Hope
- Lessen
- Surprised

Letter 'G'

- Align
- Assign
- Benign
- Campaign
- Champagne
- Cologne
- Consign
- Gnarl
- Gnash
- Gnaw
- Gnome
- Gnu
- Reign
- Sign

Letter 'H'

- Honest
- Hour
- Heir
- Honour
- Ache
- Anchor
- Archeology
- Architect
- Archives
- Chaos
- Character
- Cholera
- Charisma
- Chemical
- Chemist
- Chorus
- Choir
- Echo
- Loch
- Shepherd
- Monarch
- Scheme
- psych

Letter 'I'

- Business
- Parliament

Letter 'K'

- Knock
- Knapsack
- Knave
- Knead
- Knee
- Kneel
- Knell
- Knew
- Knickers
- Knife
- Knight
- Knit
- Knob
- Knock
- Knot
- Know

• Knowledge

• Knuckle

Letter ‘L’

• Calm

• Walk

• Calf

• Folk

• Half

• Would

• Salmon

• Balk

• Talk

• Should

• Yolk

Letter ‘N’

• Autumn

• Condemn

• Hymn

• Column

• Damn

• Solemn

Letter ‘O’

• Lesson

Letter ‘P’

• Psychology

• Psychiatrist

• Receipt

• Pneumonia

• Psychotherapy

• Corps

• Pseudo

• Psychotic

• Coup

Letter ‘S’

• Island

• Apropos

• Aisle

• Bourgeois

Letter ‘T’

• Apostle

• glisten

• mortgage

• whistle

• Bristle

• hustle

• nestle

• wrestle

• Bustle

• jostle

• rustle

• Castle

• listen

• thistle

• fasten

• moisten

• trestle

Letter ‘U’

• baguette

• disguise

• guillotine

• guitar

• biscuit

• guess

• guilt

• rogue

• build

• guide

• guilty

• silhouette

• built

• guild

• guilty

• colleague

• circuit

• guile

• guise

• tongue

Letter ‘W’

• awry

• playwright

• sword

• wrangle

- | | | | |
|-----------|------------|-----------|-----------|
| • wrap | • wreckage | • wrinkle | • writhe |
| • wrapper | • wren | • wrist | • wrong |
| • wrath | • wrench | • writ | • wrought |
| • wreak | • wretched | • write | • wrung |
| • wreath | • wriggle | • wrote | • wry |
| • wreck | • wring | • wrong | |

Exercise

Identify the silent letter(s) in:

- | | |
|------------------------|-------------------------|
| i. debtor | xxiv. Numb |
| ii. isle | xxv. Rendezvous |
| iii. mock | xxvi. Catalogue |
| iv. depot | xxvii. Vegetable |
| v. acquit | xxviii. Asthma |
| vi. womb | xxix. months |
| vii. patios | xxx. debris |
| viii. thyme | |
| ix. handsome | |
| x. sandwich | |
| xi. government | |
| xii. listen | |
| xiii. Christmas | |
| xiv. Whether | |
| xv. Rapport | |
| xvi. Ballet | |
| xvii. Chalet | |
| xviii. Aplomb | |
| xix. Ricochet | |
| xx. Clothes | |
| xxi. Cupboard | |
| xxii. Faux | |
| xxiii. Mnemonic | |

RIDDLES

- A riddle is a statement or a question with veiled meaning posed as a puzzle to be solved.
- The riddles play functions such as:
 - They boost the creativity of kids.
 - They entertain.
- Some examples of riddles include:
 - What gets wetter and wetter the more it dries? A towel.
 - What can you catch but not throw? A cold.
 - What goes around the world but stays in a corner? A stamp.
 - Give me food, and I will live; give me water, and I will die. What am I ? Fire.

Riddling Process

- There are two parties involved: the audience (respondents) and the challenger(or the riddler).
- There are basically four stages of a riddling process, but at times six.
- The parts of the riddling process are:
 - (1) The riddler challenges the audience. The challenge differs from community to community. Some phrases used here include: riddle riddle!, I have a riddle! Etc.
 - (2) The respondents accept the challenge. The invitations include: riddle come! Throw it! Etc.
 - (3) The riddler then poses the riddle.
 - (4) The guess or guesses. The audience tries to come up with the solution. If they are unable, then the next part follows.
 - (5) The challenger asks for a prize. The prize can be a town or city, or any other thing. The challenger accepts the prize.
 - (6) Then the solution is given by the challenger.

Exercise

Read the riddling convention below and then identify its six parts.

Challenger: I have a riddle!

Respondent: Throw it.

Challenger: What comes down but never goes up?

Respondent: Wind

Challenger: no, try again.

Respondent: Bird

Challenger: What will you give me if I offer the solution?

Respondent: You will have the entire fire to yourself.

Challenger: The answer is **rain**.

FEATURES OF OGRE STORIES AND TRICKSTERS

(a) OGRE STORIES

- ❖ An ogre usually represents an evil.
- ❖ Ogre are usually destroyed at the end.
- ❖ They have happy ending.

Functions of Ogre Stories

1. They warn against strangers.
2. They caution youth against marrying the people they don't know.
- 3.

(b) TRICKSTER STORIES

- ❖ A character makes up for a physical weakness with cunning and subversive humour.
- ❖ The trickster alternatives between:
 - i. Cleverness and stupidity;
 - ii. Kindness and cruelty;
 - iii. Deceiver and deceived; and
 - iv. Breaker of taboos and creator of culture.

***This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke
0746-222-000 for more Educational Materials.***

MASTERY OF CONTENT

DEBATE

- A formal contest of argumentation between two sides is what debate is.
- Debate embodies the ideals of reasoned argument, and tolerance for divergent points of view.
- There are two sides in the debate: **the proposition** and the **opposition**.
- These two teams are presented with a resolution, such as, ‘**Girls and Boys Should play in a mixed football team.**’
- The teams are given enough preparation time.
- The team affirming the resolution speaks first.
- The opposing team then must refute the arguments offered by the affirming team and offer arguments rejecting the resolution.
- Both sides are given the opportunity to present their positions and to directly question the other team.
- Neutral judge (s) then evaluate the persuasiveness of the arguments and offer constructive feedback.

Preparation Time

This is the time you have from when the motion is announced to the beginning of the debate.

During this time:

1. Research on the motion to get facts. The facts can be got from the teachers, other students, etc.
2. Write notes on the facts. You can once in a while look at them during your presentation.
3. Practice how to speak. Do it in front of friends and relatives, as well as in front of a mirror.
4. If anxious, do some physical exercise. You can also take a deep breath just before your presentation.
5. Dress decently.

Points Delivery

Here are the points that will help you be successful during your points delivery:

1. Deliver your points in a confident and persuasive way.
2. Vary your tone to make you sound interesting. Listening to one tone is boring.
3. Speak quite loudly to be comfortably heard by everyone in the room. Shouting does not win debates.
4. Make eye contact with your audience, but keep shifting your gaze. Don't stare at one person.
5. Concisely and clearly express your points to be understood by your audience members.
6. Provide a proof for each point you put across. If you don't you will not earn a point.
7. Speak slowly and enunciate your words. When you slow down your speech, you give your audience and the judge more time to process your strong points.
8. Use gestures to elaborate on your points.
9. Pause to divide your major points.

Heckling

- Only supportive and argumentative heckling is permitted.
- Heckling is a brief phrase (about two words) or other non-verbal actions that are directed to the judge of the debate.
- They are reminder to the judge to pay close attention to the message immediately expressed by the speaker.
- There are two types of heckles:
 - Those that are non-verbal, such as,
 - (a) Rapping the knuckles on the desktop.
 - (b) Rapping the palm on the desk.
 - (c) Stamping the feet

They are meant to encourage the judge to heed a particularly strong point being made by the speaker.

- Those that are verbal, such as,
 - (a) Objective
 - (b) Evidence
 - (c) Point of information

They are said after standing up by one member of the opposing side. These are meant to alert the judge to a problem in the opposing side's argument.

Exercise

After you deliver your points during the debate, everyone claps for you. How could you have delivered your points to earn their heckling?

ETIQUETTE

Etiquette is the rules that indicate the proper and polite manner to behave.

USE OF COURTEOUS LANGUAGE

- When one uses courteous language, he/she uses a language that is very polite and polished to show respect.
- At no time should you allow yourself be rude, ill-mannered, impolite, inconsiderate, or even thoughtless.
- Being and remaining polite will go a long way in building relationships.
- To show politeness and respect:
 - Use the word please in request;
 - Say thank you to those who help or compliment you.
 - Start your requests or interrogatives beginning with words such as can, could, may, will, or would.
 - Say excuse me when you interrupt other people or intrude into their time or privacy.
 - Use question tags.
- In this section, we shall learn the words and phrases that show respect.
 - (a) Please
 - We use it when you want someone to do something for you. For example: **Can you pass that cup, please?**
 - also used when you want something from someone. For example: **Lend me ten shillings, please.**
 - (b) Thank you
 - Use it whenever someone does something for you.
 - Use it when someone commends you.
 - (c) Sorry
 - Say it any time you inconvenience someone.

- Say it when step on someone's toes, etc.
- Also when someone asks you something you cannot do.

(d) Excuse me

To introduce a request to someone, or to get past someone, use this phrase. For example

Excuse me, can you show me where Amina lives?

(e) Pardon me

Almost as 'excuse me'

Exercise 1

Jennifer has gone to the shop to buy a bar of soap. The shopkeeper tells her to be polite the next time she comes to buy from him. Showing where, which polite phrases could Jennifer have failed to use?

Exercise 2

Read the dialogue below and then explain how Jacinta expresses politeness.

John: I would like to send this letter to Japan by airmail, how much is the charge?

Jacinta: It's one pound, do you need extra stamps?

John: I do, I have been also expecting a package from New-York. Here is my identity card and receipt.

Jacinta: Would you mind signing this form? Here is the package.

John: Finally, I would like to send this registered letter to London.

Jacinta: Please fill in the complete address in capital letters.

***This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke
0746-222-000 for more Educational Materials.***

NON VERBAL SKILLS IN LISTENING

AND SPEAKING

IMPORTANCE OF RESPECTING PERSONAL SPACE

A personal space is an imaginary area between a person and their surrounding area. This space makes the person feel comfortable and should therefore not be encroached.

The distance can exist at work, at home and in our social circles.

The personal space varies depending on factors such as:

- (a) Gender
- (b) Trust
- (c) Relationship
- (d) Familiarity with the person.

Why Respect People's personal Space?

1. To make them feel comfortable.
2. To maintain good relationships.
3. To enhance listening. Especially during a talk.

General Personal Space Rules

The personal space guidelines below will help enhance listening and speaking:

1. Respectfully keep your distance if you walk into a room and see two people in private conversation.
2. Pay attention to your volume when you speak, whether on the phone or in person, to ensure you don't distract attention of others.
3. Maintain physical space at table and chair rows so the people around you have enough room to write, raise their hands, etc.
4. Be mindful of amount of perfume or cologne you wear as if it is in excess it might distract others.
5. Never lean on the other person's shoulder unless invited to.
6. Don't eavesdrop on another person's phone conversation. In case you overhear details of the conversation, keep it confidential.

Dealing with Space Intrusion

Depending on the nature of the intrusion, you would deal with space encroachment in different ways. Here are the steps of dealing with a person who leans on your shoulder:

1. Lean away or take a step back away from the person hoping they would take a hint.
2. Come right out and say you feel discomfort being too close.
3. Explain why you need more space. You can for example tell them you need more space to write.

Exercise

You have attended a one day seminar. The person sitting next to you is said to be intruding your personal space. What four personal space guidelines could this person have failed to follow?

LISTENING AND SPEAKING ANSWERS

PRONUNCIATION OF VOWEL SOUNDS

/ɪ/

- Hill
- Sit
- Still
- Blip
- Fill
- Blink
- Thrill

/i:/

- Jeep
- Creek
- Greased
- Teal
- cheat

/e/

- jet
- bed
- wet

PRONUNCIATION OF CONSONANT SOUNDS

Exercise 1

Sound /s/: seven, students, first, test, licences

Sound /z/ : driver's, licences, Thursday

Exercise 2

(a) Garage (c) Go (e) Entangle

(b) Gift (d) Digit (f) Gecko

Exercise 3

Sound /ʃ/: tissue, passion, ocean, cautious, solution, pressure, Persian, chef, sure, precious

Sound /ʒ/: Caucasian, division, leisure, vision, casual, conclusion, television, decision, collision, exposure

Exercise 4

Sound /f/ : forgive, for, forgetting, leftover, food

Sound /v/ : forgive, leftover

DIPHTHONGS

(a) Gate	(e) Pane	(i) Vane/vein	(m) Sow
(b) Made	(f) Plane	(j) Waste	(n) Know
(c) Male	(g) Sail	(k) Weight	(o) Tow
(d) Pail	(h) Tail	(l) Ate	(p) Groan

MINIMAL PAIRS

Exercise 1

(a) Heat	(d) Pitch	(g) Keep	(j) Peel
(b) Shit	(e) Leap	(h) Ill	(k) Skid
(c) Teen	(f) Knit	(i) Grid	(l) Scheme

Exercise 2

- | | | | |
|----------|---------|---------|---------|
| (a) Hid | (c) Hem | (e) Fin | (g) Din |
| (b) Mess | (d) Led | (f) Led | (h) Pig |

Exercise 3

- | | | | |
|----------|---------------|--------------|-----------|
| (a) Fail | (d) Sail/sale | (g) Read/red | (j) Stead |
| (b) Pen | (e) Whale | (h) Debt | |
| (c) Hell | (f) Met | (i) Main | |

Exercise 4

- | | | | |
|----------|-----------|-----------|----------|
| (a) Bat | (d) Flash | (g) Sung | (j) Suck |
| (b) Much | (e) Come | (h) Ankle | (k) Damp |
| (c) Mud | (f) Dam | (i) Crush | (l) Tag |

Exercise 5

- | | | | |
|-----------|------------|-----------|-----------|
| (a) Merry | (c) Kettle | (e) Sex | (g) Tread |
| (b) Bland | (d) Vet | (f) Track | (h) Mat |

Exercise 6

- | | | |
|-------------|-----------|-----------|
| (a) Fir/fur | (c) Purse | (e) Shirk |
| (b) Hard | (d) Firm | (f) Cart |

Exercise 7

- | | | | |
|----------|------------|----------|-----------|
| (a) Ban | (c) Best | (e) Bent | (g) Lobes |
| (b) Vote | (d) Bowels | (f) Very | (h) Verb |

Exercise 8

- | | | | |
|-----------|-----------|------------|------------|
| (a) Very | (d) Vine | (g) Fail | (j) Vault |
| (b) Leave | (e) Halve | (h) Grieve | (k) File |
| (c) Fast | (f) Prove | (i) Carve | (l) Strife |

Exercise 9

- | | | | |
|----------|------------|-----------|-----------|
| (a) Bad | (f) Bet | (k) Hid | (p) Not |
| (b) Got | (g) Bought | (l) Heard | (q) Said |
| (c) Ride | (h) Aid | (m) Mad | (r) Plate |
| (d) Ant | (i) Bed | (n) Meant | (s) Sad |
| (e) add | (j) feed | (o) need | (t) Debt |

Exercise 10

- | | | | |
|-----------|------------|-----------|----------|
| (a) Tag | (f) Jag | (k) Glass | (p) Duck |
| (b) Flock | (g) Gave | (l) Could | (q) Cut |
| (c) Tuck | (h) Sack | (m) Coat | (r) Lock |
| (d) Come | (i) League | (n) Block | (s) Rag |
| (e) Cash | (j) Grab | (o) Gill | (t) got |

HOMOPHONES

- | | | |
|--------------|--------------|--------------|
| (a) bee, be | (c) aye, eye | (e) tea, tee |
| (b) see, sea | (d) pee, pea | (f) ewe, you |

SILENT LETTERS

- | | | |
|---------|----------|------------|
| i. b | xi. n | xxi. p |
| ii. s | xii. t | xxii. x |
| iii. c | xiii. t | xxiii. m |
| iv. t | xiv. h | xxiv. b |
| v. c | xv. t | xxv. z |
| vi. b | xvi. t | xxvi. ue |
| vii. s | xvii. t | xxvii. e |
| viii. h | xviii. b | xxviii. th |
| ix. d | xix. t | xxix. th |
| x. d | xx. e | xxx. s |

RIDDLES

- Challenge – I have a riddle!
- Acceptance – Throw it.
- Pose/ Riddle – What comes down but never goes up?
- Guesses – wind, bird
- Prize – Fire
- Solution – rain

Exercise 2

DEBATE

I could have:

- Spoken confidently
- Varied my tone appropriately
- Spoken loud enough to be heard by everyone
- Made my contact with my audience
- Provided proofs for my points in persuasive way.
- Spoken slowly and enunciated words correctly
- Used gestures that reinforced my ideas
- Paused at key points

USE OF COURTEOUS LANGUAGE

Exercise 1

- Failed to use ‘thank you’ after being given the bar of soap.
- Failed to use ‘please’ when asking to be given the bar of soap.
- Failed to use ‘excuse me’ to get the shopkeeper’s attention.

Exercise 2

- She has used ‘please’ when asking John to fill the address.
- She has used ‘would’ in asking questions.

IMPORTANCE OF RESPECTING PERSONAL SPACE

He could have failed to:

- Speak in a low voice during the talk.
- Maintain the physical distance between the two of us at the table.
- Resist leaning on my shoulder or chest.
- Resist eavesdropping on my phone conversation

READING FOR FORM ONE

READING SKILLS

SILENT READING

- It involves reading without pronouncing the words out loud.
- It is reading to oneself.

Bad Silent Reading Habits

The following are some of the bad silent habits which you must try to break:

(a) Moving your lips when you read

(b) Vocalizing

Vocalizing means that you are pronouncing words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking.

(c) Regressing out of habit

Regressing means rereading a word, phrase, or sentence out of habit and not because of need. Sometimes, it is necessary to reread something, especially in a difficult passage. But habitual, unnecessary regressing really slows you down.

(d) Reading one word at a time

(e) Moving of the head as one reads.

(f) Pointing the words as you read.

USING A DICTIONARY

Reasons for using a dictionary

A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- check the plural of a noun or past tense of a verb
- find out other grammatical information about a word
- find the synonym or antonym of a word
- look up the collocations of a word
- check the part of speech of a word

- find out how to say a word
- find out about the register of a word
- find examples of the use of a word in natural language

To be a good dictionary user, however, it is not enough to know what to use the dictionary for.

You must also decide which is the best dictionary for any of the purposes listed above.

Finding words quickly

- ✓ You will need to know the English alphabet perfectly.
- ✓ Use the guide words at the top of each dictionary page.

Finding the right meaning of an English word

Very often when you look up a new English word, you find that it has more than one meaning. If you are not sure which one is correct, check through all the meanings and find the one that makes most sense in the context where you found the word.

Finding the right spelling

Another problem you may have is when you want to check your spelling but you can't find the word you're looking for. Here is what to do:

- If you are sure of the first few letters, just look down the page until you find the right spelling.
- If you are not sure of the first few letters, try some other possibilities. You know for example that some words that start with an *-n* sound have *p* as their first letter; e.g. . So if you can't find the word under *N*, try looking in the *P* pages.

USING THE LIBRARY

When you walk into a library, there are many resources at your fingertips. You just need to know what to use, how to use it, and when to ask for help.

Different Types of Libraries to Use

Depending on the topic you need to study, you might find that different libraries might serve you better.

The different types of libraries include:

- **Public:** This library is the typical library working to make sure the local community has the books it needs without having to charge anyone to read them.
- **Home library**
- **Class library.**
- **School library**

Using the library is easy and it only takes a little direction from you in order to fully realize how many books can help you with your topic of study.

Consulting the Librarian

At times, you may not know where to begin with a research topic. If you are not sure where to go or what questions to ask, it can help to bring in a third party who is not attached to your research: the librarian.

Talking to the librarian will help have book titles that have been helpful to you. If you already have found helpful books, show the librarian so they can look for similar books in the stacks.

COMPREHENSION SKILLS

SUMMARY AND NOTE-MAKING

SUMMARY

- An excellent summary is a summary written to show that you have read and understood something.
- You will get assignments that ask you to read a certain material and summarize it.

How to produce a summary:

1. Read the material to be summarized and be sure you understand it.
2. Outline the major points.
3. Write a first draft of the summary without looking at the material.
4. Always use paraphrase when writing a summary.
5. Target your first draft for approximately 1/4 the length of the original.
6. Never put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.
7. Write in prose – not point form.

NOTE MAKING

How to Make Notes

The following tips will come in handy when making notes:

1. Read the material carefully and thoroughly.
2. Underline the key sentences as you read. This will help in forming the title.
3. Make a rough note of the main points in a logical sequence.
4. Write the final notes.

You should have in mind that a note:

1. Should be short and to the point.
2. Contain all the important and relevant information.
3. Should have information systematically divided and subdivided.
4. Should have a short title. Avoid long sentences as titles.
5. Must be written in points only.

Notes Template

TITLE

- (a)**
- (b)**
- (c)**
- (d)**

***This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke
0746-222-000 for more Educational Materials.***

GRAMMAR FOR FORM ONE

PARTS OF SPEECH

NOUNS

(a) COMMON NOUNS

- They are simply words that name people, places, things, or ideas.
- They are not the actual names.
- The word ‘teacher’ is a common noun, but the word ‘Halima’ is not.
- A common noun identifies a thing, etc.
- Example of common nouns are:
 - People: teacher, father, secretary, woman, girl, etc
 - Animals: Tiger, Dog, Cow, etc
 - Things: Chair, desk, cup, phone, etc
 - Places: City, town, continent, etc
 - Ideas: envy, hate, love, pride, etc

How to Capitalize Common Nouns

The simple rule is: don’t capitalize a common noun, unless it is the first word in a sentence, or part of a title.

Examples in Sentences

- ❖ Let’s go to that hotel.
- ❖ I visit a town during the holidays.

Exercise

Substitute the underlined word(s) with a common noun. You can add a word before the noun.

1. John and Nick were taught.
2. I have visited Asia.
3. She lives in Nairobi.
4. We eat at the Hilton.

5. Have you ever swum in the Nile?
6. I drive Mercedes Benz.
7. Everyone went shopping at Tuskys.
8. Corporal Jones has died.
9. I come from Rwanda.
10. I am teach at Alliance.

(b) PROPER NOUNS

- A proper noun is a name used for an individual person, thing, or a place.
- They always begin in capital letters no matter where they occur in sentences.
- Look at the table below.

Common Noun	Proper Noun	Example in a Sentence
Teacher	Mr. Kamau	Mr. Kamau is our teacher of English.
President	Mr. Uhuru Kenyatta	Mr Uhuru Kenyatta is in the state house.
City	Mombasa	Mombasa is the place I go every weekend.

Exercise

Identify proper nouns in the sentences below.

1. I will take you to Rich’s Palace.
2. Sarah is the girl I told you about.
3. Of all the continents, I like Africa the most.
4. Gracy is the cutest kitten ever.
5. I am craving Oreos.
6. I used Tilly in cooking.
7. Jupiter is one of the planets.
8. Margaret was a great author.

(c) CONCRETE AND ABSTRACT NOUNS

Concrete Nouns

- A concrete noun register to our senses.
- You can see, hear, taste, smell, or even feel them.
- The examples are:
 - Table
 - Ball
 - House
 - Rice
 - Water
 - Wool

Abstract Nouns

- They don't register to one's senses.
- They are just ideas, feelings, or qualities.
- Some examples of abstract nouns include:

• Health	• Insurance	• Anger
• Interest	• Happiness	• Fun
• Sleep	• Peace	• Pride
• Traffic	• Knowledge	• Confidence
• Advice	• History	• Determination
• Education	• Noise	• Law
• Business	• Intelligence	• Laughter

Example in Sentences

- (i) Education is the key to life.
- (ii) All the teacher wanted was a proof.
- (iii) I will apply once the opportunity presents itself.
- (iv) They are calling for justice.
- (v) You need to change your behaviour.
- (vi) Love makes the world go round.

Exercise 1

Identify the nouns in the sentences and write whether it they are concrete or abstract.

1. A man must always have the courage to face every challenge.
2. No matter what happens, we must not lose hope.
3. My faith in God is very strong.
4. A person should buy a beautiful dress.
5. Have you seen the black dog?
6. Love is blind.

Exercise 2

Fill the blank with the appropriate form of the word in brackets.

1. She asked for my _____ about this book. (advise)
2. The _____ in Kenya is not as good as it was 10 years ago. (educate)
3. The way she answers questions shows she has above average _____. (intelligent)
4. She explained the _____ of physical exercise. (important)
5. _____ means different things to different people. (happy)
6. _____ is all that will help. (confident)
7. It is _____ that comes before a fall. (proud)
8. His _____ led him to kill Ojwang. (angry)
9. The composition she wrote showed a high level of _____. (imagine)
10. You will die out of _____. (lonely)

(d) COUNT AND NON COUNT NOUNS

A concrete noun can either be categorized as count or non-count.

Count Nouns

➤ A count noun can be expressed in plural form, normally with an “-s”, for example,

- Season – seasons
- Dog – dogs
- Teacher – teachers

➤ When you look around the classroom, there are things that you can count. What are they?

The list of things you can probably see are:

- Chairs
- Tables
- Flag
- Textbooks
- Desks
- Cups

➤ Such nouns can be preceded by appropriate articles, whether singular or plural.

Non-Count Nouns

➤ Also referred to as **mass nouns**.

➤ Nouns falling under this category are those:

- That cannot be counted
- That do not have plural forms.

➤ Below are the examples of non-count nouns.

- | | | |
|-------------|------------|---------------|
| • Luggage | • Milk | • Rice |
| • Weather | • Juice | • History |
| • Equipment | • Beer | • News |
| • Oxygen | • Soccer | • Mathematics |
| • Wood | • Biology | • Electricity |
| • Plastic | • Reading | • Meat |
| • Hair | • Glass | • Furniture |
| • Air | • Sunshine | |

Examples in Sentences

1. This is school equipment.
2. Plastic is a non conductor.

(e) PLURAL NOUNS

➤ There are rules for spelling plural nouns.

General Rules for Spelling Plural Nouns

1. Most nouns add “-s”, for example
 - Book – books
 - Pen – pens

- Phone – phones

2. Most nouns that end in “-ch”, “-sh”, “-s”, “-x”, or “-z” add “-ies”, for example,

- Church – churches
- Box – boxes
- Prize – prizes
- Bus – buses

3. Most nouns that end in a consonant and “-y” becomes “-ies”, for example,

- Spy – spies
- Community – communities
- Activity – activities
- Country – countries

4. Most nouns that end in “-f”, or “-fe” add “-ves”, for example,

- Elf – elves
- Wolf – wolves
- Half – halves
- Knife – knives
- Scarf – scarves

5. Some nouns that end in a consonant and “o”, add “-es”, for example,

- Tomato – tomatoes
- Buffalo – buffaloes
- Volcano – volcanoes
- Hero – heroes
- Mosquito – mosquitoes

6. Some nouns only change their vowels, for example,

- Goose – geese
- Man – men
- Mouse – mice
- Tooth – teeth

There are those that do not change at all, for example,

- Deer
- Species
- Fish
- Sheep

➤ There are a few nouns that have plural forms which are left from old English, for example,

- Child – children
- Ox – oxen

➤ Then there are those of Latin origin. They are like:

- Antenna – antennae
- Appendix – appendices, appendixes
- Cactus – cacti
- Stadium – stadia, stadiums
- Terminus – termini, terminuses
- Referendum – referenda, referendums
- Index – indices, indexes
- Formula – formulae, formulas
- Curriculum – curricula, curriculum

ARTICLES

➤ An article is a kind of adjective.

➤ It is used with a noun and gives some information about that noun.

➤ There are two articles:

- A
- The

➤ The article “a” has a form “an”.

➤ Article “a” is known as the indefinite article. It is called indefinite since the noun it goes with is indefinite or general.

➤ The form “an” is used when the noun it precedes begins with a vowel.

➤ The article “a” has the same meaning as number “one”. For example, one can say:

I have bought a pen. Or

I have bought one pen.

➤ The article “the” is definite article.

➤ A definite article indicates a specific thing. Can you identify the difference between the pair of sentences below?

(i) I bought a pen.

(ii) I bought the pen.

The second sentence shows that I bought a particular pen, and not any other.

➤ The article “the” is used with count nouns when:

- We use the noun a second and subsequent times.
- The listener knows what you are referring to.

Exercise

Fill in the blank with appropriate article. Leave the space blank if no article is needed.

1. I have to eat _____ apple today.
2. She has _____ dog at home.
3. My son has learnt how to play _____ piano.
4. Tom likes to play _____ basketball.
5. There is _____ new book on the table.
6. _____ teacher is late this morning.
7. _____ ink in my pen is black.
8. She speaks _____ Japanese.
9. What _____ expensive bike!
10. He is _____ honest person.

PRONOUNS

PERSONAL PRONOUNS

- They represent specific people or things.
- They are used depending on:
 - (i) Number: whether singular or plural
 - (ii) Person: whether first, second, or third persons
 - (iii) Gender: whether male, female, or neuter
 - (iv) Case : whether in the case of subject or object

Number versus Person

Number	First Person	Second Person	Third Person
Singular	I	You	He/she/it
Plural	We	You	They

Gender versus Person

Person	Gender		
	Male	Female	Neuter
First person			
Second person			
Third person	He	She	It

CASE

➤ The pronouns used as subjects are:

- I
- We
- He
- She
- It
- They
- You

➤ The pronouns below are used as objects:

- Me
- Us
- Him
- Her
- It
- You
- Them

Examples in Sentences

- (i) I like it.
- (ii) You are my best friend.
- (iii) She is running from the truth.
- (iv) Get me that book please.
- (v) They are interviewing them.

EXERCISE 1

Fill the blanks with correct forms of pronouns in brackets.

1. _____ am the new class prefect. (me)
2. _____ doesn't matter. (they)
3. Does Martha like _____? (he)
4. Killion helped _____. (I)
5. Did you see _____? (she)

EXERCISE 2

Replace the underlined words with an appropriate pronoun.

1. The old gate doesn't look good.
2. Tom and Mary went to school.
3. The dog bit the doctor and the chief.
4. Moses runs faster than Rebecca.
5. Phiona and Ruth played doubles.
6. Christine is clever.
7. I brought the dress.
8. Antony drove Junet and me.

POSSESSIVE PRONOUNS

➤ We use possessive pronouns to refer to a specific person or people, or thing or things that belong to a person or people, or things.

➤ Just like personal pronouns, they are used depending on:

- (i) Number
- (ii) Person
- (iii) Gender
- (iv) Case

Number and Person

• In singular we use:

Mine – first Person

Yours -- second person

His/hers/its – third person

• In plural, use:

Ours – first person

Yours – second person

Theirs – third person

Gender

- For male gender, the pronoun below are used:

His

- For female gender use, hers

Case

A possessive pronoun can either be a subject or object.

Examples in Sentences

- Mine is that one.
- This one is mine.
- The cars are yours.
- Yours are those ones over there.
- Hers has been stolen.
- This building is ours.

EXERCISE

Complete each sentence with the possessive pronoun form of the word(s) underlined.

- Martha did _____ homework in time.
- Have you got _____ money.
- I like your name. Do you like _____ ?
- Hector and Emmy have seen your bag. Have you seen _____ ?
- Jane, my flowers are dying. _____ are good.
- I have come with my sister. _____ name is Alice.
- Sophie and Gerges study Science. _____ teacher is kind.
- We love _____ new boss.
- He is in _____ house.
- Are you and your friend enjoying _____ weekend?
- The cat has bit _____ tail.
- Right has a brother. _____ is 10 years old.

REFLEXIVE PRONOUNS

- They are special kind of pronouns.
- A reflexive pronoun is used when the object of a sentence is the same as the subject.
- Each personal pronoun has its own reflexive form.
- The table below shows personal pronouns with their equivalent reflexive pronouns.

Personal Pronoun	Reflexive Pronoun
I	Myself
You (singular)	Yourself
You (plural)	Yourselves
He	Himself
She	Herself
It	Itself
We	Ourselves
They	Themselves

When Reflexive Pronouns are Used

Reflexive pronouns are used when:

(i) The object and the subject are similar. For example,

- She bit **herself**.

The subject **she** and the object **herself** are similar.

- They betrayed **themselves**.

- Matthew likes **himself**.

(ii) They are used as the object of prepositions. In the sentences below, the words underlined are the prepositions and the ones in boldface are the objects of those prepositions.

- Young bought a pencil for **himself**.
- Halima mopped the room by **herself**.
- The mad man talks to **himself**.

(iii) They are also used when emphasizing the subjects. Examples

- I ate all the rice myself. *This means no one else had any.*
- Dan will wash the clothes himself. *This means she will be helped by no one.*

Can you differentiate between the pair of sentences below?

She bought the pen herseif.

She bought the dress for herself.

Exercise

Fill the correct form of reflexive pronoun for each blank space.

1. In the evening, we went to the market to buy _____ food to cook.
2. I don't know whether they went to school or whether they taught _____ .
3. If you hurt _____ , don't cry to anyone.
4. This cat caught the rat _____ .
5. Whenever I see _____ in a mirror, I smile to _____ .
6. That little duck is washing _____ in the pond.
7. Jonathan ate all the food _____ .
8. Good evening everyone? Please make _____ comfortable.
9. Since the school is their father's, they give _____ break whenever they feel like.
10. Mary bought the dress for _____ .
- 11.

FUNCTIONS OF PRONOUNS

- A pronoun can be used where a noun or a noun phrase can be used in a sentence.
- Pronouns perform the following functions in a sentence:

(a) As the Subject of a Verb

- The subject of verb is that which performs that action.
- Some of the pronouns used as subjects of the verbs are:

He

She

I

They

We etc

Examples in Sentences

i. **He** is my best friend.

ii. **You** are the one I saw.

iii. **They** are the school administrators.

(b) **As the Object of A Verb**

• An object is the recipient of the action.

• Some object pronouns include:

Me

You

Him

Her

Them

It etc

Examples in Sentences

i. Richard escorted **him**.

ii. He separated **them**.

iii. I saw **her**.

(c) **As the Object of a preposition**

An object of preposition immediately follows the preposition.

Examples

i. I will think about **it**.

ii. I bought it **for him**.

VERBS

➤ A verb is a word that shows an action, state, or even an occurrence.

➤ There are two main verb types:

❖ Lexical verbs

❖ Auxiliary verbs

➤ In this section, we shall study Lexical verbs.

LEXICAL VERBS

➤ A lexical verb is the main verb in a sentence.

➤ It does not need a helping verb as it carries the meaning.

➤ The examples are:

❖ Talk

- ❖ Sing
 - ❖ Run
 - ❖ Jump
 - ❖ Eat
 - ❖ Go etc
- Depending on how they form their past tense and past participle forms, they are grouped as regular or irregular verbs.

Examples in Sentences

1. I **work** at the station.
2. She **drives** a fancy car.
3. I **gave** you all I had.
- 4.

REGULAR AND IRREGULAR VERBS

- Verbs are subdivided into regular and irregular verbs depending on how their past tense and past participles are formed.
- A regular verb adds –ed or –d to the end of the base forms.

Examples of Regular Verbs

Verb	Past Tense	Past Participle
Call	Called	Called
Plan	Planned	Planned
Jump	Jumped	Jumped
Kill	killed	Killed
Fill	filled	filled

Examples In Sentences

1. He jumped over the fence.
 2. He killed the cat.
- For Irregular verbs, there is no formula that predict their past tense and past participle forms.

➤ They include:

Verb	Past Tense	Past Participle
Sweep	Swept	Swept
Cut	Cut	Cut
Come	Came	Came
Go	Went	Went
Meet	Met	Met
Is/am	Was	Been

Examples in Sentences

1. He ran towards the river.
2. Have you repaid the loan?
3. I have swum.

TENSES

SIMPLE PRESENT TENSE

➤ The simple present tense is used to express:

1. Habitual actions, for example,
 - i. She eats fish.
 - ii. She washes her clothes every week.
 - iii. We see movies every evening.
2. Some general truths, for example,
 - i. Water boils at 100 degrees.
 - ii. The month of April has 30 days.

Points to Remember on The Simple Present Third Person Singular

- The verb usually ends in –s, for example,
 - i. He runs
 - ii. She runs
 - iii. It runs

- Negative and question are “does”, for example,

- i. He does not run.
- ii. Does he run?
- iii. She does not run.
- iv. Does she run?

- In case of negative and question, the next verb after “does” does not add an -s

Present Simple Tense – Negative

A negative sentence is usually formed by using “not”.

Examples in Sentences

- i. I do not like it.
- ii. We do not like it.
- iii. You do not like it.
- iv. She does not like it.
- v. He does not like it.
- vi. They do not like it.

Present Simple Tense – Questions

The questions are formed by using either “do” or “does” at the beginning.

Examples in Sentences

- i. Do you like it?
- ii. Do we like it?
- iii. Do you like it?
- iv. Does she like it?
- v. Does he like it?
- vi. Do they like it?

Exercise 1

Rewrite each sentence below following the instruction in brackets. Do not change the meaning of the sentence.

1. I live in Maragua. (*begin with: do*)
2. Right comes to school daily. (*begin: does*)

3. She does not play rugby. (*do not use: not*)
4. The train leaves at 8.00 am. (*use: 9.00 am*)
5. Does he forget his wallet? (*begin: he*)

Exercise 2

Use the correct form of the verb in brackets to complete each of the following sentences.

1. I _____ fifteen years old now. (be)
2. Moureen _____ at Githurai. (live)
3. Emilly _____ dinner for them. (cook)
4. The students _____ lunch at 1.00 pm. (eat)
5. My grandmother _____ medicine when she is sick. (take)
6. It normally _____ here in April. (rain)
7. It _____ in May as much as it does in March. (rain)
8. They _____ French twice a week. (study)
9. Mr Gregory _____ Geography at Lukenya High School.
10. George _____ to church every Sunday. (go)

SIMPLE PAST TENSE

- A simple past tense is used to talk about a completed action in a time before now.
- The time of action can be in the recent past or the distant past.

Examples

1. I walked all the way to school.
2. We saw them at the restaurant.
3. They played the piano.
4. She ate her lunch at 1.00 pm.

How to Form the Simple Past Tense

Simple Past in Negative Statement

The pattern here is:

Subject+Auxiliary+not

She did not call.

Simple Past in Interrogative

Did she call you?

Exercise

Fill in the correct form of word in brackets to complete each sentence.

1. I _____ to the theatre last week. (go)
2. It _____ interesting. (be)
3. I _____ three sites last year. (visit)
4. It _____ as it did the the previous week. (rain)
5. She _____ a single card from her relatives.(receive)
6. We _____ to a new house last month. (move)
7. They _____ us pizza yesterday. (bring)
8. I _____ a big lion. (see)
9. Where _____ your last weekend? (spend/you)
10. It was cold, so I _____ off my coat. (take)
11. Since the door was opened, the bird _____ into the house.
12. The car wasn't expensive. It _____ very much. (cost)

ADJECTIVES

COMPARATIVE AND SUPERLATIVE FORMS

Comparatives

The comparative form of an adjective is used to compare two people or things. Example

He is quicker than Ngure.

Superlatives

The superlative form of an adjective is used to compare more than two people or things. Example

He is the quickest of the three.

Ways of Making Comparative and Superlative Adjectives

(a) Adjectives with One Syllable

In general, if an adjective has one syllable, then **-er** or **-r** for comparative and **-est** or **-st** for superlatives are added to the adjective. Examples

Adjective	Comparative Form	Superlative Form
Hot	Hotter	Hottest
Tall	Taller	Tallest
Small	Smaller	Smallest
Large	Larger	Largest
Thin	Thinner	Thinnest
Nice	Nicer	Nicest

(b) Adjectives with Two Syllables

➤ There are those that simply add **-er** or **-r** for comparative, and **-est** or **-st** for superlative.

Examples

i. Feeble Feebler Feeblest

ii.

➤ some use the word “more” for comparative, and “most” for superlative forms. Examples

i. famous more famous most famous

ii.

➤ There are those that can do with either **-er** or **-r** , or **more** for comparative and **-est** or **-st** , or **most** for superlative. They are special adjectives. Examples

i. Clever Cleverer (more clever) Cleverest (most clever)

ii. Simple Simpler (more simple) Simplest (most simple)

➤ Other **special adjectives** are:

- Quiet
- Polite
- Pleasant
- Likely
- Commonly
- Sure

(c) Adjectives with Three or More Syllables

Word **more** for comparative and **most** for superlatives are used. Examples

Interesting moreinteresting most interesting

Attractive more attractive most attractive

(d) Irregular adjectives

Some adjectives have Irregular comparative and superlative forms. Examples

Adjective	Comparative Form	Superlative Form
Bad	Worse	Worst
Good	Better	Best
Little	Less	Least
Much	More	Most

REGULAR AND IRREGULAR ADJECTIVES

- The way an adjective make comparative and superlative forms is what determines whether it is regular or irregular.

Regular Adjectives

- A regular adjective adds **-er** or **more** in comparative form, and **-est** or **most** for superlatives.
- The table below illustrates this.

Adjective	Comparative	Superlative
Small	Smaller	Smallest
Nice	Nicer	Nicest
Pretty	Prettier	Prettiest
Beautiful	More beautiful	Most beautiful

Irregular Adjectives

- They have completely different forms.
- It is not easy to predict their comparative and superlative forms.
- Examples are:
 - ❖ Good
 - ❖ Bad etc

GRADABLE AND NON-GRADABLE ADJECTIVES

Gradable Adjectives

- A gradable adjective has different degrees.
- You can say “very hot” or “a bit hot”. Hot is therefore a gradable adjective. Other gradable adjectives are:
 - Cold
 - Warm
 - Tall
 - Nice etc

- There are grading adverbs that can be used with gradable adjectives. They include:
 - A bit
 - Very
 - Extremely
 - Quite
 - Really
 - So etc

Examples in Sentences

- i. It is extremely **cold** today.
- ii. This novel is quite **interesting**.
- iii. The girl is very **beautiful**.
- iv. She is reasonably **popular**.

Non-Gradable Adjectives

- They do not have different degrees.
- Some examples of non gradable adjectives are:

❖ Excellent	❖ Unique	❖ Totally
❖ Impossible	❖ Absolutely	❖
❖ Digital	❖ Nearly	
❖ Domestic	❖ Chemical	
- One cannot say “very dead” or “really dead”. The adjective “dead” is thus, a non-gradable adjective.
- A grading adverb cannot be used with the non-gradable adjectives.

Example in a Sentence

i. The dead relative will be buried soon.

ADVERBS

ADVERBS OF MANNER

- They tell us the manner in which the action happened, happens, or will happen.
- The examples are:
 - ❖ Carefully
 - ❖ Slowly
 - ❖ Loudly
 - ❖ Easily etc

Examples in Sentences

1. She answered it **correctly**.
2. The problem was solved **easily**.
3. He drives **slowly**.
4. He walked **quickly**.
5. He runs **fast**.

ADVERBS OF TIME

- An adverb of time tell us when an action happens.
- An adverb of time can also tell us for how long that action occurred. For example, three months.
- Some examples of adverbs of time are:
 - Today
 - Next week
 - Late
 - Early
 - Morning
 - Last year
 - Two months time, etc

Examples in Sentences

- i. I saw it **yesterday**.
- ii. He came to school **late**.
- iii. She watched the **whole day**.

ADVERBS OF FREQUENCY

- These are adverbs that answer questions “**How frequently?**” or “**how often?**”.
- They tell us how often something happens.
- There are two types of adverbs of frequency:

i. Adverbs of definite frequency, for example,

- Monthly
- Daily
- Hourly
- Weekly
- Yearly
- Every minute
- Twice a month
- Once
- Three times a day, etc

Examples in Sentences

- Employees pay taxes **monthly**.
- The storekeeper checks the store **every day**.
- I review my notes **every week**.

ii. Adverbs of indefinite frequency, for example,

- Never
- Sometimes
- Often
- Always
- Seldom
- Frequently
- Occasionally
- Usually

Examples in Sentences

- i. She is **never** late.
- ii. I **often** do my assignment.
- iii. They **sometimes** visit me.

PREPOSITIONS

SIMPLE PREPOSITIONS

- A preposition joins words together and show the relationship between the different parts of a sentence.
- The following are the simple prepositions with examples in sentences:

1. In, on, at

He is in the house.

The cup is on the table.

He teaches at a school in Wajir.

2. Above, below

Most students scored above 50.

Few students scored below 40.

3. Over, under

Don't jump over the fence.

The cat is hiding under the bed.

4. Around, through

The flowers we planted around the house.

The spear went through his body.

5. Before, after

I will see him before lunch.

He is leaving after lunch.

6. To, from

I am coming from Limuru.

I am going to Nairobi.

7. About, by

Have you read the story about an ogre?

The story was written by Kendagor.

8. With, without

He didn't want to go with us.

We went without him.

9. Between, among

This is a secret between you and me.

There is no secret among many.

10. Inside, outside

The bottle is inside the box.

The spoon is outside the box.

PREPOSITIONS COMBINATIONS

Adjective+Preposition

Specific prepositions are used after certain adjectives. There is no definite rule to ascertain which preposition should be used with which adjective. We simply need to learn them.

Here is a list of some commonly used adjectives and the prepositions that normally follow them:

ADJECTIVE	PREPOSITION
accustomed	To
Afraid	Of
Accused	Of
acquainted	With
Addicted	To
Annoyed	about/with/at
Allergic	To
Amazed	at/by
Anxious	About
appreciated	For
Ashamed	Of
associated	With
astonished	at/by
Aware	Of
Angry	With
Afraid	Of
Attached	To
Bad	At
Based	On
beneficial	To

Boastful	For
Bored	With
Brilliant	At
Busy	With
Capable	Of
Careful	with/about/of
Certain	About
characteristic	Of
Clever	At
connected	With
conscious	Of
Content	With
Crazy	About
Crowded	With
Curious	About
dissatisfied	With
Doubtful	About
Delighted	at/about
Derived	From
Different	From
disappointed	With
Eager	For
Eligible	For
enthusiastic	About
Excellent	in/at
Excited	About

experienced	In
Exposed	To
Envious	Of
Faithful	To
Familiar	With
Famous	For
fed up	With
Free	of/from
frightened	Of
Friendly	With
Fond	Of
Furious	About
Furnished	With
Full	Of
Generous	with/about
Guilty	of/about
Gentle	With
Good	At
Grateful	To
Happy	About
Hopeful	of/about
Identical	with/to
Immune	To
impressed	With
Inferior	To
indifferent	To

Innocent	Of
interested	In
Involved	With
Incapable	Of
Jealous	Of
Kind	To
Keen	On
Late	For
Limited	To
Lucky	At
Nervous	of/about
Notorious	For
Opposed	To
Patient	With
pessimistic	About
Pleased	With
Polite	To
Popular	With
Presented	With
Proud	Of
Punished	For
Puzzled	by/about
Qualified	For
Ready	For
Related	To
Relevant	To

respectful	For
responsible	For
Rid	Of
Sad	About
Safe	From
Satisfied	With
Scared	Of
Sensitive	To
Serious	About
Sick	Of
Similar	To
Shocked	By
Skilful	At
Slow	At
Sorry	for/about
successful	In
Suitable	For
Sure	of/about
Superior	To
Surprised	At
suspicious	Of
sympathetic	With
terrible	At
terrified	Of
tired	Of
thankful	to/for

trilled	With
troubled	With
typical	Of
unaware	Of
upset	About
used	To
wrong	with/about
worried	About

Examples in Sentences

1. It was nice of you to help me.
2. Why are you so angry about it? They were furious with me for not inviting them to my party.
3. I was disappointed with the book she bought me.
4. I was pleased with the present you gave me. Were you disappointed with your examination result
5. They have been astonished by something.
6. Everyone was surprised by /at the news.
7. Are you excited about going on holiday next week?
8. Are you afraid of dogs?
9. I'm not ashamed of what I did.
10. I'm not very good at driving big cars.
11. Your composition is full of errors.
12. Your name is similar to mine.

Verb +Preposition Combination

- Some verbs need a preposition before an object or another verb.
- These kinds are called dependent prepositions and they are followed by a noun or a gerund ('ing' form).
- Here are some other verbs with their dependent prepositions.

account for
accuse SO of ST
adapt to
add SO/ST to SO/ST
add to
adjust to
admit ST to SO
admit to
agree on
agree to
agree with

apologize to SO for ST
appeal to SO for ST
approve of
argue with SO about SO/ST
argue with SO over ST
arrange for SO (to do something)
arrest SO for ST
arrive at (a place)
ask for

base on
be absent from (a place)
be accustomed to
be acquainted with
be addicted to ST
be afraid of
be angry at SO for ST
be angry with SO for ST
be annoyed at SO for ST
be annoyed with SO for ST
be anxious about ST
be associated with
be aware of
be blessed with

be bored by
be bored with
be capable of ST
be cluttered with ST
be committed to
be composed of
be concerned about
be connected to
be connected with
be content with
be convinced of ST
be coordinated with ST
be crowded in (a building or room)
be crowded with (people)

be dedicated to
be devoted to
be disappointed in
be disappointed with
be discouraged by
be discouraged from (doing something)
be discriminated against
be divorced from SO
be done with ST
be dressed in
be encouraged with
be engaged in ST
be engaged to SO
be envious of
be equipped with ST
be excited about
be exposed to
be faced with
be faithful to
be familiar with
be famous for
be filled with
be finished with
be fond of

be friendly to SO
be friendly with SO
be frightened by
be frightened of
be furnished with ST
be grateful to SO for ST
be guilty of ST
be happy about ST
be innocent of ST
be interested in
be involved in ST
be involved with
be jealous of
be known for ST
be limited to
be made from ST
be made of (material)
be married to
be opposed to
be patient with SO
be pleased with
be polite to SO
be prepared for
be protected from

be proud of
be related to
be relevant to
be remembered for ST
be responsible for
be satisfied with
be scared of
be terrified of
be thankful for
be tired from (doing something)
be tired of (doing something)
be worried about
beg for
begin with
believe in
belong to
benefit from
blame SO for ST
blame ST on SO
boast about
borrow ST from SO

care about

care for
catch up with
cater to
charge SO for ST
charge SO with ST
choose between SO/ST and SO/ST
chose ST from ST
collide with
come from
comment on
communicate with SO
compare SO/ST to SO/ST
compare SO/ST with SO/ST
compete with
complain about
compliment SO on ST
concentrate on
concern SO with ST
confess to
confuse SO/ST with SO/ST
congratulate SO on ST
consent to ST
consist of
contribute to ST

convict SO of ST
cope with
correspond with SO
count on
cover with
crash into
cure SO of ST

differ from
disagree with
disapprove of
discourage SO from ST
discuss ST with SO
distinguish between SO/ST and SO/ST
distinguish SO/ST from SO/ST
distract SO from ST
dream about
dream of
dress SO in ST
drink to

deal with
decide against
decide between SO/ST and SO/ST
decide on
dedicate ST to SO
demand ST from SO
depend on
derive ST from ST
deter SO from ST
devote ST to SO

elaborate on ST
emerge from ST

escape from (a place)
exchange SO/ST for SO/ST
exclude SO from ST
excuse SO for ST
expel SO from (a place)

experiment on
explain ST to SO

feel about
feel like

fight about
fight against
fight for
fight with
forget about
forgive SO for ST

happen to
harp on
hear about
hear from SO
hear of
help SO with ST
hide ST from SO
hinder SO/ST from ST
hinge on
hope for

gamble on
gawk at
gaze at
get back from (a place)
get married to SO
get rid of
get through with
get tired of
get used to
give ST to SO
glare at
gloat at
grieve for
gripe at SO
grumble at SO about ST

insist on
insure against
interfere in ST
interfere with ST
introduce SO/ST to SO/ST
invest in
invite SO to
involve SO/ST in ST

jabber about
joke about
joke with SO about SO/ST

jot down ST

laugh about

laugh at

learn about

lend ST to SO

listen for

listen to

long for

look at

look forward to

meet with SO

mistake SO/ST for SO/ST

nod at

nod to

object to

operate on

participate in ST

pay for

persist in

plan on

praise SO for ST

pray for

prefer SO/ST to SO/ST

prepare for

present SO with ST

prevent SO/ST from (doing something)

prohibit SO from (doing something)

provide for

provide SO with ST

provide SO/ST for SO

punish SO for ST

react to

recover from ST

refer to ST

relate to

rely on

remind SO of SO/ST

reply to

rescue SO from SO/ST

resign from ST

respond to

result in ST

retire from ST

succeed at ST

succeed in (doing something)

suffer from

suspect SO of ST

save SO from ST

search for

sentence SO to ST

separate SO/ST from SO/ST

share ST with SO

shout at

show ST to SO

smile at SO

speak to SO about SO/ST

specialize in ST

spend (money/time) on

stand for

stare at

stem from

stop SO from (doing something)

subject SO to ST

subscribe to

substitute SO/ST for SO/ST

subtract ST from ST

take advantage of

take care of

talk about

talk to

tell SO about ST

thank SO for ST

think about

think of

toast to

translate ST into (a language)

trust SO with ST

turn to

use ST for ST

vote against

vote for

wait for
warn about
waste (money/time) on
wish for
work for
work on

worry about
write about
write to SO

yap about
yearn for

Exercise 1

Fill the blank spaces with the most appropriate prepositions.

1. She has placed the cup _____ the table.
2. I will allow you go _____ the field.
3. She is singing _____ her room.
4. Is he _____ home now?
5. He lives _____ Nairobi.
6. Don't be late _____ class.
7. Compare your points _____ your friend's.
8. Are the new student _____ Ethiopia?
9. Rich is still _____ vacation.
10. My daughter's birthday is _____ May.

Answers

- | | | |
|-------|---------|--------|
| 1. On | 5. In | 9. On |
| 2. To | 6. For | 10. In |
| 3. In | 7. With | |
| 4. At | 8. From | |

Exercise 2

Complete the sentences with the most appropriate prepositions.

1. It was stupidher to go out without a coat.
2. Everyone was pleasedthe marks they scored.
3. I am boredsinging every morning.

4. Are you interestedsports?
5. Kenya is famous her athletes.
6. I will be happy to see married Gregory.
7. The town is crowded with people.
8. You will be held responsibleanything that happens.
9. She is sorry her behavior last night.
10. You should be sorrymissing the lesson.
11. Jemimah is fond dogs.
12. I am keen leave this school.
13. What are you excited?
14. It seems she is upsetsomething.
15. You shouldn't be worriedanything as long as I am around.

Answers

- | | | |
|----------|-----------|------------|
| (1) Of | (6) To | (11) Of |
| (2) With | (7) With | (12) On |
| (3) With | (8) For | (13) About |
| (4) In | (9) About | (14) About |
| (5) For | (10) For | (15) About |

***This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke
0746-222-000 for more Educational Materials.***

CONJUNCTIONS

COORDINATING CONJUNCTIONS

- A coordinating conjunction connects words, phrases, and clauses.
- And, but, for, nor, or, so, and yet are the known coordinating conjunctions.

Examples in Sentences

- i. This is a beautiful girl, but a difficult one to convince.
- ii. It was cold, so I put on my jacket.
- iii. This tea is thick and sweet.
- iv. Do you like white rice, or brown rice?

Functions of Coordinating Conjunctions

Conjunction	Function	Example in a Sentence
And	Joins two similar ideas	Jane and Mary are in form one.
But	Joins two contrasting ideas	He drives slowly, but sure.
Or	Joins two alternative ideas	We can go to Naivasha, or stay here and watch news.
So	Shows the second idea is the result of the first	I was sick, so I did not go to school.
Nor	Joins two negative alternatives.	He doesn't wake up early, nor do I.
For	Give a reason	I was punished, for I was late.
Yet	Joins two contrasting ideas (means "but")	I was punished, yet I arrived early.

Exercise

Join each pair of sentences with an appropriate coordinating conjunction.

1. I love to travel. I hate travelling by bus.
2. You should go to bed now. You will be tired tomorrow.
3. The bus stopped. Two passengers got out of it.
4. Helen was angry with Jane. Helen went out to cool down.
5. I arrived at school late. I left home early.

Answers

1. I love to travel but I hate travelling by bus.
2. You should go to bed now, or you will be tired tomorrow.
3. The bus stopped and two passengers got out of it.
4. Helen was angry with Jane, so she went out to cool down.
5. I arrived at school late, yet I left home early.

PHRASES

- ❖ A phrase is a group of words without a subject and a verb and which does not make sense on its own.
- ❖ There are various types of phrases. They include:
 - ✓ Noun phrases
 - ✓ Verb phrases
 - ✓ Adjective phrases
 - ✓ Adverb phrases
 - ✓ Prepositional phrases
- ❖ At your level, we will only study noun phrases.

NOUN PHRASES

- A noun phrase is a group of words that plays role of a noun and has a noun as the head word (main word).
- Look at the example below.
- ❖ I saw **Bingo**. The word in bold is a noun
- ❖ I saw **your dog**. In boldface, is the noun phrase that has replaced the noun in above sentence.

Examples of Noun Phrases

The new car

My old shirt

The best car safety device

Constituents of a Noun Phrase

- ❖ A noun phrase consists of:
 - ✓ A determiner, which can be an article, a number, or an adjective.
 - ✓ Modifiers, which can be an adjective, or combinations of adjectives.

- ❖ Modifiers can either be premodifier if it comes before the main noun, or post modifier if it follows the noun.
- ❖ Determiners precede modifiers.
- ❖ Study the noun phrases.

Phrase	Determiner	Pre modifier	Main noun	Post Modifier
The tall woman	The	Tall	Woman	
The longest river	The	Longest	River	
Your sister	Your		Sister	
Any big supermarket nearby	Any	Big	Supermarket	Nearby

Exercise

Underline the noun phrase in each of the sentences below.

1. Did you see the tall man?
2. He called all the stubborn students.
3. He wishes to see the president.
4. He bought her a beautiful white blouse.
5. An horse prefers living in dark stables.
6. It is disgraceful to write such rubbish.
7. The people's president is in Mombasa.
8. The girl in blue skirt is my sister.
9. The soldiers are true heroes.
10. My best friend is Teris.

SIMPLE SENTENCES

A simple sentence has one clause —independent

(a) SENTENCE STRUCTURE (SUBJECT, PREDICATE)

➤ A simple sentence has the formula:

Subject + Predicate

➤ Look at the example below.

This desk is mine.

✓ This desk – Subject

✓ Is mine – the predicate

➤ A subject is the one doing the action.

➤ Predicate is the part of the sentence which talks about the subject and which has a verb.

➤ The predicate must contain a verb. The other constituents of a predicate can be an adverb, adjective, pronoun, etc.

➤ Can you identify the subject and predicate in each of the sentences below?

❖ She came to see me.

❖ Njoroge was here.

❖ I saw them dancing.

❖ This is the cheapest dress in town.

❖ You are a big fool.

(b) TYPES OF SENTENCES

INTERROGATIVE SENTENCES

➤ An interrogative sentence is used to ask questions.

➤ There are various question types:

❖ Yes/no questions

❖ Alternative questions

❖ Tag questions

❖ w/h questions

Yes/No Questions

- ✓ They are answered with yes or no as answers.
- ✓ Examples are:
- ❖ Did you score everything?
- ❖ Have you seen it?

Alternative Questions

- ✓ There are options two to be chosen from.
- ✓ Examples are:
- ❖ Would you like to take tea, or coffee?
- ❖ Do you want a red pen, or blue one?

Tag Questions

- ✓ There is the statement part, which is followed by a comma, and then the question part.
- ✓ Examples are:
- ❖ She is the thief, isn't she?
- ❖ It does not smell good, does it?

W/H Questions

- ✓ The first word start with the two letters “**w and h**”.
- ✓ Those words used for asking these questions are: who, where, which, how, why, what
- ✓ Examples
- ❖ Who sent you?
- ❖ Where do you live?

Exercise

Form three different question types from the sentence:

You stole my cap.

Answer

1. **Did you steal my red cap? Yes/no**
2. **Who stole my red cap? w/h**
3. **You stole me red cap, didn't you?**

IMPERATIVE SENTENCES

- An imperative sentence issues a request or a direct command.
- Usually, imperative sentences begin with verbs.
- Depending on the strength of the emotion, and the forcefulness of the command, it can end in either a full stop (.) or an exclamation mark (!).

Examples

- i. Complete your assignment by afternoon!
- ii. Kindly open the door.
- iii. Turn left at the cross road.

End Punctuation Marks with Imperative Sentences

- If the command is forceful, use an exclamation mark (!). for example,
Leave now!

Open the door!

- If the command is polite, or in the form of advice, put a period (.). examples,
Please get me my book.

Leave the door open.

EXCLAMATORY SENTENCES

- An exclamatory sentence expresses emotion.
- The emotion can be of love, happiness, confusion, anger, etc.
- Usually ends with an exclamation mark.
- Use the word “**what**” or “**how**” before a noun.

Examples

- ❖ What a day!
- ❖ What awful plastic!
- ❖ What funny people they are!
- ❖ What a match!

Exercise

Rewrite each sentence beginning with the word “what” or “how”.

1. He is a foolish man.
2. This is a pleasant day.
3. That is clever of you.

4. They are lovely flowers.
5. He came early

Answers

1. What a foolish man!
2. What a pleasant day
3. How clever of you!
4. What lovely flowers!
5. How early he came!

AFFIRMATIVE SENTENCES

There are two types:

- ❖ Declarative
- ❖ Negative

DECLARATIVE SENTENCES/

- Used to make statements.
- End with a full stop or period (.).
- Here are examples of declarative sentences.
- ❖ My name is George.
- ❖ He brings me chocolate.
- ❖ She visited last year.
- ❖ I will leave in the evening.

NEGATIVE SENTENCES

- A negative sentence states that something is untrue.
- A negative adverb is added to negate the validity of the sentence.
- A negative statement is formed by adding the word “not” to the first auxiliary verb.

Examples

- ❖ I did not abuse you.
- ❖ This novel does not have a good ending.
- ❖ You are not among the lucky ones.
- ❖ Dan did not steal from me, it was you.

Exercise

Negate the following sentences.

1. She has a bag.
2. I am sick.
3. He sells flowers.
4. They work there.
5. She writes good compositions.
6. It is interesting.

Answers

1. She does not have a bag.
2. I am not sick.
3. He doesn't sell flowers.
4. They don't work there.
5. She doesn't write good compositions.
6. It is not interesting.

***This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke
0746-222-000 for more Educational Materials.***

ANSWERS/MARKING SCHEMES

PARTS OF SPEECH

NOUNS

COMMON NOUNS

1. The students were taught
2. I have visited a continent.
3. She lives in the city.
4. We eat in the hotel.
5. Have you ever swum in the river?
6. I drive a car.
7. Everyone went shopping at the supermarket.
8. A soldier is dead.
9. I come from a country.
10. I teach at a school.

PROPER NOUNS

1. I will take you to Rich's Palace.
2. Sarah is the girl I told you about.
3. Of all the continents, I like Africa the most.
4. Gracy is the cutest kitten ever.
5. I am craving Oreos.
6. I used Tilly in cooking.
7. Jupiter is one of the planets.
8. Margaret was a great author.

CONCRETE NOUNS ABSTRACT NOUNS

Exercise 1

- 1) A man must always have the courage to face every challenge.

Man – concrete

Courage – abstract

- 2) No matter what happens, we must not lose hope.

Hope – abstract

3) My faith in God is very strong.

Faith – abstract

God – concrete

4) A person should buy a beautiful dress.

Person, dress – concrete

5) Have you seen the black dog?

Dog – concrete

6) Love is blind.

Love – abstract

Blind – concrete

Exercise 2

1. Advice
2. Education
3. Intelligence
4. Importance
5. Happiness
6. Confidence
7. Pride
8. Anger
9. Imagination
10. Loneliness

NUMBER

ARTICLES

- | | |
|----------------|----------------|
| (1) An | (8) No article |
| (2) A | (9) An |
| (3) The | |
| (4) No article | |
| (5) A | |
| (6) The | |
| (7) The | |

PRONOUNS

PERSONAL PRONOUNS

Exercise 1

- 1) I
- 2) It
- 3) Him
- 4) Me
- 5) Her

Exercise 2

- 1) The old gate doesn't look good.

It doesn't look good.

- 2) Tom and Mary went to school.

They went to school.

- 3) The dog bit the doctor and the chief.

It bit them.

- 4) Moses runs faster than Rebecca.

He runs faster than Rebecca.

- 5) Phiona and Ruth played doubles.

They played doubles.

- 6) Christine is clever.

She is clever.

- 7) I brought the dress.

I brought it.

- 8) Antony drove Junet and me.

Anthony drove us.

POSSESSIVE PRONOUNS

- 1) Her
- 2) Your
- 3) Mine
- 4) Theirs

- 5) Yours
- 6) Her
- 7) Their
- 8) Our
- 9) His
- 10) Your
- 11) Its
- 12) His

REFLEXIVE PRONOUNS

- 1) Ourselves
- 2) Themselves
- 3) Yourself
- 4) Itself
- 5) Myself, myself
- 6) Itself
- 7) Himself
- 8) Yourselves
- 9) Themselves
- 10) Herself

PHRASES

NOUN PHRASES

1. Did you see the tall man?
2. He called all the stubborn students.
3. He wishes to see the president.
4. He bought her a beautiful white blouse.
5. An horse prefers living in dark stables.
6. It is disgraceful to write such rubbish.
7. The people's president is in Mombasa.
8. The girl in blue skirt is my sister.
9. The soldiers are true heroes.
10. My best friend is Teris.

WRITING FOR FORM 1

SPELLING

SPELLING RULES

The following rules will help you spell words correctly.

Rule 1: “I before E except after C”;

- achieve, believe, bier, brief, hygiene, grief, thief, friend, grieve, chief, fiend, patience, pierce, priest
- ceiling, conceive, deceive, perceive, receipt, receive, deceit, conceit

Exceptions

neighbor, freight, beige, sleigh, weight, vein, and weigh and there are many exceptions to the rule:
either, neither, feint, foreign, forfeit, height, leisure, weird, seize, and seizure.

Rule 2: “Dropping Final E”

When adding an ending to a word that ends with a silent *e*, drop the final *e* if the ending begins with a vowel:

- advancing
- surprising

However, if the ending begins with a consonant, keep the final *e*:

- advancement
- likeness

(However, if the silent *e* is preceded by another vowel, drop the *e* when adding any ending:

argument, argued, truly.)

Exceptions: to avoid confusion and mispronunciation, the final *e* is kept in words such as *mileage* and words where the final *e* is preceded by a soft *g* or *c*: *changeable, courageous, manageable, management, noticeable.* (The word *management*, for example, without that *e* after the *g*, would be pronounced with a hard *g* sound.)

Rule 3: “Dropping Final Y”

When adding an ending to a word that ends with *y*, change the *y* to *i* when it is preceded by a consonant.

- supply becomes supplies
- worry becomes worried
- merry becomes merrier

This does not apply to the ending *-ing*, however.

- crying
- studying

Nor does it apply when the final *y* is preceded by a vowel.

- obeyed
- saying

Rule 4: “Doubling Final Consonants”

When adding an ending to a word that ends in a consonant, we double that consonant in many situations. First, we have to determine the number of syllables in the word.

Double the final consonant before adding an ending that begins with a vowel when the last syllable of the word is accented and that syllable ends in a single vowel followed by a single consonant.

- **submit** is accented on the last syllable and the final consonant is preceded by a vowel, so we double the *t* before adding, for instance, an *-ing* or *-ed*: *submitting*, *submitted*.
- **flap** contains only one syllable which means that it is always accented. Again, the last consonant is preceded by a vowel, so we double it before adding, for instance, an *-ing* or *-ed*: *flapping*, *flapped*. This rule does not apply to verbs that end with "x," "w," "v," and "y," consonants that cannot be doubled (such as "box" [boxing] and "snow" [snowing]).
- **open** contains two syllables and the last syllable is preceded by a single vowel, but the accent falls on the first syllable, not the last syllable, so we don't double the *n* before adding an ending: *opening*, *opened*.
- **refer** contains two syllables and the accent falls on the last syllable and a single vowel precedes the final consonant, so we will double the *r* before adding an ending, as in *referring*, *referral*. The same would apply to *begin*, as in *beginner*, *beginning*.
- **relent** contains two syllables, but the final consonant is preceded by another consonant, not a vowel, so we do not double the *t* before adding an ending: *relented*, *relenting*.

- **deal** looks like flap (above), but the syllable ends in a consonant preceded not by a single vowel, but by two vowels, so we do not double the final *l* as in *dealer* and *dealing*. The same would apply, then, to *despair*: *despairing*, *despaired*.

PUNCTUATION

CAPITALIZATION

Capitalization Rules

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase.

Capitalize the first word of a document and the first word after a final punctuation mark (full stop, question mark, exclamation mark).

Capitalize proper nouns—and adjectives derived from proper nouns.

Examples:

he is Brian's father

In Juja

Capitalization Checklist

- Brand names
- Companies
- Days of the week and months of the year
- Holidays
- Institutions

the University of Nairobi

- Natural and artificial landmarks

the Fourteen Fall, the Mount Kenya

- Religions and names of deities

Note: Capitalize *the Bible* (but *biblical*). Do not capitalize *heaven*, *hell*, *the devil*, *satanic*.

- Special occasions

the Olympic Games, the Cannes Film Festival

- Streets and roads

Capitalize specific geographical regions. Do not capitalize points of the compass.

FINAL PUNCTUATION MARKS

The Period, Full Stop or Point

- The period (known as a full stop) is probably the simplest of the punctuation marks to use. You use it like a knife to cut the sentences to the required length.
- Generally, you can break up the sentences using the full stop at the end of a logical and complete thought that looks and sounds right to you.

Mark the end of a sentence which is not a question or an exclamation

Examples

- Kisumu is the third largest city in Kenya.
- I am writing you soon.

Indicate an abbreviation

Examples

- I will arrive between 6 a.m. and 7 a.m.
- We are coming on Fri., Jan. 4.

Period after a single word

Sometimes a single word can form the sentence. In this case you place a fullstop after the word as you would in any other sentence. This is often the case when the subject is understood as in a greeting or a command.

Examples

- "Come."
- "Stop."

Periods in numbers

Numbers use periods in English to separate the whole number from the decimal. A period used in a number is also called a "decimal point" and it is read "point" unless it refers to money.

Examples

- Sh. 10.50 is its price.
- Her weight is 60.60

The Exclamation Mark

The exclamation mark is used to express astonishment, or surprise, or to emphasise a comment or short, sharp phrase. In professional or everyday writing, exclamation marks are used sparingly if at all.

Examples

- Help! Help!
- That's unbelievable!
- Get out!
- Look out!

You can also use exclamation marks to mark a phrase as humourous, ironic or sarcastic.

Examples

- What a lovely day! (when it obviously is not a lovely day)
- That was clever! (when someone has done something stupid)

The Question Mark

Use the question mark at the end of all direct questions.

Examples

- What is your name?
- Do you speak Italian?
- You're spanish, aren't you?

Do not use a question mark for reported questions

Examples

- He asked me what my name was.
- She asked if I was Spanish.
- Ask them where they are going.

The Comma

Use comma to separate phrases, words, or clauses in lists

- *A series of independent clauses (sentences)*

Example

I cried to her, she asked me to stop crying, and afterwards she took me out for lunch..

- *A series of nouns*

Examples

- Don't forget to buy milk, ice cream, and fish.
- Gregory, David, and Christine arrived in time.

➤ *A series of adjectives*

A list of adjectives usually requires commas. However, if an adjective is modifying another adjective you do not separate them with a comma (sentence 3).

Examples

- She was young, beautiful, kind, and intelligent.
- The house we visited was dark, dreary, and run-down.

➤ *A series of verbs*

Examples

- Tony ran towards me, fell, yelled, and fainted.
- The boy leapt, spun, twisted, and dove into the water.

➤ *A series of phrases*

Examples

- The car smashed into the wall, flipped onto its roof, slid along the road, and finally stopped against a tree.
- The dog leapt into the air, snatched the Frisbee in its mouth, landed, and ran off into the forest.

More Uses

1. Enclosing details

Use a comma to enclose non-defining relative clauses and other non-essential details and comments. The comma is placed on either side of the insertion.

Examples

- China, one of the most powerful nations on Earth, has a huge population.
- Goats, unlike cows, do not like grass.

2. Participial phrases

Examples

- Hearing the sad news, Fred fainted.
- Walking home from school, I met my old friend.

3. Tag questions

Examples

- She hates you, doesn't she?
- We have no business together, have we?

STUDY WRITING

MAKING NOTES

How to Make Notes

The following tips will come in handy when making notes:

5. Read the material carefully and thoroughly.
6. Underline the key sentences as you read. This will help in forming the title.
7. Make a rough note of the main points in a logical sequence.
8. Write the final notes.

You should have in mind that a note:

6. Should be short and to the point.
7. Contain all the important and relevant information.
8. Should have information systematically divided and subdivided.
9. Should have a short title. Avoid long sentences as titles.
10. Must be written in points only.

Notes Template

TITLE

- (e)
- (f)
- (g)
- (h)

TAKING NOTES

How to Take Notes

- There is no one "right" way to take notes. Very different approaches can be equally effective, depending on the context.
- The key thing is to ensure that you remain actively engaged with the material whilst taking notes.
- If all you do is copy down what you hear or read, then you won't actually be learning anything at all. You may not even understand your notes when you come back to review them later!

- Do the following:
 - (i) Be concise
 - (ii) be as neat as possible
 - (iii) use headings and numbered points
 - (iv) use abbreviations/shorthand
 - (v) Leave spaces in between your notes in case of any additions.
- Avoid the following:
 - copying out sentences or passages verbatim (i.e. word for word)
 - copying a mass of factual information
- After the lesson, rewrite the notes in a more organized way adding details left out.

1. CREATIVE WRITING

POEMS

Poem Writing Tips

There are a few things to think about before you start writing your poem. The following tips on writing poems will help you get started.

- Know your purpose. Know why you are writing a poem and what you want it to do.
- Pick a subject. Poems can be written about any topic under the sun.
- Avoid clichés. These are sayings that have been overused, like busy as a bee, or blind as a bat.
- Use imagery. Paint with your words and use concrete words that appeal to the senses. Abstract words cannot give the reader a good picture of what you are trying to say.
- Use similes and metaphors. Similes compare two things, like “you are sweet as honey” and usually use the word “like” or “as.” Metaphors state that one thing is another thing, like “you are a pig.” Things being compared in a metaphor have at least one thing in common but are very different in other ways.
- You can also consider using rhyme, alliteration, consonance, etc

IMAGINATIVE COMPOSITIONS

Elements of Imaginative Compositions

In order to write a good story, use these important elements:

a) **Characters:** Refers to those who act in the story. They should be people, animals or objects that think and talk.

b) **Setting:** Describes time and place of the story for example: classroom, lakeside, town etc.

c) **Plot:** Refers to the series of actions that the characters go through as they try to solve a problem.

In the plot, we have the:

1. **Introduction:** This is usually short. It presents the character, the situation or the problem, and part of the setting.
2. **Development:** This simply shows how the situation affects the characters and what they do to try and solve the problem.
3. **Conclusion:** This shows the solution of a problem. It is usually short. It may lead to a happy, sad or surprise ending.

When writing a story, remember to *organise* the flow of your events so that the reader's interest is maintained throughout the story. The element of suspense should also be created and maintained so that the reader will want to find out what is most likely to happen in your story.

You can create suspense by:

1. Including mystery
2. Changing the scene
3. Creating unexpected events
4. Including dialogue
5. Giving surprise ending
6. Moving from one character to another

2. **PERSONAL WRITING**

(a) **Diaries**

- A diary is a written record of things that happen each day.
- It is also a record of things you plan to do per day and the time you plan to do so.
- A diary is also the book in which you write down things that happen to you on daily basis.

Diaries to Record what is planned to be done

- Here, we record things we plan to do.
- Let us look at the sample below:

MY DIARY

DAY	DATE	TIME	EVENT
Saturday	23 rd April, 2015	8.00 am 8.15 am 8.30 am 8.40-10.30 10.35am – 12.30pm 1.00 pm 2.00 pm 7.30 pm	Waking up Taking shower Breakfast Reading History Going for skating Lunch Reading the Bible Supper
Sunday	24 th April, 2015	7.00 am 8.00 am 11.00 am 1.00 pm 2.30 pm 4.00 pm 6.00 pm 8.00 pm	Breakfast Attending mass Reading CRE(St Luke's Gospel) Taking lunch Playing video games Watching movies Writing notes Supper
Monday	25 th April, 2015	7.30 am 8.00 am 8.30 am 9.30am 11.30 am 12.30 pm 3.00 pm 5.00 pm 8.30 pm	Waking Shower Breakfast Washing clothes Playing video games Lunch Reading Chemistry Watching movies Supper

Diaries for Recording the Daily Observation

MY DIARY

Calendar

April, 2022

Sun Mon Tue Wed Thur

Frid Sat

		1	2	3
4	5			
6	7	8	9	10
11	12			
13	14	15	16	17
18	19			
20	21	22	23	24
25	26			
27	<u>28</u>	29	30	31

ENTRY

Dear Diary,

Today, I started writing my first poem. I thought of what to write and by lunch time, an idea crossed my mind. I decided to write about corruption. I entitled it “Another Bond - Eurobond”. I had a lot to write about it. As I write now, my dear, I have completed writing it. Hopefully, I will write another one before the week ends. I will inform you about it once that is done. Bye

(b) ADDRESSES

- An address is a superscription of a letter directing who the letter is meant to reach.
- The writer also writes their address in the letter to allow for the reply.
- An address is written on an envelop, letter, or package.

Addresses in Letters

- Address format vary according to the type of letter written.
- Even though they are written differently, there are common features such as:
 - The post office box number
 - The postcode
 - The street, road, or building where the post office is located
 - The city or town
 - The country
- There are two formats of writing addresses:
 - Block format; and
 - Indented format

Block Format

- Address written in a block.
- Paragraphs also blocked.
- An example is

KILIMAMBOGO FOOD AND BEVERAGE,
P.O. BOX 555-35400,
KILIMAMBOGO – KENYA.

Indented Format

- Written on a slant.
- The paragraphs in the letter are also indented.
- An example is:

KILIMAMBOGO FOOD AND
BEVERAGES,
P.O. BOX 555-35400,
KILIMAMBOGO – KENYA.

Exercise

Write each of the addresses below as they would appear on your envelope:

- (a) Migori Polytechnic-40400- P.O. Box 654- The Principal-Kenya- Migori
- (b) Kenya Labour-The Director-30210- P.O. Box 90100- Kenya- Nairobi

(c) PACKING LISTS

- At times you find yourself forgetting something when packing for a trip.
- It is important to get organized. Writing a packing list will be key in ensuring no item intended to be carried during a trip is forgotten.
- A packing list is therefore a checklist for what to bring along with them.
- To make the most out of your trip you have to pack the right items.
- What you pack will highly depend on factors such as:
 - (a) The place you are visiting. If for example, you are visiting a place where it is hot, there will be no need of carrying heavy clothes.
 - (b) Means of transport. There is a limit to what one should carry depending on the weight.
 - (c) Number of days.
 - (d) The reason for visiting. For example if going on a camp, you need carry camping gear.

How to Start

- (i) Get a piece of paper and a pen and write “PACKING LIST”. This forms part of the title. The other part is the place to visit.
- (ii) Write number of days. It is advisable to do this as it will help you tell how many clothes you will need. It might not sound good to carry only two underpants, for example, if the trip will last a week.
- (iii) Draw a table with columns containing item category, item, quantity, and description. The various item categories are:
 - Entertainment list, for example, CDs, Radio, etc.
 - Clothing List, for example, underpants, skirts, etc.
 - Camping Gear, for example, sleeping bag,
 - Toiletries, for example, toothpaste, soap, etc.
- (iv) In that table fill all the items and all its columns appropriately.

Sample Packing List

TRIP TO MACHAKOS PACKING LIST				
DAYS: 3 Days				
NO.	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION
1.	CLOTHING LIST	Trousers	3	Purple one 2 white ones
		Shirts	3	The pink one The one printed “Newyork”. The newly bought one.
		Underpants	4	The black, yellow, red and indigo ones.
2.	ENTERTAINMENT LIST	CDs	3	Nigerian movies
		Laptop	1	The one recently bought.
		Earphone	1	Purple one.
3.	TOILETRIES	Bathing soap	1-250gm	Fa Bathing soap.
		Washing soap	½ bar	Jamaa
		Toothpaste	50 gm	Colgate
4.	DRINKS	Afya	2-500 ml	Guava flavored.
		Soda	2-500 ml	Fanta

Exercise

You are Manchester City Football club Player. During one of the summer holidays, your club go for a 5 day camp to a very hot place in United Arab Emirates. Here, no beddings are provided. Write a packing list of all the items you would carry with you to this trip.

3. SOCIAL WRITING

Informal Letters

- Usually written to people known to people you know fairly well. These can be friends and relatives.
- Also referred to as **friendly letters**.
- They are meant to:
 - (i) Give news;
 - (ii) Request information;
 - (iii) Congratulate people;
 - (iv) Ask questions; or
 - (v) Give advice.

How to Write Informal Letters

- An informal letter has such elements as:
 - (a) Sender's address. Write your address here. Example,

MAALIK AHMED

P.O. BOX 6454-90800

KITALE

- (b) Date when the letter is written.
- (c) Salutation. Example,

Dear Timothy,

- (d) Body. Write the body of the text. Include greetings, news, other questions, etc.
- (e) Closing. Sign of with your name. example,

See you soon,

Denis

- The table that follows is of a format of an informal letter blended with explanations:

The Format	Explanation
Address	At the top right hand corner, write your address. For example, Keicy Kimito P.O. Box 567 RONGO
Date	Below the writer's address, is the date. For example, 13 th December, 2015

Salutation	<p>Written on the left hand side of the letter. Start with:</p> <ul style="list-style-type: none"> • Dear , e.g. Dear Drinkwater, • Dearest....., or My Dear....., (for close friends and relatives) Example, Dearest Drinkwater, Or My Dear Drinkwater,
Opening Paragraph	<p>You may ask about the recipient’s health. For example,</p> <ul style="list-style-type: none"> • How is your family? • How are you Njuguna? I hope that you and your family are in the pink. • I am fine and I hope you are as fit as a fiddle.
Content Paragraphs	<p>This is where:</p> <ul style="list-style-type: none"> • You mention your main reason for writing (paragraph 2) <ul style="list-style-type: none"> • Give the news • Ask questions <p>You can start with:</p> <ul style="list-style-type: none"> • I am writing this letter to...
Closing Paragraph	<p>It is proper to inform your recipient that you are ending the letter. Some phrases you can use are:</p> <ul style="list-style-type: none"> • Do write me soon. • Please convey my warm regards to... <ul style="list-style-type: none"> • Allow me to pen off here. • Hope to receive a reply from you. <ul style="list-style-type: none"> • Bye/ Goodbye
Closing	<p>Sign off with your name. you can sign off using:</p> <ul style="list-style-type: none"> • Your loving friend, • Yours lovingly, • Yours affectionately, <ul style="list-style-type: none"> • Your nephew, • Yours sincerely, • Keep in touch, <p>Your name should follow. Your first name is preferred.</p>

The Language of Informal Letters

- The language used is simple as well as friendly.
- You can use contractions such as I’m, won’t, you’re, etc.

Sample Friendly Letter

Brigit

Annabel

P.O BOX

454—40400

SUNA-

MIGORI

5TH

September, 2015

Dear James,

Hi James! Hope you are fine back there in Rongo. My sister and I are very much fine.

I'm just writing to let you know I quit my old job and found something new in Migori town.

I was really fed up with working at Banana Academy as there was little work enough to challenge me anymore. You know me; if there is no enough, I get bored too easily and have to find something new.

I'm now teaching at Sunsun in Migori and the kind of work I do suits me to the ground. I teach two candidate classes. The work here is not only challenging, but it is rewarding as well. I know you will find it hard to believe... but you just have to.

That is not all for now! I'm getting married in a couple of weeks. He is working in the neighbouring school. So many promises I hope he will fulfill he has not stopped to give. I also find him the best among the many. When the time comes I believe you will come and celebrate with us.

Keep in touch,

Brigit

Exercise

You have recently joined another school. Write a letter to your friend. In your letter

- Explain why you changed school
- Describe your new school
- Tell him/her your other news

4. INSTITUTIONAL WRITING

(a) PUBLIC NOTICES

- A public notice is a notice given to provide information for the public that is widespread in a wide geographical area via media.
- They are mostly placed in newspapers by businesses, county and national government, and individuals.
- They include:
 - (i) Unclaimed property
 - (ii) Wanted person
 - (iii) Dangerous person
 - (iv) Government contracts
 - (v) Auction
 - (vi) Foreclosures, etc.

Public Notice Format

- The parts of a public notice include among others:
 - i. Name of the organization/institution. Letterhead is preferred.
 - ii. Then write/type “PUBLIC NOTICE”.
 - iii. The topic/theme/subject. Let the public know what you want to inform them about.
 - iv. Date, time, and venue(if need be).
 - v. Picture to reinforce the message.
 - vi. Name of the writer of the notice and the job position(and signature, for the more formal ones)

Sample Public Notice

MAJI MACHAFU LANDS DEALERS COMPANY

(P.O. Box 123-00200 Nanyuki, Email: majchaf@hotmail.com,
Mobile: 0715234343)

PUBLIC NOTICE

Notice is hereby given that son of Amos Kinyanjui resident of Plot(5) located opposite Kadika Plaza, Kilgoris Estate has agreed to sell the plot mentioned in the schedule hereto dated 5th June, 2015.

All persons claiming interest in the land or any part thereof by any way are hereby required to bring their complaints at our Mukomi office within 10 days from the date hereof, failing which the sale will be completed.

Yours Sincerely

[sign]

Fredrick Wainaina

SALES MANAGER

➤ In the notice above, a picture of the plot can be included.

(b) INVENTORIES

➤ An inventory is a complete list of items such as equipment, property, goods in stock, or even the contents of a particular place.

➤ A list of things possessed by a person or company.

➤ It is a good idea to keep the records of items owned by a person or company.

➤ An inventory will have the following basic elements:

- | | |
|---|--|
| (i) Name of the institution. Name of the person, if individually possessed. | (vi) Quantity of items |
| (ii) Date when the records are taken. | (vii) Description of the item |
| (iii) Item number | (viii) Approximate value of the item |
| (iv) Item category | (ix) The name and designation of the person keeping the records. |
| (v) Item | |

➤ **Here is a sample inventory.**

KILIMANJARO MIXED DAY AND BOARDING HIGH SCHOOL

INVENTORY OF THE EQUIPMENT AS AT 24TH MARCH, 2022

NO.	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION	APPROXIMATE VALUE IN
1.	LABORATORY EQUIPMENT	Test tubes	15	Good condition	KSH.
		Microscopes	2	Damaged	1200
2	ELECTRONICS	Computers	3	New ones	
			4	Damaged	72 000
		Radios	4	Not working	12 000
		Printers	2	New ones	6 800
3	FURNITURE		6	Damaged	68 700
		Teachers' tables	14	Good Condition	14 600
			22	Newly Bought	48 000
		Staffroom ones			110 000
		Chairs	400	Good Condition	
			89	Broken	200 000
4	GAMES EQUIPMENT	Classroom chairs	500	Good condition	44 500
			6	New Ones	250 000
			3	New Ones	60 000
		Students' Lockers	300	Good Condition	12 000
		Office Cupboards	3	Punctured	600 000
			2	Good Condition	3 000
		Beds		6 000	
		Balls			
		Volley ball nets			

RECORDS KEPT BY: Jeniffer Kwamboka
 sign
School Store Keeper

Exercise

You are St. Monica's Mission Hospital Resource Manager. At this hospital, records of items in it are kept at the end of every August. Write the inventory of all the items here.

THE END

F1 TOPICAL REVISION

QUESTIONS

***A SERIES OF TOPICAL REVISION FOR
ENGLISH & LITERATURE IN THIS
CLASS.***

***An Intensive Analysis of Past KCSE
Questions. Candidates are Hereby
Advised to Keep attention to this
Crucial Quick Revision Kit.***

For Marking Scheme/Answers

CALL/WHATSAPP 0746 222 000

FUNCTIONAL WRITING

1. Imagine that you have completed secondary education. You have come across an advertisement in one of the daily newspaper that required clerical officers. The email address of the Company is uhurukazi@yahoo.com. You are interested in the job. Write one page curriculum vitae (C.V) using the e-mail address of the company

2. You are the Secretary of your School's Drama club. Your club is holding its second meeting of the year to discuss the following issues:-
 - (i) Tour to Nairobi
 - (ii) Awareness campaign
 - (iii) Strengthening of drama in the schoolTwo people have sent their apologies and a member from the writer's club has also attended the meeting. Write the minutes you could take at the meeting

3. Imagine you are the managing directors of Alroki industries Eldoret. You manufacture padlocks and of late, there has been a lot of bad press concerning your products. Write an internal memorandum to your operations manger and sales and marketing manager. Advise them on what should be done to counter the bad press and also recapture and retain your market share.

4. You have finished reading the play An Enemy of the people by Henric Ibsen and you would like to recommend it to your classmates. In about 350 words, write the book review

5. Since last year third term, your class form 4 Green's academic performance has been drastically going down. This has raised a lot of worries in the entire school, and it was one of the issues that came up during the release of the first examinations results of this term. After that meeting, the School Principal summoned you as the Class Prefect to his office and requested you to lead a class committee to find out the reasons for such a performance. Write a report that you would present to him in two weeks' time underlining the causes for this performance by your class and the recommendations that you suggested. **(20 marks)**

6. Imagine that your class went on a five-day school trip to Mombasa. Write a personal journal that you kept for the five days.

7. Students in your school have raised concerns about poor hygiene in the school. In a bid to address these concerns, the principal appoints a four-member committee to investigate the health situation and give recommendations. You are the secretary of the committee, write down the report you will present to your principal. **(20mks)**

8. Imagine you are the secretary of the Drama Club in your school. The club is organizing an Annual Drama Club Party. The chairperson of the club the previous year was a candidate and

performed exemplarily well in the KCSE and was admitted in one of the public universities in Kenya.

- (a) Write an official invitation letter inviting him/her as the chief guest. (12mks)
- (b) Write a congratulatory note to her or him to be presented on that day. (8mks)

9.

- a) Your best friend has just been elected as the student's president in your school. Write a congratulatory note to him or her. (8mks)
- b) Write a recipe of a dish for about ten people who will grace his/her celebration party. (12mks)

10

- a) Imagine that you are the chairperson of the Tendering Committee in your school. Write a memo to all heads of department requesting them to attend a meeting to discuss how to acquire supply of goods such as stationery, students' uniform, food stuff, laboratory equipment, audio-visual materials and sports equipment for the school. Copy the memo to the head of the institution. (12marks)
- b) Write an advertisement inviting various companies to tender their goods with your school. The company must be a wholesaler Company. It must indicate the mode of payment, and how the goods would be delivered to the school. Inform the company when the items are required in your institution. (8 marks)

CLOZE TEST

1. *Fill in each of the blank spaces in the passage below with the most appropriate answer*

One of the challenges.....(1)the country today is youth unemployment. Related to this is lack of patriotism and a sense of.....(2). A number of interventions have been rolled to tackle.....(3)challenges that youth issues are so.....(4),they deserve a ministry, not just a(5). Among the notable programmes by the ministry was the creation.....(6). Youth fund, whose objective is to.....(7)money to youth people to venture into business.(8) it is too early to assess its impact, the intention was noble. Following this,.....(9) government now wants to re-introduce a company paramilitary training programme for school leavers.....(10) the National Youth Service.

2. *Read the passage below and fill in each blank space with an appropriate word*

Different types of oral literature can have (1) _____, if not identical functions. One can use stories, riddles and proverbs, among other kinds of oral literature, to express (2)

_____ . It is (3) _____ true to say that one type of oral literature may have many different (4) _____. For example a work song that (5) _____ people to pull together in their efforts may also be sung as entertainment for children, or as a political weapon when people are competing in parliamentary elections. It is (6) _____ important that when one is collecting a song, one must also find out for what purpose it is being sung.

(7) _____ the text of the song is important, its context must (8) _____ be well known. The interest of the song is greatly enhanced and it is given (9) _____ proper character by the (10) _____ in which it is sung.

3. Fill in each blank space with the most appropriate word.

Every year, we look (1)..... to Christmas as a time for festivity and family get together. The jovial atmosphere that surrounds the season lifts our spirits. Families make last minute (2)..... to the supermarkets to buy gifts to loved ones (3)....., we forget that January is coming with (4)..... challenges. The sooner you (5)..... planning, the better. This will help you avoid going (6) in your expenditure. Most people take this time to (7) their upcoming home, creating transport (8) all over. A reunion of relatives is always the joy of charismas so to say. To some, it is just the onset of misery. This is because they don't have anything to (9)..... The last week of the year to them is always injury time. Either they do not have anything to give or they are worried over (10)..... and its responsibilities.

4. Read the passage below and fill in each blank space with an appropriate word

I do not support abortion. But there are cases of incest (1) Rape where(2) should be given a chance to choose whether to live with the child or not. My position is informed (3) the Christian faith that I profess. The Bible (4) states that thou shall not kill.

Of course there may be a scenario in which a doctor is faced with a (5) Where a mother's life is in danger and the only way to save her life is to abort the (6)

It is unfortunate that nobody wants to address that issue directly. (7) my personal view is that doctors and experts should have the leeway to make professional judgements. There are hard (8) to be made like in the event of (9)..... risk of losing life, does the doctor save the foetus or the mother or let both to die?

When does life begin then? According to churches, life begins at conception. And when does it end? Is it when one is put on a life support machine or when a doctor (10)..... one dead? There is need to be pragmatic on this issue of abortion.

5. Fill in the blank with the most appropriate word

(10 marks)

It is undeniable that our education system.1..... Kenya has done a lot for students. Our literacy 2..... has risen tremendously over the 3.....thirty years. More youths are leaving school for the work force at 4..... educational levels. The majority of Kenyans have had the 5..... of primary education, something most of our grandparents do not 6.....

However, there are still 7.....which need improvement in our educational system. There is need for enough space experimentation 8.....the cultivation of genuine interest.9.....is required is a real understanding and appreciation of the subject,10.....merely high marks.

6. Fill in each blank space in the passage with the most appropriate word.

The issue of birth certificates as a (1)for registration of candidates has ignited a lot of concern for parents with students sitting for this year’s examinations. Whereas we are concerned about the issue of foreigners in this country, this directive has (2) many parents and students alike unprepared (3) instance, most students sitting this year’s K.C.S.E. were born in the late 90s and if they happen not to have even birth certificates, which is (4) likely, it also means that they don’t have even their birth notification cards. (5) birth certificates under these circumstances, and within the given time frame, is (6) The authorities (7) with the issuance of these documents (8) process them urgently. (9)is a serious matter. Candidates have been given a very short time to (10) these documents.

7. Fill in the blank spaces with the most appropriate words.

A new research title “Underage drinking in Kenya”, has1.....that nearly one third of form four students aged below 18 years take alcohol2..... As our society ponders this sad3....., the urgent message to children who are taking alcohol4..... do not drink another sip. Advice to those children is to strongly say “no”.5.....irresponsible behaviour, to alcoholism, there are many.....6.....effects of alcohol. It is wrong and illegal for children to drinkalcohol.

This report also states that 46 percent of the children received7.....first pint from friends and8..... Do you offer alcohol to a child? As a parent or guardian, do you nurture9.....? How much time do you spend with them?Notably,10.....of guidance and supervision are stimuli to underage drinking.

8. During this month, the meteorological department has warned (1).....

respiratory diseases (2)..... Nairobi, Central Highlands and counties such as Kericho, Uasin Gishu and Trans Nzoia, (3)..... children and the elderly to dress warmly. “(4)..... of respiratory diseases like asthma, pneumonia and common cold (flu) are expected to be on the increase due to the (5)..... cold and chilly conditions. The general public, (6)..... the young and elderly members of the society are (7)..... to adopt (8)..... dress code to avoid contracting (9)..... diseases.” The 10).....said.

9. Some of the old people are .1..... by the fear of death. In the young there is a2.....for this feeling. Young men who....3..... a reason to fear that they will be killed in battle may justifiably feel .4.....in the thought that they have been ...5.....of the better things that life has to offer. 6..... , in an old man who has known human joys and sorrows,7..... has done whatever work he could do, the fear of the death is8.....ignorable. The best way to overcome it - so at least it seems to me - is to make9..... interests gradually wider and more impersonal, until bit by bit the walls of the ego...10....., and your life becomes increasingly part of the universal life.

(Adapted from integrated English. A course for Kenya Secondary Schools Book 4: Kenya Institute of Education: Jomo Kenyatta Foundation 1989, Nairobi. Kenya.

10. Tension was (1) _____ in various parts of the country when rumors went round that phone users would die after receiving calls from (2) _____ telephone numbers. Many telephone users avoided calls (3) _____ their mobile phones after information spread that calls coming in red digits could cause death (4) _____ because high frequency waves would cause excessive bleeding in the brain. Some subscribers (5) _____ switched off their phones. The rumours started (6) _____ in the morning when several people received (7) _____ messages warning them against receiving calls from some listed numbers (8) _____, it was later established, belonged to a company in Pakistan “I have switched off my phone because the news are (9) _____,” One person said. However, it was later discovered that the rumours were only a (10) _____ to cause panic.

ORAL SKILLS

1. THE MAGNIFICENT BULL

My bull is white like the silver fish in the river
White like the shimmering crane bird on the river bank
White like fresh milk.
His roar is like thunder to the Turkish cannon
On the steep shore.

My bull is dark like the rain cloud in the storm.

He is like summer and winter.

Half of him is dark like the storm cloud,

Half of him is light like sunshine.

His back shines like the morning star.

His brow is red like the beak of the hornbill.

His fore head is like a flag, calling the people from a distance,

He resembles the rainbow.

I. The singer achieves rhythm in the song above through repetition of words i.e. “white like”

like e.t.c.

Identification

Illustration

II. If you are to do a live performance of this song how would you make it more interesting to the audience?

b) Underline the silent letter in each of the following words

(5mks)

i) Rendezvous

ii) Eulogy

iii) Tourism

iv) Condemn

v) Phlegm

c) **Read the genre below, and then answer questions that follow:-**

“Willy warmly welcomed Wendy and wondered why Wyatt 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

d) Your school is participating in a debate and the motion is: “Parents should let children decide their own destiny,” How would you ensure that your argument is convincing?

KC

e) Imagine that you are listening to a telephone conversation between a receptionist and a lady

whose child is very ill and she is seeking her physicians’ help. Unfortunately, Dr. Kemboi is not in, but the receptionist is on the line. In the blank spaces, fill in what you think the receptionist should have said to the lady.

2. (a) *Read the narrative below and then answer the questions that follow:*

A Greedy Old man and the sausage

Once upon a time, there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother-in-law, he found that she had been roasting some meat, among which was a delicious looking sausage and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage but the old man didn't know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children's health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke issuing from the quiver and asked the old man; "Paker, how come the quiver is smoking?" The man answered, "Oh. It's some naughty fire stick with a soft head that smokes whenever it comes into contact with soft wood and the arrows." The woman kept quiet and got up to escort her guest.

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out, tiak! together with the stolen sausage. The lady, who was walking closely behind, exclaimed: 'See, had I not known it! Then the old man fearing that his sausage might be eaten. shouted, "Oh, my Paker, please do not eat it!"

So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs and there ends my story.

- (i) State two things a narrator would do to draw the audience's attention to the beginning of the story
- (ii) Describe how a narrator would perform line 4-6 of the second paragraph
- (iii) Explain three ways in which the audience can indicate active listening in the performance of this narrative
- (iv) Apart from using the ending formula, how else would a narrator signal to the audience the ending of his story?

3. *Read the following oral poem and answer the questions that follow:-*

Where is she eee

Where is she ee

We want to pamper her

We want to pamper her x2

We advise you, we advise you

When you get there respect your husband

When he calls you, respond to his call

So that your marriage can last

Both of you may live in peace

Both of you may live in peace x2

- (i) List down what is lost when the above song is written down
- (ii) The above song is a translation from Kiswahili to English. What has been lost in the translation?
- (c) (i) Underline the stressed syllable in the correct pronunciation of the following words
(*The dots indicate syllable boundaries*)
- (i) res. pect
(ii) re. view
(iii) in. ves. ti. gate
(iv) con.so.li.date
(v) cal. cu. late
(vi) di. vi. de (noun)

(ii) Provide another word with a similar pronunciation for each of the following words

- (i) Feet
(ii) Alter
(iii) Ale
(iv) Cereal
(v) None
(vi) Ate

(c) (i) Explain three things you would do if you were unexpectedly asked to give a short Speech.During the form four farewell party

- (ii) You are giving this speech without a public address system. How do you ensure you are heard clearly by everybody

4. i) *Read the oral narrative and answer the questions asked.*

THE MAN WHO LIVED WITH THE TRIBE OF HIS WIFE

There was a man, it is said, who lived with the ethnic group of his wife. One day he said to his wife, “We are moving away-tell your people.” So she told her people and they gave him the customary gifts and returned to him a part of his bride wealth.

Then this man who had been living with his wife’s ethnic group moved away with his family and his wife, and after he had walked all day he set up a camp in a certain place. Then he said to his wife, “woman, there is a matter I have to discuss with the people whom we left, and I am going back to them. Pen the animals and wait for me.”

So he went back, and when he reached the village in the evening he sat down in the clearing by the huts, intending to eavesdrop. The people were gossiping about and someone said, “well, let us all give our opinion of that who stayed with our tribe for such a long time!”

“He was a good man.” said one.
“By God, he was a brave man.”
“By God, he was a generous man.”
“By God, he looked after the animals well.”
“By God, he had some knowledge of men.”

The whole village praised him, and all the time the man was listening. There was pause, and then a young girl spoke, “but I know something about him that was bad!”

“What was it?” the people asked.

“He didn’t go far away enough from the huts when he urinated!” at this the whole village burst in to laughter, but the eavesdropper was so angry that he stood up said to them, “well, by God, I have moved far enough away now!” to the great astonishment of the whole village.

- a) How would you perform the narrative in order to capture the audience attention
- b) (i) In which tone would the eavesdropper say last line of the narrative
- ii) Underline the word in which the vowel sound is different in the following sets of words :

- a) ship, sheep, sleep
- b) Pull, pool, book
- c) Bark, park, buck
- d) Might, height, mice
- e) Barn, ban, bag

- iii) State whether the stress would fall on the first or second syllable on the word in bold by underlining:

- a) I don’t like associating with that rebel
- b) Waiyaki had a lot of respect for the elders
- c) We manage to turn the businesses
- d) When can you contact me?
- e) You can access a lot of information in **the internet**

- iv) What would you consider important in giving someone directions especially to a place that is difficult to trace?
- v) What preparation would you do before attending an interview for a job?

5. a) i) Provide homophones for the following words (3marks)

- i) Coup
- ii) Brooch
- iii) Muscle

b) Assign intonation to the following sentences. (3 marks)

- i) I think we are completely lost
- ii) We will be able to go, won’t we?
- iii) She bought a house

- c) Write down a word with a silent letter as indicated. (3marks)
- i) **p**
 - ii) **s**
 - iii) **n**
- b) Identify the odd one out based on the pronunciation of the underlined letter(s). 3 marks
- i) Quay, quaint, quack, quality
 - ii) Chain, Charity, Flinch, Champion
 - iii) Sachet, Packet, Ticket, Thicket
- c) Explain the different meanings of the sentence below when different words are stressed as indicated: *Wafula saw the thieves enter the house.* 2 mks
- i) Wafula House
.....
- d) i) Your class had invited a former student, now employed by a top company to give a talk on ‘succeeding in the corporate world’. However, during the talk, you realize that most of your classmates are not concentrating. List four things on the part of the **speaker** that contributed to this. (4marks)
- ii) Suggest two non-verbal cues you would advise the speaker to employ to enhance the delivery of the message (2marks) ...

5. Read the following telephone conversation and answer the questions that follow.

Secretary: (Phone rings) Hello, Purpose Drive Secondary school, may I help you?

Caller: I want to speak to the principal.

Secretary: May I know who is calling please?

Caller: (Impatient and irritated) I have said I want to speak to the principal, period

Secretary: Excuse me I am sorry He is in a meeting with the board of management, could you please call later, Sir?

Caller: (Shouting) are you stopping me from talking to your boss, do you know who I am? Had you even heard of the supplier of your stationery?

Secretary: (Politely) Oh, Mr. Erickson? I am sorry you cannot talk to him now call after an hour or may I take a message to him please?

Caller: (Bangs the receiver)

- i) Identify two instances that show the caller lack of telephone etiquette.(2 marks)
- How can you tell that the secretary observes professional conversational skills in the above telephone conversation?

6(a) Read the oral narrative below and answer the questions that follow. (10 marks)

The Stupid Monkey

Once upon a time, a tribe of monkeys made their home in their pleasure garden of the king. On a certain holiday when the drum was beaten to call the people together, the King’s gardener, hearing the drum, said to himself, “Even though it is a holiday, the garden must be watered. Accordingly I will ask the Monkeys to water the garden for me, so that I can be off to enjoy myself and the holiday with the rest.” So he called the Monkeys and asked them to water the garden. When the

monkeys had promised to water all the young trees faithfully, the gardener gave them the water skins and the wooden pot with which to perform the task.

After the gardener had gone, the Monkeys took up the water skins and the watering pot and began to water the young trees. But the leader of the monkeys stopped them. “Wait,” he said, we must be careful not to waste water. Before you water them, you must first pull up each tree and look at the size of the roots. Then you must give plenty of water to those which have long, deep roots, but less to those with short roots. For when this water is finished, we shall have to work to get any more.

“To be sure,” said the other monkey, “that is what we must do.” So they pulled up all the trees just as their leader had told them to do and all the young trees died.

Question

- i. What feature of oral narratives would you use to prepare your audience to listen to the above story? (2 marks)
- ii. What **two** devices of performance would you use in narrating this story effectively? (4 marks)
- iii. Which **three** things would indicate to you that the audience is following the narration? (3 marks)
(b)Underline the silent letters in the following words: (5 marks)
 - i) Rapport
 - ii) Rendezvous
 - iii) Poignant
- c) Your friend attended an interview but was not successful. Mention **four** things that he/she may have failed to do before and during the interview. (4 marks)

Before
During

- d) Give a homophone for each of the following words. (2marks)
 - i) Gate
 - ii) Forward
 - iii) Medal
 - iv) Sweet
- d) State the **four** points to consider when giving instructions to a person about how to get from one point to the other. (4 marks)
- e) *Read the conversation below between a student and a teacher and then answer that questions that follow.*(8 marks)

Student: (knocking the door loudly and getting in) I am told you called me.

Teacher: (motioning him to seat) please have a seat Rono and don't be anxious.

- Student: *(still standing)*. Don't tell me you have sum...
- Teacher: *(interrupting)*. Please relax. It is not an indiscipline issue again. No cause for alarm.
- Student: So then, why do you want to see me?
- Teacher: Calm down Rono. On the contrary, it is a positive note.
- Student: *(looking a bit controlled and sliding into a seat)*. Sorry sir, May I know what it is about.
- Teacher: *(Smiling broadly)*. That's better. I called you to discuss your progress in academics lately.
- Student: *(With a lightened up face and more reassured)*. Yes sir.
- Teacher: Looking at your trend of performance especially in languages and mathematics, I am very impressed. *(Pointing at Maths and English columns)* See, from D+ to B in Maths and D to C+ in English is commendable!
- Student: *(Rubbing his hands and slightly smiling)* Thanks sir. I am grateful for your kind guidance.
- Teacher: *(In affirmative note)* Yes. This is the result of change of attitude, obedience and determination.
- Student: *(Sighs)* Thank you once more for your concern. I will be able to face my dad courageously now.
- Teacher: Yes, that's how it should be. Always work to impress your parents. Never look back again. Forward ever.
- Student: Thanks Sir. I promise never to let you and my parents down ever again.
- Teacher: Good. You can now go back to class.
- Student: *(Stands up and shakes hands with the teacher)*. Thanks once more and good day sir.

Questions

- i) How does the teacher establish good rapport with the student? (2mrks)
- ii) What good conversational skills are displayed by:
 - a) The teacher? (2 marks)
 - b) The student? (2 marks).
- iii) Identify **two** shortcomings in the student's speech. (2 marks)

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

Make me a grave where'er 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 coffle going to the shambles led,
And the mother's shriek of wild despair
Rise like a curse on the trembling air
(by Frances Ellen Watkins Harper)

Questions

- a) Describe the rhyme scheme of the poem above. (2mks)
- b) Apart from rhyme, mention two other ways they have achieved rhythm(4mks)
- c) Mention two ways in which you would know that your audience is fully participating during the recitation of the poem above. (2mks)
- d) How would you say the last line of the poem? (2mks)
- e) Indicate whether the following items have a falling or a rising intonation. (4mks)
 - i) Get out now!
 - ii) The man was accused of theft.
 - iii) How did you find the English exam?
 - iv) Could he have left?
- f) Underline the silent letters in the following words. (4mks)
 - i) Corps
 - ii) Parliament
 - iii) Leopard
 - iv) Fracas
- g) Provide a homophone for each of the following words. (4mks)
 - i) Bury
 - ii) Claws
 - iii) Guest
 - iv) Male
- h) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence mean (3mks)
 - i) The lady in a red dress lost her purse
 - ii) The lady in a red dress lost her purses
 - iii) The lady in a red dress lost her purse.
- i) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)
 - i) Said Head Gate Led
 - ii) Face Phrase Shepherd Phase
- j) *Below is a dialogue between Muthomi and James who are candidates. Read it and answer the questions that follow.*

Muthomi: James, I'm worried about my performance in English. It's not encouraging.

James: Ah! I'm happy with mine in Biology. I got an A in the last exam.

Muthomi: I really don't know what to do about English, maybe...

James: I don't like History and P.E teacher. He thinks he is the only one who can a pick-up truck. My mum told me she would be buying one soon.

Muthomi: (Trying to bring him back to the topic) Tell me James, how do you revise English?

James: Oh! Is that Betty? She promised to bring me a movie. (Calling out) Betty! Betty! (The runs after her)

a) Identify the shortcomings in the dialogue above (3mks)

(30mks)

8.a) Read the poem below and answer the questions that follow.

You are my sunshine
My only sunshine
You make me happy
When skies are grey
You never know dear
How much I love you
Please don't take
My sunshine away

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

ii) Which word would you stress in line two and why? (2mks)

iii) State two ways you will make the performance of the above poem interesting. (2mks)

b)

A flea and a fly flew up in a flue

Said the flea, "Let us fly!"

Said the fly "Let us flee."

So they flew through a flaw in the flue.

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

ii) ii. Identify and illustrate the dominant sound pattern in the genre above. (2mks)

c) Indicate the intonation in the following sentences. (3mks)

i. How often do you visit your mother?

ii. Have you lost your way?

iii. Andrew, come here at once!

d) Your teacher of English has asked you to discuss a question on 'The Caucasian Chalk Circle'.

Three minutes into the discussion, most of the students lose concentration. *Give the possible reasons why this happened.* (3mks)

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

i) State two factors about the audience that you must consider before giving the speech. (2mks)

ii) Mention two things the listener ought to observe in order to gain from the speech. (2mks)

f) List two effects of using courteous language. (2mks)

g) Your class is visiting a cultural center for field work. State how you would prepare to ensure that you collect objective information during the visit.(3mks)

h) Provide a word that is pronounced the same way for each of the words below. (3mks)

i. Barren

- ii. Lichen
- iii. Fowl

i) ***In the paragraph below, underline the correctly stressed word.***(3mks)

The warden said they wanted to ('conduct, con'duct) a search at the port of Mombasa. In the ('process, pro'cess) of doing so, they found the consignment meant for ('export, ex'port) in a go-down. The main ('convict, con'vict) was Kaelo. Since he had been a ('rebel, re'bel) in his native country for many years, the judge had no option but to ('subject, sub'ject) him to many years in prison.

9.a) Read the following story and answer the questions that follow.

A Greedy Old Man and the Sausage

Once upon a time there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother-in-law, he found that she had been roasting some meat, among which was a delicious looking sausage, and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage, but the old man did not know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children's health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke issuing from the quiver and asked the old man: "Paker **, how come the quiver is smoking?" The man answered: "Oh it is some naughty fire stick*** with a soft wood*** that smokes whenever it comes into contact with soft wood **** and the arrows." The woman kept quiet and got up to escort her guest.

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out tiak! Together with the stolen sausage! The lady who was walking closely behind exclaimed: "See, had I not known it!" Then the old man fearing that that his sausage might be eaten, shouted: "Oh my Paker, please do not eat it!" So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs, and there ends the story of the greedy old man.

(Adapted from an Oral literature of the Maasai by Naomi Kipury)

- (i) Mention any one thing you would do to alert the audience before telling the story. (1Mark)
- (ii) How would you say the line, "Paker how come the quiver is smoking?" to bring out complete effect. (2 Marks)
- (iii) Explain how you would effectively dramatize the old man's response; " Oh it is some naughty... and the arrows" (2 marks)
- (iv) State the appropriate intonation for saying the line, "See, had I not known it!" and indicate the emotion it brings out in the woman. (2marks)
- (v) Identify a sound feature in the story. (1mark)

b) For each of the following words, provide another that is identical in pronunciation. (5marks)

- i) Symbol
- ii) Coup
- iii) Lam

- iv) Mayor
v) Wear
- c) The underlined indicates the stressed word. Explain what each sentence means on the basis of this. (2 mks)
I will walk to the hospital
I will walk to the hospital
- d) Underline the letter that is not voiced in the following words: (3 marks)
- i) Resign
ii) Diarrhea
iii) Sachet
- e) Your school drama group has just returned from a choral verse presentation at the county competitions where they quite unexpectedly failed. Mention any four reasons that might have led to their failure. (4 mks)
- f) *Read the following conversation between Odwak and Njoroge, and then answer the questions that follow.*

Odwak: Before she died of liver cancer, my sister felt a lot of pain and lost a lot of weight.

Njoroge: Talking about that, I had a toothache last night. I tell you I couldn't sleep.

Odwak: Yes, so about my sister....

Njoroge: (scrolling through his phone). You remind me about my sister. In fact, she wrote to me last week telling me about her son's fees. She believes I have more money than I need, and that I should give her some.

Odwak: Well, maybe you have a lot of money. But thank you for being such a good listener!
(Stands up to go).

Njoroge: What! Have I offended you?

- i) Explain the shortcomings in Njoroge's listening skills. (6mks)
ii) For each set of words below, underline the odd one out. (2mks)
iii) Cough Bough Doug
iv) Not Note Knot

10

A) *Read the poem below and answer the questions below correctly.*

Had we but world enough, and time
This coyness, lady, were no crime.
We would sit down and think which way
To walk and pass our long love's day.
Thou by the Indian Gange's side
Shouldst rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the Flood.
And you should; if you please, refuse
Till conversation of the jaws.
My vegetable love should grow

Vaster than empires, and more slow;
An hundred years should go to praise
Thine eyes and on thy fore head gaze
Two hundred to adore each breast,
But thirty-thousand to the rest.

- i) Explain how rhythm has been achieved in the poem. (3 marks)
ii) Assume you are performing this poem to an audience, in which ways would you enliven your presentation. (4 marks)
iii) How would you say the following lines in the poem

“Thine eyes and on thy fore head gaze

Two hundred to adore each breast. (3 marks)

- b) Assume you are the student leader of Guidance and Counseling in your school. The principal asks you to research and write a report on rising cases of drug Abuse in your school and present your findings during PTA and Student joint meeting. Explain how you would deal with stage fright associated with public speaking of this kind.(6 marks)
c) Classify the words below according to the sound of the underlined “Ch” letters. An example of each of the sounds represented has been given. 3 marks) (½ each)

Chaos

Chaise

Sachet

Chortle Bench

Charisma

Wretch

Chef Choreography

Chamois

Chore

Chronological

- d) In each of the following list of words, underline the correctly stressed word. (5 marks)

- a) Ir`relevant
b) Glo`rify
c) Opera`tive
d) Pictur`esque
e) Ambi`guity
f) `Administration
g) Eco`nomic
h) `Immature
i) Mountain`eer

- e) The manager of Smart Uniform Company calls to speak to the principal Upendo Secondary School. The secretary answers the telephone call.

Read the conversation below and then answer the questions.

Secretary: (picks the phone) Hello. Secretary Upendo Secondary School speaking.

Manager: Hello. Could I speak to the Principal, please?
Secretary: May I know whom I am speaking to please?
Manager: Okey. Please remind him about our meeting in your school.
Secretary: Thats alright. I will relay the message to him.
Manager: Thank you for your assistance. Goodbye.
Secretary: Goodbye and thank you for calling.

- i) Explain how the speakers employ etiquette in their conversational skills.
(3 marks)
- ii) Write the message you would relay to the Principal if you were the secretary (3 marks)

COMPREHENSION

1. Read the passage below and then answer the questions that follow

WOMEN IN IRAN

So far, everything seems normal. But in the illustrations accompanying this description the ballerinas have been air-brushed out. Instead, an empty space, the floor and the blank wall meets the eye. Like so many other images of women in Iran the ballerinas have been censored

Dega's painting is emblematic of a basic paradox of life in Iran, 20 years after the Islamic revolution. On the one hand, the regime has succeeded in completely repressing Iranian women. At any Government Institutions, Universities and Airports there are separate entrances for women, where they are often checked for signs of violating the strict dress code. They are forbidden to go out unless they are covered by clothing that conceals everything but their hands and faces. At one of the universities where I used to teach, I'm told a female professor was expelled because her wrist had shown from under her sleeve while she was writing on the blackboard.

Yet these measures, meant to render women invincible and powerless, are paradoxically making women visible and powerful. By attempting to control every aspect of women's lives and by staking its legitimacy on the Iranian people's supposed desire for this control ___ the regime has unwittingly handed women a powerful weapon; every private act or gesture in defiance of official rule is now a strong political statement.

Meanwhile, because its extreme regulation of women's lives unnecessarily intrudes on the private lives of men, the regime has also alienated many men who initially supported the revolution

Women on the eve of the Islamic revolution were active in all areas of life in Iran. They were encouraged to participate in areas normally closed to them. Women were police officer, judges and pilots-active in every field except the clergy. By 1978, 22 women were members of parliament and two sat in the senate.

The Ayatollah Khomeini accused them of betraying culture and tradition. Dr. Farrokhrou Parsa was one of these alleged traitors. She gave up her medical practice to become principal of the girls school I attended in Tehran. Then she became Iranians first female cabinet minister, in charge

of education. When the Shah was ousted, Parsa was summarily tried and executed. She was charged with “corruption on earth, warring against God” and “Expansion of prostitution”, allowed no defense nowhere and sentenced by hooded judges; she was put in a sack before being killed.

Ayatollah Khomeini tried to expel women from the public sphere was not surprising. What was surprising was the leftist members of the revolutionary coalition who went away. The leftist had traditionally appeared to support women’s rights. However, their totalitarian mindset was ultimately more at ease with the rigid rule exposed by the reactionary clerics with the pluralistic approach favoured by the women’s movement. Thus, when the Ayatollah began his crackdown, he had the full support of the leftists.

Many Iranian women, on the other hand were not so pliant. On a cold day in March 1979, thousands of shouting women massed Tuto one of the Tehran’s wide avenues. They had gathered to express their resistance to the Ayatollah’s attempt to make them invincible.

Some days earlier, the Ayatollah had annulled the family protection.

1. What reason did the Ayatollah give for wanting to make women invincible?
2. Do you think the writer of this passage is male or female? Support your answer
3. Give: i) Cite one of the repressive laws against women.
ii) Why was the professor expelled? 4.

List the three accusations leveled against Dr. Farrokhrou Parsa in the passage.

5. Describe the theme in this passage. 6.

Before the Islamic revolution in which areas were women encouraged to participate?

7. Explain the paradox the author refers in the third paragraph which begins, “Yet these measures”

8. Describe the writer’s opinion on the treatment of women in the passage

9. Explain the meaning of the following words and phrases in the passage

- i) censored -
- ii) emblematic -
- iii) alleged -
- iv) leftist-
- v) espoused-

10. What title can be given to this passage?

2. **Read the passage below and then answer the questions that follow:-**

The research by the Maendeleo ya Wanaume Organization that reports a case of reversed roles where men are made to cook, wash clothes, clean the house, utensils and baby sit should reveal more and delve into the causalities rather than issue inflammatory findings with alarming statistics that will only serve to scare courtship.

It should be noted with clarity that societal transition are normally treated with a lot of caution, sobriety and reasonableness to avoid endangering the very fabrics that hold the society together. This is because it’s a process that takes time to sink, be appreciated and acceptably embraced. Equally, the connotation reversed roles imply replacement of male domination by female

domination instead of hybrid system where roles are shared equally and help handed out where necessary to supplement each other's effort.

Gender refers to women's and men's socially defined roles and characteristics that are shaped by historical, economic, religious, cultural and ethical factors.

Gender is learned through socialization, it is not fixed, it is changeable. Gender stereotypes therefore include comments like, women are weak and cowards, gentle, nurturing and caring while men are bread winners, decision makers and generally aggressive.

The African society and Kenya in particular is patriarchal. A social system based on male privilege and power in which women are regarded secondary and created for the service of men.

Patriarchy is mostly for men and that's why men feel threatened when patriarchy is challenged. However, research has shown that not all men are winners under patriarchy.

This is because patriarchy puts a lot of pressure on men to perform and become workaholic in a struggle to maintain the family, for example, research has shown most millionaires in the US are women, widows of men who died young from diseases related to over work.

Since gender is societal creation and not biology, it can be changed, albeit gradually.

The stubborn men who live in the past should be prepared for **feminism approach** that perceives and interprets social situation from a woman's point of view.

According to this approach, female oppression should be addressed adequately. Here, the area of focus includes: Education and legal rights for women. Economic rights, that advocate's equal access to properties, jobs and career. The puzzle however, is where the approach leaves men, especially if the process is forceful.

Gender equity is an idea whose time has come as statistics indicate girls perform better than boys in schools and ladies are more preferable by employers than men due to hard work, honesty, loyalty and cost effectiveness.

Women must also rise to the occasion, take responsibility with caution and cease to be victims of inferiority complex.

Change must not translate to arrogance and revengeful attitudes that will paint women as heartless.

Life is meaningless without effective family institution. Let's ensure our society does not fall apart.

(Adapted from Sunday, May 31, 2009)

(a) In what way is gender a socialization process? (b)

According to the passage, what is gender stereo typing? (2mks)

(c) Explain the contrast between the hybrid system and the case of reversed roles (2mks)

(d) What evidence is given to show that not all men are winners under patriarchy?

(e) What is the writer's tone in the passage?

(f) *Re-write the following beginning; (Not fixed*

Gender is learned through socialization, it is not fixed, it is changeable.

(g) In a summary of about 60 words, describe the writer's attitude towards women

Rough copy

Fair copy

(h) Explain the meaning of the following words and phrases as used in the passage.

- (i) Inflammatory.....
- (ii) Sobriety.....
- (iii) Feminism approach.....

3. Read the following passage and answer the questions that follow:-

The river ,the forest and the sky all drew Densu to the top of the hill with a power he had no need to fight against. He asked Nyaneba if there was no more work he could do on the farm up there. But at that time there was nothing really, and Nyaneba almost scolded him when he asked once more what was there to do.

“Densu,” she said at the end of her patience, “the animal that does not rest gets so angry and unhappy that it spreads destruction wherever it goes. A human being works fully when there is work to do. A human being rests fully when the season for rest comes.”

Densu did not importune Nyaneba about work any more. Almost everyday he climbed up the hill and sat on the warm rock looking at the river and the forest canopy. From where he sat, the river now looked thin and completely still. Seeing it at a distance, he had to think before it became in his mind a moving thing, not a dead, flat sheet shining passively in the sun.

So he knew the river’s motion in his mind, though his eyes perceived stillness. Once the motion was clear in his mind, it did not stop. It flowed inathought stream that could take him from the present all the way back to moments so far in the past his remembrance surprised him.

Some of the memories he would never understand. He had known a great happiness at a time about which he remembered nothing but the feeling itself. This remembrance took his feeling back to a time when he was helpless but feared nothing because there was a presence around him that made fear a stranger. He had told people about this feeling and always left them puzzled They said he could have had such a time, because his father died before he was born, and his mother also died in child birth. Yet the feeling was part of his memory, and it was so strong he knew it was true, in spite of what others saw and said. And often as he grew up, he found himself searching, sometimes in anguish, sometimes with sheer desire for a return of that time and of the feeling.

Yet life at times became an argument saying that presence, that wholeness he remembered so mysteriously and sought so naturally, would never be possible in the world outside the wishing mind. He had known people at Esuano, and begun to sees life clearly, but most of the people and most of the life he saw led his mind far astray from the peace he sought.

This too he remembered: in his twelfth year something strange had happened. A white man had arrived at Esuano. He was not an official from the castle at cape coast, so people were astonished to see him there at all. They were more astonished when he told them he was a trader on the coast, but had grown tired of trading. He said he wanted to rest.

People shunned him. They were afraid of him and they had reason enough. He lived as if he and water had quarreled bitterly. He did not like food. his sustenance was drink and when he was really hungry he would look for fruit, like a child at play, and that would be his meal.

Densu went to him and sat watching him. He still went to him long after the other children had fled in fear. One day the stranger white man stopped singing his drunken songs, pointed to his heart and shouted something. “Collins!” He repeated the name, *stabbing his breast* repeatedly with an extended finger.

When he stopped, Densu pointed to himself and said “Densu.” The white man roared happily. He seemed immensely pleased with himself that Densu had understood him, as if he had actually taught him to speak. He began a game of names, teaching Densu English words and learning Akan words from him.

In less than a month the game of words changed. It became even. Densu went to Collins whenever he had time. The idea of learning the strange language of the white excited him, and he worked hard to make free time for his new passion. Collins taught him willingly. He seemed to live for the hours when the eager boy came to talk to him.

But Collins stopped asking Densu the Akan names of things. With an eagerness answering the boy, he taught him as fast as he could absorb new knowledge, and his yellow-red face exploded with joy when Densu began at last to speak to him in his own language. The solitary white man then gave up all pretence of wishing to learn Akan. He was happy enough to have a person to talk to and teaching Densu to read and write gave him something to do when he was not drinking.

Densu asked him why he had left cape coast to come to Esuano. The white man’s answer was quite *incomprehensible* to him. All he understood was that the mention of cape coast made the white man violently angry. Once, later, Densu asked him why he did not go home. The drunken man wept tears at the questions. From then on Densu did not ask him any such questions again.

In his first months at Esuano the white man Collins sold a few things to the few who had any money. But after his third month at Esuano he sold nothing. Knowing adults predicted he would die in a matter of weeks. They were disappointed and embarrassed when in spite of the way he drank and starved himself, he remained noisily alive.

- a) Why did Densu spend most of his time seated on the rock up the hill?
- b) What effect did the river have on Densu?
- c) Who was the stranger and how old was Densu when he arrived?
- d) What does “He lived as if he and water had quarreled bitterly,” mean?
- e) People dislike the stranger (Rewrite beginning with, “The stranger.....
- f) From what tribe does Densu come from?
- g) Write notes on why Collins was eager to teach Densu his language and why he stopped learning Densu’s language
- h) Identify and explain one character traits of Densu
- i)

Give the meaning of the following words and phrases as used in the passage:-

- i) Importune -
- ii) Canopy -
- iii) Stabbing his breast.....
- iv) Shunned.....
- v) Incomprehensible.....

4. *Read the following passage then answer all the questions that follow:*

It is said that behind every successful man there's a woman, so how can we help our sons succeed? By bringing them up in such a way that they understand their role as leaders, providers and protectors.

And how can we do this successfully? By noting their masculine qualities and praising them for these. Take note when they excel in **masculine** roles and encourage them. Admiration is the food of a man's soul. Never belittle your son's masculinity; it hurts very deeply and might result in deep resentment.

Are you faced with a rebellious son? Mind your language when you talk to them; you might be scolding him for doing or not doing something while inadvertently belittling his masculinity. Try the opposite for change; praise him and see how this transforms him. The untidy room will be a thing of the past, as will many other pains you have been wishing away. Relate the duties you assign him to his masculine qualities and he will be very glad to help. When he is facing failure or a crisis, reassure him that you believe in him and his ability to pull through, no matter how difficult the situation might appear. Do not mock his ability to overcome a difficulty. Use statements such as "this might be the door to opportunity, a stepping stone to greater success." who wouldn't excel when someone who matters to them like a mum believes in them? A word of caution, though: we must be careful not to push our sons to become what they are not interested in being.

Allow them the freedom to make choices and let them learn from mistakes. There's a greater temptation to be **bossy** towards our sons, but we need to refrain from giving detailed instructions on the what, when, how and where every action they take. Let him know when you disagree with his decision, but tell him he can still count on you

For the women who have taken over leadership in the home, you need to let go and build your husband by encouraging him to take up that role. This will allow you time to be a mother you need to be, one who can nurture her sons and be a homemaker. Our sons need to learn from their fathers what it means to be a responsible man.

And to those women who are sacrificing their children's well-being for careers I suggest, learn from Miss Taylor Caldwell, an Anglo-American writer with several awards to her credit once remarked: "I'd rather cook a meal for a man and bring his slippers and feel myself in the protection of his arms than have all the citations and awards I have received worldwide"

(Adapted from Daily Nation)

- a) What is the role of mothers in the success of their sons?
- b) i) How can parents help their sons overcome the challenges they meet while growing up?
- iii) What precautions should sons take in to account so as to achieve their ambitions?
- c) Give three disadvantages of women taking leadership at home.
- d) Give a reason why Miss Taylor is mentioned in the last paragraph.
- e)

In not more than 65 words, summarize the ways parents can deal with rebellious sons:-

ROUGH COPY

FINAL COPY

f) *Explain the meaning of the following phrase and words as used in the passage*

i) “Admiration is the food of a man’s soul”..... ..

ii) Masculine..... ..

iii) Bossy..... ..

5.COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child’s behavior that can lead to social rejection. The factors involve a child’s inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure**. Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don’t understand the basic rules of social behaviour and their mistakes are usually unintentional.

Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply may not notice a person’s scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, “a vicious cycle begins,” children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child’s life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should

teach social skills with the same tone they use for teaching numeracy skills or proper hygiene. If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don't understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: "How would you feel if Emma was hogging the tyre swing?" Instead of lecturing with the word "should," offer options the child "could" have taken in the moment, such as "You could have asked Emma to join you or told her you would give her the swing after your turn. "Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, "If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?" Lastly, give the child "social homework" by asking him to practice this new skill, saying: "Now that you know the importance of sharing, I want to hear about something you share tomorrow."

(Adapted from livescience.com-Tue Feb 2, 2010)

Questions

- a) In one sentence, explain what this passage is talking about (2mks)
- b) What is the number one need of any human being? (1mk)
- c) What are cited as the causes for social rejection according to the passage (2mks)
- d) What is social rejection likely to lead to (2mks)
- e) What vicious cycle is referred to in this passage (2mks)
- f) How can a parent make children appreciate the lesson on social skills? (2mks)
- g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech. (1mk)
- h) Make notes on the five-step approach to teach children social skills (5mks)
- i) Explain the meanings of the following words and phrases as used in the passage (3mks)
 - i. Authority figure
 - ii. Shunned
 - iii. Jump on board

This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke

0746-222-000 for more Educational Materials.

6. COMPREHENSION

Read the following passage and answer the questions that follow. (20 marks)

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out. Charges were trumped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister. Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... “God will provide” I had worked half a century to bring salvation to other people. It would probably be appropriate to say, “Physician heal thyself.” Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation ‘in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.’ God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

(From: Joseph W. Abruquah, *The Catechist*, London – 1965)

Questions

- a) What was the narrator's occupation before he was taken ill? (1 mark)
- b) Mention **four** factors responsible for the narrator's dismissal from his duty. (2 marks)
- c) Justify the narrator's bitter attitude in the third paragraph. (3 marks)
- d) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness..... “God will provide.” (2 marks)
- e) Basing your argument on one major failing of the narrator, why should you not be sympathetic with his situation (2 marks)
- f) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer. (3 marks)
- g) The narrator uses the word ‘salvation’ to elicit two implications. Explain these two implications. (2 marks)
- h) Quote a statement in the last paragraph that hints at the narrator's sense of remorse.

(1 mark)

- i) My congregation was deeply sympathetic but started making representations for my transfer.
(Rewrite this sentence beginning: Much as (1 mark)
- j) Explain the meaning of the following words and clause in the passage (3 marks)
- (i) Mudslinging
 - (ii) Obscurity
 - (iii) Physician heal theyself

7. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, decides and then acts upon it with no lingering backward glances.

By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a friend of mine who was doing fifteen or maybe twenty abortions a day: ‘ Look ,do me a favour,Jay .Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.’

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren’t of very good quality but I selected one that was of better quality than the others and began to show it at pro- life gatherings around the country.(I had my first contact with pro-life movement in 1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how The Silent Scream, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January3, 1985. The reaction was instantaneous. Everybody was up in arms because The Silent Scream represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don’t debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The Silent Scream depicted a twelve- week- foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- suc: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

(Source: The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD)

- a) Based on your understanding of the entire passage, comment on the nature of the writer's 'old convictions'. (2 marks)
- b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)
- c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage(2 marks)
- d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ' The Silent Scream'. (2 marks)
- e) " I was shaken to the very roots of my soul by what I saw". Rewrite this sentence beginning: (What...)(1 mark)
- f) Make notes on the way abortion is carried out according to this passage(4 marks)
- g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)
- h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)
- i) Explain the meaning of the following words as used in the passage.(3 marks)
 - i)convictions
 - ii)escalate
 - iii)impetus

8. Read the following passage and then answer the questions that follow. (20 marks)

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankelehe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's

motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, “Why should I bother to cut down my driving?”

Similarly, not enough thought has been devoted to the best role for government. Climate change is too **vast** a problem for individuals to solve alone, and some big businesses have an **incentive** not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government ‘solutions’ that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe’s carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU’s emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year — but now it turns out that Europe’s governments allocated far too many credits, which will likely hinder the program’s effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from *Times*, June 5, 2006)

1. According to the passage, what are the effects of global warming? (4 marks)
2. What, according to the passage, is the main cause of global warming?(2 marks)
3. How does Britain encourage people to use renewable electricity? (3 marks)
4. Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, ‘Why should I bother to cut down my driving?’ (4 marks)
5. What message does the writer communicate in this passage? (4 marks)
6. Explain the meaning of the following words and expression as used in the passage.(4 marks)
 - fob off
 - incentive
 - calamity
 - vast

ORAL LITERATURE

1. Read the story given below and answer the questions that follow:-

THE HARE AND THE TORTOISE

The hare was always laughing at the tortoise because he walked so slowly. “Really I don’t know why you bother to go at all,” she sneered. ‘By the time you get there it will all be over-whatever it is.’

The tortoise laughed. “I may be slow.’ He said, ‘but I bet I can get to the end of the field before you can. If you want to race, ill prove it to you.’

Expecting an easy victory the hare agreed and she bounced off as fast as she could go. The tortoise plodded steadily after her.

Now it was in the middle of a very hot sunny day and before long, the hare started to feel a little drowsy. I think ill just take a short nap under this hedge. ‘She said to herself.’ Even if the tortoise passed by ill catch him up in a flash. The hare lay down in the shade and was soon fast a sleep. The tortoise plodded on under the midday sun. Much later, the hare awoke. It was later than she had intended but she looked round confidently ‘No sign of old tortoise, I see, even if I did have rather more than forty winks.’

Away she went, running through the short grass and the growing corn, leaping ditches and brambles with ease. In a very short time she turned the last corner and paused for a moment to look at the place where the rope was to end. There, not a yard from the finishing line was the tortoise, plodding steadily on. One foot after another, nearer and nearer to the end of the race.

With a great bounce the hare streaked forward. It was too late. Though she threw herself panting over the line, the tortoise was there before her.

‘Now do you believe me?’ Asked the tortoise. But the hare was too out of breath to reply.

- i) Classify the above narrative
- ii) Why did the hare always laugh at tortoise?
- iii) Why did the hare feel drowsy?
- iv) What made it possible for hare to lose the race?
- v) Try to picture yourself as the story teller charged with the responsibility of narrating this particular story. What story telling devises would you employ?

- vi) Why did the tortoise laugh at Hare’s comment?
- vi) Describe how tortoise’s own words “.... I may be slow but I bet I can get to the end of the fields before you can.....”eventually proved to be true.
- viii) Mention any two moral lessons you can learn from this story

This is a Property of Mwalimu Consultancy Ltd. Contact Mr Isaboke

0746-222-000 for more Educational Materials.

2.

POETRY

Read the poem below and answer the questions that follow:-

CRAZY PETER PRATTLES

So what is the mountain deal
about the minister's ailing son
that he makes boiling news?

How come it was not whispered
when Tina's hospital bed crawled with maggots
and her eyes **oozed** pus
because the doctors lacked gloves?

What about Kasajja's only child
who died because the man with the key
to the oxygen room was on leave?

I have seen queues
of **emaciated** mothers clinging to
babies with **translucent** skins
faint in line
and the lioness of a nurse
commanding tersely
'Get up or leave the line'

Didn't I hear it rumoured that
the man with the white mane
and black robes
whose mouth stores the justice of the land
ushered a rape case out of court
because the seven-year-old
failed to testify?

Anyway, I only remember these things
when I drink,
they are indeed tipsy explosion

(*Crazy Peter Prattles*' by Susan Nalugwa Kiguli in *Echoes Across the Valley*: Ed. Arthur I. Luvai and Kwamchetsi Makokha)

- What problems are highlighted in the poem about the state of health care?
- What is the significance of the rhetorical question in the first stanza?
- Pick out any two images in this poem and explain their significance

- (d) (i) Identify the problem that the fifth stanza deals with
(ii) How does this connect with the problems in the previous stanzas?
- (e) Explain the meaning of the following words as they are used in the poem
(i) Oozed
(ii) Emaciated.....
(iii) Translucent ..
- (f) What is the significance of the last stanza?

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

I MET A THIEF

On the beach, on the coast,
Under the idle, whispers coconut towers,
Before the growling, foaming, waves,
I met a thief, who guessed I had
An innocent heart for her to steal.

She took my hand and led me under,
The intimate cashew boughs which shaded
The downy grass and peeping weeds
She jumped and plucked the nuts for me to suck:
She sang and laughed and pressed close

I gazed; her hair was like the wool of a mountain sheep,
Her eyes, a pair of brown –black beans floating in milk.
Juicy and round as plantain shoots
Her legs, arms and neck:
And like wine-gourds her pillowy breasts:
Her throat uttered fresh banana juice:
Matching her face-smooth and banana-ripe.

I touched-but long I even tasted,
My heart had flowed from me into her breast:
And then she went-high and south-

And left my carcass roasting in thee

- a) Who is the persona?
b) What is the relevance of the title?
c) Paraphrase the last stanza
d) Identify and explain the significance of the three stylistic devices employed in the poem
e) Of what race is the ‘thief’ in the poem?
f) Explain the meaning of the line ‘an innocent heart for her to steal’
g) Identify one economic activity portrayed in the poem

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

THE PROSTITUTE

There I see her coming
With borrowed steps
Like a coward ghost
Out of grass covered graveyard

She comes
Bearing no more
That attractive dames
Cover like soft babes

These
She has exposed
to bitter weather
and lusty eyes.

There I see her coming
like a nestles bird
that enters any nest
for a transient stay
at times
finding snakes
or hostile hawks
There I see her coming
like a black jack
a poisonous pest
that infects the city's plantation
diseasing the young
and old plant

There I see her
coiling herself around
tourists and bosses
like a parasitic
climbing plant

There I see her coming
from the back door
like a forged coin

that assumes the high value
yet always hounded by spies

I stand to see her
when the forged coin is found
when the immigration birds
are back in their nests
or when the dog
that it constantly feeds on
is washed with DDT
or when the dog is dead
on a tarmac road
and when the stems are cut
in the dry windy season

- a) Name FOUR things the person referred to as 'her' has been likened to.
- b) What is the main theme of the poem? Explain with suitable examples
- c) What is the attitude of the poet towards the subject of the poem? Illustrate using words or phrase from the poem?
- c) Identify three stylistic devices used in the poem and show their effectiveness in bringing out the poet's message.
- (e) Explain the meaning of the last stanza – what mood does it express?

5.

Read the passage below and then answer the questions that follow:

THE WICKED CHIEF

There lived once a wicked chief. Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular to young men who lived in that country. When the chief won over young men, they all liked him.

One day, the chief called all the young men and told them, "My friends, don't you see?" They asked, "What?" you should kill all of them. Everybody should kill his father."

Ah: (that they should kill their fathers). As a result, everybody whose father was old brought him to be killed. This one went and brought him to be killed. This one went and brought him to be killed, the other went brought his father to be killed. They killed all the old men, leaving one only.

He was a father of a man who said no. "Why should the chief kill all old men and why would I send my father to be killed?" He got down and went to dig a large hole and concealed it nicely. He sent his father there, where he had dug. He fetched wood and put it across and coved it with soil, making a small hole for air to pass through. At that time, they had finished to kill all the old men.

When the chief finished executing them, he then called all the young men. "My friends we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of

these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don't bring it, you yourself are not safe.”(That is all right) eh;

The young men rushed out and slaughtered the cow, which is the best part of the meat of a cow? They were worried

They went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn't the best part of the meat and they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, “My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must both find the sweetest and the best part of the meat and bring to him, that if we do not bring them, we are not safe ourselves. This is what is worrying us.” The old man laughed, but asked him if he knew the sweetest part of the meat. He said no. He again asked if he did not know the bitterest part. He said no. “Then the sweetest and the bitterest is the tongue. When you go, cut the tongue and sent it to him and say that is the sweetest part of the meat and the bitterest.”

The man rushed home while all the people sat down, undecided about what to do. If something had not happened they might have thrown the whole meat away and run away. When the boy arrived he said, “My friends take the tongue of the cow in.” they cut the tongue for him, and he took it to the chief's palace.

He went and threw it down and said, “Chief, see the sweetest part of the meat and the bitterest part also.”The chief sat down quietly and finally said, “You did not kill your father. Speak the truth. You have not killed your father.”He said, “It is the truth, I didn't kill him. When all the other men were killing their own fathers I went and hid mine.”

He said, “You are the son of a wise old man. The sweetest and the bitterest part of a meat is the tongue. As for that all these young men are fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue, were it not for your tongue, you would not have an enemy: it is also because of your tongue that you will not have a friend.”

1. Classify the above narrative
2. State any two characteristics of oral narratives present in the narrative above
3. Identify and discuss any two characteristics traits of the chief and any one character of the young man (who didn't kill the father)
4. Explain any moral lesson that can be learned from this narrative
5. Give one economic activity practices by the community from which this narrative was taken
6. Identify any two styles in the oral narrative
7. Why do you think the chief wanted all the old men to be killed?

6. Read The Poem Blew And Answer The Questions Below:

Would you know my name if I saw you in heaven?

Would it be the same if I saw you in heaven?

I must be strong and carry on, cause I know I don't belong here in heaven.

Would you hold my hand if I saw you in heaven?
Would you help me stand if I saw you in heaven?
I'll find my way through night and day, cause I know I can't just stay here in heaven

Time can bring you down, time can bend your knees
Time can break the heart; have you 'begging' "please" 'begging' "please"
Beyond the door there's peace, I'm sure
And I know there will be no more tears in heaven.
Would you know my name if I saw you in heaven?
Would you be the same if I saw you in heaven?
I must be strong and carry on, cause I know I don't belong here in heaven.
'Cause I know I don't belong here in heaven.

- a) What is the subject matter of this poem? Illustrate your answer
- b) Identify and illustrate the feature of style evident in stanza three
- c) Give and illustrate two examples of the persona's statements to illustrate his attitude of admiration
- d) What is the implication of rhetorical questions beings set in conditional tenses?
- e) What is the personas imagination of life in heaven? f) In note
form, give the main item of the last stanza
- g) *Explain the meaning of the following phrases as used in the poem*
 - i) Hold my hand..... -
 - ii) Break the heart.....
 - iii) No more tears.....

7. **Read the poem below and answer the questions that follow:-**

UGU You see that Benz sitting at the rich's end?

Ha! That Motoka is Motoka.
It belongs to the minister for fairness
Who yesterday was loaded with doctorate
At Makerere with whisky and I don't know what
Plus I hear the literate thighs of an undergraduate.

You see those market women gaping their mouths?
The glory of its inside has robbed them of words
I tell you the feathery seats the gold steering
The TV the radio station the gear!
He can converse with all the world presidents
While driving in the back seat with his darly
Between his legs without the driver seeing a thing!
Ha! Ha! Ha!

Look at the driver chasing the children away
They want to see the pistol in the door pocket
Or the button that lets out bullets from the machine
Through the eyes of the car – Sshhhhhhhhh
Lets not talk about it.

But I tell you that Motoka can run
It sails like a lijato, speeds like a swallow
And doesn't know anyone stupid on its way
The other day I heard
But look at its behind, that mother of twins!
A-ah That Motoka is Motoka.

You just wait, I'll tell you more
But let me first sell my tomatoes

(By *THEOLUZUKA*)

- (a) Who is the persona?
- b) Briefly explain what the poem is all about.
- c) Identify any two stylistic devices used in the poem.
- d) Explain the character of the market women as portrayed in the poem.
- e) Explain the meaning of the following lines as used in the poem.
 - i) Ha! That Motoka is Motoka.
 - ii) The glory of its inside has robbed them of the words.
 - iii) But look at its behind, that mother of twins. *UGU*
- f) *Describe the tone of the poem and comment on the persona's attitude towards the minister for fairness.*
- g) Identify the economic activity of the people portrayed in this poem.

8. *Read the poem below and then answer the questions that follow:-*

AFTER A WAR

The outcome? Conflicting rumours
As to what faction murdered
The one man who, had he survived
Might have ruled us without corruption
Not that it matters now:
We're busy collecting the dead
Counting them, hard though it is
To be sure what side they were on
What's left of their bodies and faces
Tells of no need but for burial

And mutilations was practiced
By right, left and centre alike
As for the children and women
Who knows what they wanted
Apart from the usual things?
Food is scarce now, and men are scarce
Whole villages burnt to the ground
New cities in disrepair
The war is over, somebody must have won
Somebody will have won. When peace is declared

- (a) According to the poem, what are the consequences of war?
- (b) What techniques has the poet employed and what are their effects?
- (c) What is the poet's attitude towards war?
- (d) *Explain the meaning of the following lines:-*
 - (i) Food is scarce now, men are scarce *KSW*
 - (ii) Whole villages burnt to the ground
- (e) From the poem, why would you say that war is a no win situation?
- (f) What's the mood of the poem?

9. ***Read the oral narrative below and answer the questions that follow:***

Why Zebra has stripped skin

Long ago, man tamed only the dog. Before he started taming any other animal, it was said that the donkey could also be tamed. This story came from one hunter.

One day while hunting, this hunter killed a large animal, which was too heavy for him to carry along. So, as he wondered how to carry his kill he saw a donkey pass nearby and an idea came to his mind. "Why not place this carcass on the donkey so that it can help me?" he wondered. He did not know what would happen if he tried this because the donkey was also a wild animal. Nevertheless he decided to try.

So he followed the donkey and luring it with sweet words and grass, the donkey allowed him to place his load on its back without resistance. He then led the way until they arrived home. After unloading the donkey, he gave it more grass and some water. It ate and drunk and appeared happy. From that day, the donkey never left the hunter's homestead; and he gave the donkey food and drink daily. The donkeys multiplied and there were many donkeys in this homestead, all helping the hunter to carry his loads. Soon, the story went round that somebody had tamed a donkey, which he was using as a beast of burden. Villagers came to see for themselves and they were impressed with the way the hunter's donkeys were working. Having satisfied their curiosity, they also went out into the wild to look for donkeys to tame. The donkey became a famous beast of burden in the whole village and beyond, carrying all the heavy loads that men and women could not even lift with assistance.

As all this was happening, the donkeys which were left in the wild did not know what was going on. They would only see their friends go away with men and women never to return. They came to understand that they had been deserted only after most of their friends had been taken away. The few who were left started to hide deep in the woods to avoid any contact with human beings. But their efforts to hide were all in vain! Human beings had realized that donkeys were very useful animals. So they made every possible effort to catch them even from deep in the forest.

This problem disturbed the wild donkeys. Many of their kind had been captured by human beings. The rumours spreading around were that the captured ones were made to work very hard with only little food, since there was no time to graze, while those left in the wild grazed the whole day and even during the night.

Indeed, this was frightening. The rest of the donkeys decided to act quickly, lest they too be captured. They called a meeting at which they discussed what should be done to stop the movement of donkeys into people's homes. When the meeting came to a stalemate, one donkey suggested that they should seek help from Hare since he was known to be cunning and clever. All agreed to seek advice from Hare.

The next morning, the donkey representative went to Hare. Hare was only too willing to help. Therefore Hare asked him to tell all his friends to come to his compound early the next morning. They agreed. When they arrived, they found Hare with whitewash in a large bucket and a brush in his hand. They were all at a loss as to know how this whitewash was going to help them. When they enquired, Hare attempted to explain but they could not understand.

So Hare asked one of them to volunteer for a demonstration but none wanted to. Then Hare approached one old donkey and whispered in its ear saying, "Once you have been painted, you will not be a donkey any more and human beings will not take you away." The old donkey said, "I will volunteer because if the human beings take me and put loads on my back, I will die." So the Hare quickly started painting stripes of whitewash on this donkey. Soon, the entire body of the donkey was filled with white and grey stripes. When the other donkeys looked at the painted donkey, they admired it and some wanted to be painted. But others came to the painted donkey and it whispered something in their ears. So they rushed and crowded around Hare and although he warned them that they had to be careful with the whitewash, they did not heed his warning. They jostled, pushed, fought and even bit each other in the struggle to be the next one to be painted. It was during this struggle to be painted that one donkey toppled the bucket containing the whitewash, pouring the entire contents on the grass from where it could not be recovered. The donkeys that had been painted remained in the forest because human beings did not capture them for they looked different from the domesticated ones. The striped donkeys changed their name from donkey to Zebra. All the ones that remained unpainted after the whitewash were captured by the human beings and taken to their homes to labour for them up to this day. And there ends my story.

(Adapted from Kenya Oral Literature Narratives, A selection edited by Kavetsa Adagala and Wanjiku .M. Kabira. East African Educational Publishers.)

- (a) Classify , with reasons, this story
- (b) Identify and illustrate the following:-
 - (i) One economic activity

- (ii) One social activity.
- (c) Explain the use of personification in this narrative
- (d) What was the agenda of the meeting held by the donkeys?
- (e) What is the attitude of the donkeys towards the Hare?
- (f) What were the consequences of the donkey's struggle to be painted?
- (g) Apart from personification, what other features of oral narratives have been used in this story
- (h) Explain the character of the donkeys in the 2nd last paragraph
 - (i) *Explain the meaning of the following words and expressions as used in the story*
 - (i) Beast of burden.....
 - (ii) Demonstration.....
 - (iii) Toppled.....

10

WHY THE OWL IS NOT KING OF THE BIRDS: INDIANTALE

WHY is it that Crows torment the Owls as they sleep in the daytime? For the same reason that the Owls try to kill the Crows while they sleep at night

Listen to a tale of long ago and then you will see why.

Once upon a time, the people who lived together when the world was young took a certain man for their king. The four-footed animals also took one of their numbers for their king. The fish in the ocean chose a king to rule over them. Then the birds gathered together on a great flat rock, crying: "Among men there is a king, and among the beasts, and the fish have one, too; but we bird have none. We ought to have a king. Let us choose one now."

And so the birds talked the matter over and at last they all said, "Let us have the Owl for our king." No, not all, for one old Crow rose up and said, "For my part, I don't want the Owl to be our king. Look at him now while you are all crying that you want him for your king. See how sour he looks right now. If that's the cross look he wears when he is happy, how will he look when he is angry? I, for one, want no such sour-looking king!"

Then the Crow flew up into the air crying, "I don't like it! I don't like it!" The Owl rose and followed him. From that time on the Crows and the Owls have been enemies. The birds chose a Turtle Dove to be their king, and then flew to their homes.

- i) You have been asked to narrate the above story to a group of young people. What **four** things would you do to attract their attention? (2marks)
- ii) If you were narrating the above story to young children, how do you ensure you sustain their attention for the entire course of the narration? (2marks)
- iii) How would you say the line "I don't like it! I don't like it!"? (2marks)

GRAMMAR

1. a) *Fill in the blanks with the correct word from the brackets*
- i) He.....(flung/flang) the mud onto the wall.
 - ii) The murderer was.....(hung/hunged) for his crime.
- iv) The leader.....(dealt/dealed) the cards out to the players briskly.
- iv) The boy.....(leaped/lept/leapt) across the ditch
- v) She.....(bore/borne) the burden patiently

- b) *Complete the passage below with the most appropriate word from the list given:*
(*breath, breathe, cloth, clothe, bathe, bath*)

Namboka felt dizzy and she took a walk so as to..... fresh air. It was while walking that she noticed that heras smelling badly. She went to her room, brushed her teeth and decided to..... her sweaty body. She put..... water in a basin, undressed and then wrapped herself with a clean.....before going to clean her body. After five minutes, she emerged clean and put on her best.....

- c) *Supply the missing prepositions in the following sentences:-*

- i) Opemi has a great passion..... debtors
- ii) My mother prohibited me..... talking to strangers
- iii) Walukanga was born..... humble and God fearing parents
- iv) The head dress of Acoli is similar..... that of the Luo.

2. (a) (i) I am sure it was an exciting experience for her (*Rewrite the sentence using 'must'*)
(ii) People always want more; it doesn't matter how rich they are
(*Rewrite the sentence using 'however'*)

(iii) The boy jumped from school to school every year. (*Rewrite to end with school*)

- (b) Give the meaning of the underlined idiomatic expressions in the sentence

- (i) There was no love lost between the two friends
- (ii) The President and Prime Minister resolved to bury the hatchet.

- (c) *Change the following to direct speech*

(i) Jumping and clapping, the Pastor remarked that Jesus was on his way

(ii) The Prefect said that the student was absent the previous day.

- (d) *Using the verb in brackets, form a phrasal verb to replace the underlined word*

- (i) The workers felt that the management despised them (look)
- (ii) It takes a lot of challenge to nurture a child into an adult (bring)
- (iii) The politicians dirty tricks did not succeed (come)

- (e) *Fill in the blank spaces with the appropriate form of the word in brackets*

- (i) The boy said that he was (true) _____ in love.

- (ii) The _____ (maintain) of the vehicle is quite expensive.
(iii) She was quite _____ (gratitude) for the honour bestowed on her.
(f) *Fill in the blank spaces with the appropriate preposition*
(i) Tom agreed _____ Lona's idea of punishing the culprit
(ii) The performers feel indebted _____ the school for the use of the hall

3 a) *Identify, underline and correct the four words that have been mis-spelt in the paragraph*

below:-

b) *Rewrite the following sentences as instructed*

i) The UN security council has declared Sudan a failed state (*begin Sudan.....*)

ii) Please sit down (*add a question tag*)

iii) The boy is very foolish. He believes everything I tell him. (*Rewrite as 1 sentence using enough to*)

c.) *Replace the underlined words with a suitable phrasal verb*

i) I was completely deceived by the confident trickster

ii) The first thing my uncle did on leaving prison was to visit us

iii) He tried to disguise himself as a beggar but his soft, clean hands betrayed him

iv) Please submit your scripts at the end of the exam

d) *Use the correct form of the words given in brackets*

i) The husband tried to restrain his.....wife (aggression)

ii) Such a policy can..... (Danger) the poor

iii) The guest of honour was given a..... (Tumult) welcome by the waiting

crowd

iv) (Literate)..... means the state of being unable to read and write.

4. a) *Fill in the blanks with the correct form of the word in brackets*

i) Has the motor boat.....in the lake. (sink)

ii) The company has employed a specialist for the.....of its machine.
(maintain)

iv) Uganda is contending against the.....of Kenyan goods in the markets.
(dominate)

iv) In Kenya.....elections are usually hotly contested. (mayor)

b) *Rewrite the following sentences by replacing the underlined verbs with appropriate phrasal verb*

i) You need to reduce the expenses. - Cut down

ii) He asked Alice to marry him but she rejected him. -Turned him down

iii) It is not good to desert one's family. - Walk out on

c) *Rewrite the following sentences according to the instruction given after each*

i) If he is not ill, he will come (*rewrite using 'provided'*)

ii) Joan has several friends. All of them are ballet dancers. Her mother is the president of our judo club.

(Combine into one sentence using relative pronouns)

iii) The principal asked me to see him the following day. (*Change into direct speech*)

iv) The visitor treads on the carpet with his muddy shoes. (*Write in the past tense*)

d) Explain the difference in meaning in these pairs of sentences :

a) Harry, our elder brother, has arrived.

Harry,

our elder brother has arrived.

b) My uncle stopped to drink.

My uncle stopped drinking.

5. 1. Rewrite the following sentences according to the instruction given

i) Omondi is a weak student. He can hardly write meaningfully. (*Rewrite as one sentence using, "such....."*)

ii) One of my cousins has gone to the USA. (Begin, A cousin.....)

iii) Jane has been writing a composition. (Change in to a passive voice)

2. Replace the underlined word with phrasal verb formed from the verbs given in brackets

i) I have left the relationship because my boyfriend is unfaithful. (Walk)

ii) My father scolded me because I had not done the assignment (tell)

3. Supply the correct question tag

i) Let us go to school.....

ii) Stand up.....

4. Use the correct form of the word given in brackets

i) The maid.....(*hang*) the blouse on the cloths line yesterday.

ii) It.....(*cost*)our school a lot of money to sponsor drama up to the nationals level last year.

iii) We could not.....(*large*) the portrait any further.

iv) You can't..... (*Prison*) a child below fifteen years of age for truancy.

5. Change the following to direct speech or indirect speech accordingly

(i) The stranger asked my mother where my father had gone (direct speech)

ii) "We shall meet again next week," said the chairperson(indirect speech)

6 i) The following idiom is wrongly stated, rewrite it correctly

Ibrahim doesn't struggle at all. He expects to get everything on a silver plate

ii) Explain the meaning of the idiom underlined in the sentence below

Why are you quick to fly off the handle at me? said Dr Stockmann,

6. a) *Fill in the spaces with the correct form of the word in brackets*
- i) All..... (pay) are supposed to count their money before they leave the bank
 - ii) His..... (pronounce) did not make sense to the audience.
 - iii) Jane has a (wool) jacket
- c) *Rewrite the following sentences according to the instructions after each. Do not change the meaning of the original sentence*
- i) He managed to persuade her to go (Begin: He succeeded.....)
 - ii) Silence is necessary in the library (Begin: You must.....)
 - iii) Rimau has always strongly supported the college football team (use: staunch)
- d) *Replace the underlined word in each of the following sentences with an appropriate phrasal verb*
- i) The presidential jet will land at 7.30am.
 - ii) The young man fabricated the story just to save himself from the angry crowd.
 - iii) After a heated argument, the students decided to check the meaning of the word from the oxford dictionary.
- d) *Use one word to replace the underlined ones without changing the meaning*
- i) The magistrate found him guilty of failure to fulfill his part of the contract.....
 - ii) The doctor concluded that the boy died when he was deprived of air
 - iii) My brother was among the group of actors performing, “an enemy of the people”
- e) *Rewrite the following sentences correcting all the errors*
- i) He is looking for an employment in Nairobi
 - ii) This exercise comprises of rigorous training in the morning
 - iii) Sometimes last year, we agreed to improve our relationship with our neighbours
7. a) *Rewrite the following as instructed.*
- i) The mother cannot take credit for it and neither can the daughter.
(Rewrite beginning: Neither.....)
 - ii) Karendi is the of the twins. (Use *pretty* in its correct form)
 - iii) The warrior was mutilated by the lion.....(*He is recuperating from the attack*)
- b) *Use the correct form of the words in brackets to complete the following sentences.*
- i) Due to lack of proper diet, Atieno’s child is (*nourish*).

- ii) Tuju is one man whose(*pronounce*) is superb.
- iii) Wanja is a very..... (*discipline*) student, no wonder she is always punished.
- c) *Replace the underlined words with the most appropriate phrasal verbs formed from the words in brackets.*
- i) The brothers do not agree in principles. (Get)
- ii) He refused to withdraw the injurious words on his opponent. (Take)
- iii) Marion despises her step sister because she is illiterate from the (look).
- d) *Arrange the adjectives in brackets to fill in the gap in each sentence.*
- i) He bought dress as a Christmas gift for his mother. (large, cotton, blue, pretty.)
- ii) The man is the king's only heir. (light skinned, handsome, young, short)
- iii) Let us take a seat at the.....(*oval beautiful, mahogany*) table
- e) *Use the verbs in brackets to form correct idiomatic expressions to complete each of the sentences below:*
- i) Although Peter and John are brothers, they never quite (see).
- ii) The maize scandal case is certainly a.....(*crack*) because there seems no headway.
- iii) When someone habitually steals he will one day(*face*).
8. (a) *Re-write the following sentences according to instructions. Do not change the meaning*
- (i) Even if the board does not meet, I will present my complaint.
Begin; Whether.....
- (ii) She opened the gate. Darkness fell. *Join into one beginning; Barely*
- (iii) Either Mary or John have the keys. *Correct the sentence*
- (b) *The following sentences are in the active voice. Change them into the passive*
- (i) Nobody did the work
- (ii) The police arrested the thief
- (iii) They collect rubbish every Thursday
- (c) *Punctuate the following sentences correctly:-*
- (i) alonje said i will return next month
- (ii) let us listen to him ivan argued he sounds reasonable”
- (d) *Use the correct form of the word given in brackets to fill in the gap in each sentence*
- (i) The dog barked(*menace*)
- (ii) Most of the students we come across(*be*) lazy.
- (iii) God' power is(*compare*)
- (e) *Re-write the following sentences replacing the bold words with gender sensitive words*
- (i) She sneaked because the watchman was a sleep.
- (ii) The master on duty made me kneel the whole day for making noise in class.
- (f) *Use appropriate phrasal verbs to replace the underlined words in the sentences below*
- (i) This child resembles the father.

- (ii) The teachers can no longer tolerate John's behaviour.
- (iii) What a relief that Joan passed all her exams.

9. *Re-write the following sentences according to the instructions given after each*

- (i) Hassan did not complain. He did not report to the police. (*Re-write as one sentence using a conjunction*)
 - (ii) It was my sister who made it possible for my schooling. (*Use 'but for'*)
 - (iii) Ibadan is a very large town in Africa. (*Use the superlative degree*)
- (b) *Explain the meaning of the underlined idiomatic expressions:-*
- (i) Many people in this country live from hand to mouth.
 - (ii) The manager realized that Mbutia was a hard nut to crack.
- (c) *Fill in the blank spaces with the appropriate form of the word in the bracket*
- (i) We should give _____ to our academic work (PREFER)
 - (ii) His _____ surprised His Excellency (ELOQUENT)
 - (iii) People rushed to the street when they heard the _____ of the two lorries.(COLLIDE)
- (d) *Replace the underline word in each of the following sentences with a phrasal verb:-*
- (i) The old man died quietly last night.
 - (ii) We felt completely disappointed by John's performance.
 - (iii) Juma always visits during meals.
- (e) *Re-write the following sentences correctly:-*
- (i) The student knocked on the door continuously as the others watched
 - (ii) The child inflated the balloon too much that it burst
- (f) *Fill in the blanks with the most appropriate preposition :-*
- (i) She has lived in Samburu _____ ten years.
 - (ii) It is improper to hurl abuses _____ people.

IMAGINATIVE COMPOSITION

1. *Either*

a) Write a composition ending with the words: The events of the previous day left me challenged to begin a new life

Or

b) Write a composition entitled “Love conquers all”

2. *Either*

(a) Write a composition to illustrate the saying “Do not count your chicks before they are hatched”

Or

(b) Write a story ending; “Since then my brother and I have been good friends”

3. IMAGINATIVE COMPOSITION (Compulsory)

Either

a) Write a composition beginning “Everybody was very excited, little did we know that at that moment.....

Or

b) Write a composition to illustrate the saying “A bird in hand is worth two in the bush.”

4. *Either*

a) Write a story ending with the following sentence: “.....thank you it was only a nightmare.”

Or

b) Write a composition to illustrate the saying: “A journey of one thousand miles begins with one step.”

FOR MARKING SCHEMES

CONTACT MR ISABOKE

0746222000

FOR THE FOLLOWING;

- ✓ **ONLINE TUITION**
- ✓ **REVISION NOTES**
- ✓ **SCHEMES OF WORK**
- ✓ **SETBOOKS VIDEOS**
- ✓ **TERMLY EXAMS**
- ✓ **QUICK REVISION KITS**
- ✓ **KCSE TOPICALS**
- ✓ **KCSE PREMOCKS**
- ✓ **TOP SCHOOLS PREMOCKS**
- ✓ **JOINT PREMOCKS**
- ✓ **KCSE MOCKS**
- ✓ **TOP SCHOOLS MOCKS**
- ✓ **JOINT MOCKS**
- ✓ **KCSE POSTMOCKS**
- ✓ **TOP SCHOOLS PREDICTIONS**
- ✓ **KCSE PREDICTIONS**
- ✓ **KCSE REVEALED SETS**

CALL/TEXT 0746 222 000

mwalimuconsultancy@gmail.com

**THIS IS A PROPERTY OF MWALIMU
CONSULTANCY LTD.**

**POWERED BY MR
ISABOKE**

SUCCESS