

JUNIOR SCHOOL



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**ENGLISH
GRAMMAR**

PARTS OF SPEECH

All words may be classified into groups called **parts of speech**. There are 8 parts of speech namely: **Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions** and **interjections**.

We shall now discuss these parts of speech one at a time:

NOUNS

A **noun** is the part of speech that names a person, a place, a thing or an idea. You use nouns every day when you speak or write. Every day you probably use thousands of nouns. Because nouns name the objects and people and places around you, it would be very difficult to talk about anything at all without them.

Many nouns name things you can see:

Persons	Places	Things
boy	lake	boot
student	country	shadow
John Kamau	Nairobi	chair
stranger	Jupiter	sweater
writer	Kenyatta Market	calendar
Barack Obama	Sierra Leone	short story

Some nouns name things you cannot see such as feelings, ideas and characteristics:

Feelings	Ideas	Characteristics
excitement	freedom	curiosity
fear	justice	cowardice
anger	fantasy	courage
happiness	faith	imagination
surprise	evil	self-confidence

Exercise 1

What words in each sentence below are nouns?

Example: John is a dancer – **John, dancer**

1. The students planned a party.
2. Three boys performed songs.
3. Excitement filled the air.
4. Joyce Chepkemai won a prize.
5. Otieno lives in a house on my street.

Exercise 2

Copy the nouns below and write whether it names a person, a place, a thing, or an idea.

Example: river – place

- | | |
|--------------------|--------------------------|
| 1. Candle | 5. Guitar |
| 2. Wrestle | 6. China |
| 3. Joy | 7. Hatred |
| 4. Menengai Crater | 8. Masanduku Arap Simiti |

Exercise 3

Write down each noun in the following sentences.

Example: Kenya is a beautiful country – Kenya, country

1. The musicians played drums and trumpets.
2. Her family lives in a village.
3. Petronilla enjoyed the trip.
4. A festival was held in Kenyatta University.
5. People in costumes filled the streets.
6. Boys in Scouts uniforms were leading the parade.
7. The holiday was a great excitement.
8. A taxi brought the family to the airport.
9. Maryanne built a huge castle in the wet sand.
10. Her mother swam in the warm water.

There are different kinds of nouns:

Common and proper nouns

All nouns can be described as either **common** or **proper**. When you talk or write about a person, a place, a thing, or an idea in **general**, you use a **common noun**.

Example: Doctors work hard. They treat many patients.

A **proper noun** is the name of a particular person, place, thing, or idea. Proper nouns always begin with capital letters.

Example: Ephraim Maree is a doctor. He comes from Kirinyaga.

Note: When a proper noun is made up of more than one word, only the important words in the noun will begin with a capital letter. Do not capitalize words such as **the, of, or for**.

Example: Gulf of Mexico, Statue of Liberty, the Commander-in-Chief.

Common and Proper Nouns

Common	Proper	Common	Proper
street	Kerugoya	city	Raila Odinga
author	South Africa	ocean	Wanjohi
policeman	Asia	bed	Moi Avenue
country	Indian Ocean	wardrobe	Lake Victoria
mountain	England	continent	Dr. Frank Njenga
lake	Mandela	assistant	Professor Saitoti

Proper nouns are important to good writing. They make your writing more specific, and therefore clearer.

Exercise 4

Which words are proper nouns and should be capitalised? Which words are common nouns?

Example: kenya **Proper: Kenya**

- | | | |
|---------------|------------------|-----------------|
| 1. july | 6. student | 11. america |
| 2. book | 7. kendu bay | 12. business |
| 3. face | 8. john hopkins | 13. day |
| 4. england | 9. life | 14. east africa |
| 5. crocodiles | 10. johannesburg | 15. calendar |

Exercise 5

List the common nouns and the proper nouns in each of the following sentences.

Example: Nancy welcomed the guests.

Proper: Nancy

Common: guests

- Lucky Dube was a famous singer.
- This dancer has performed in London and Paris.
- His last flight was over the Mediterranean Sea.
- She worked as a nurse during the Second World War.
- Her goal was to educate students all over the world.
- It was the worst accident in the history of Europe.
- Bill Gates is best known for founding Microsoft.
- The Pilot was the first woman to cross that ocean alone.
- She grabbed a kettle and brought them water.
- Professor Wangari Maathai won a Nobel Peace Prize.

Singular and Plural Nouns

A noun may be either singular or plural. A **singular noun** names one person, place, thing, or idea.

Example: The **farmer** drove to the **market** in his **truck**.

A **plural noun** names more than one person, place, thing or idea.

Example: The **farmers** drove to the **markets** in their **trucks**.

Rules for forming plurals

The following are guidelines for forming plurals:

- To form the plural of most singular nouns, add **-s**.
Examples: Street–streets, house–houses, painter–painters, shelter–shelters, event–events, hospital–hospitals.
- When a singular noun ends in **s**, **sh**, **ch**, **x**, or **z**, add **-es**.
Examples: dress–dresses, brush–brushes, axe–axes, coach–coaches, box–boxes, bench–benches, dish–dishes, waltz–waltzes.
- When a singular noun ends in **o**, add **-s** to make it plural.
Examples: Piano–pianos, solo–solos, cameo–cameos, concerto–concertos, patio–patios, studio–studios, radio–radios, rodeo–rodeos.
- For some nouns ending with a consonant and **o**, add **-es**.
Examples: hero–heroes, potato–potatoes, echo–echoes, veto–vetoes, tomato–tomatoes.

5. When a singular noun ends with a consonant and **y**, change the **y** to **i** and add **-es**.

Examples: Library – libraries, activity – activities, story – stories, city – cities, berry – berries.

6. When a singular noun ends with a vowel (**a,e,i,o,u**) followed by **y**, just add **-s**.

Examples: Valley – valleys, essay – essays, alley – alleys, survey – surveys, joy – joys.

7. To form the plural of many nouns ending in **f** or **fe**, change the **f** to **v** and add **-es** or **s**.

Examples: Wife – wives, thief – thieves, loaf – loaves, half – halves, shelf – shelves, leaf – leaves, scarf – scarves, life – lives, calf – calves, elf – elves.

8. For some nouns ending in **f**, add **-s** to form the plural.

Examples: proof – proofs, belief – beliefs, motif – motifs, cliff – cliffs.

9. Some nouns remain the same in the singular and the plural.

Examples: deer – deer, sheep – sheep, series – series, species – species, moose – moose, trout – trout.

10. The plurals of some nouns are formed in special ways.

Examples: foot – feet, child – children, mouse – mice, man – men, woman – women, ox-oxen, tooth – teeth.

NB: If you don't figure out the correct spelling of a plural noun, look it up in a dictionary.

Exercise 6

What is the plural form of each of the following nouns? **Example: scarf -scarves**

- | | | | |
|------------|------------|-------------|-----------|
| 1. tooth | 9. cuff | 17. moose | 25. boss |
| 2. wife | 10. deer | 18. child | 26. fox |
| 3. giraffe | 11. cliff | 19. echo | 27. bunch |
| 4. hero | 12. auto | 20. baby | 28. ferry |
| 5. radio | 13. studio | 21. sky | 29. flash |
| 6. potato | 14. man | 22. beach | 30. ship |
| 7. belief | 15. roof | 23. eye | |
| 8. thief | 16. rodeo | 24. Volcano | |

Exercise 7

Write the plural form of each noun in brackets to complete each sentence correctly.

Example: I bought two _____ from the shop. (loaf) **loaves**

- I used two different _____ to cut the rope. (knife)
- She peeled the _____ with a knife. (potato)
- They are feeding the noisy _____. (goose)
- The tools are placed on the _____. (shelf)
- Mukami cut a few _____ for the salad. (tomato)

6. The _____ are playing in the field. (child)
7. Some _____ are hiding in the ceiling. (mouse)
8. The _____ of the buildings must be repaired. (roof)
9. The music helped them imagine the strange _____. (story)
10. Koech used creative _____ to help young people sharpen their imagination. (activity)

Countable and Uncountable Nouns

Countable Nouns

These are nouns that take plurals and can be counted.

Examples:

Egg – eggs One egg, three eggs, ten eggs

Potato - Potatoes Twenty potatoes

Onion - Onions Two hundred onions

Such nouns are known as **COUNTABLE** or **COUNT NOUNS**

Uncountable Nouns

These are nouns that do not take plurals and cannot be counted.

Examples: salt, butter, cooking fat, milk, bread, jam

We do not say:

Two butters*

Ten milks*

Three breads*

Such nouns are known as **UNCOUNTABLE** or **MASS NOUNS**

Exercise 8

Rewrite the words below in two columns, **COUNTABLE** and **UNCOUNTABLE NOUNS**

orange	coffee
furniture	tea
water	gold
chair	team
friend	music

Plurals with uncountable Nouns

One way to express plurals of uncountable nouns is by use of **expressions of quantity**.

Example:

a piece of information	-	pieces of information
a loaf of bread	-	four loaves of bread
a tin of soup	-	three tins of soup
a piece of furniture	-	several pieces of furniture

a litre of milk - **twenty litres of milk**
a bottle of beer - **ten bottles of beer**

Exercise 9

Supply an appropriate **expression of quantity** for the following uncountable nouns

1. a.....of cigarettes.
2. two..... of cooking oil
3. three.....of jam.
4. ten.....of butter.
5. six.....of soda.
6. a..... of toothpaste
7. three.....of rice.
8. five of flour.
9. two of chocolate.
10. four..... of news.

Collective Nouns

Collective nouns are nouns that represent **a group of people or things** as a single unit.

Some collective nouns can take plural forms

Examples:

crowd (s)	flock (s)
group (s)	herd (s)
team (s)	committee (s)
pair (s)	

Some collective nouns, however, **cannot** be used in the plural:

Examples:

furnitures*	beddings*
equipments*	informations*
luggages*	baggages*

Exercise 10

When I arrived at the airport, there were.....1..... (crowd) of people blocking the entrance with their2.....(luggage). Near the customs sections, several.....3..... (group) of officials were standing, checking the4..... (equipment) that was being loaded onto a trolley. Most people were standing, waiting for...5..... (information) from the loudspeakers on the departures and arrivals of aircraft.

COMPOUND NOUNS

A **compound noun** is a noun that is made up of **two or more words**. The words that form compound nouns may be joined together, separated or hyphenated.

Examples:

Joined: bookcase, blackboard, pushcart

Separated: high school, rabbit hutch, radar gun

Hyphenated: go-getter, mother-in-law, sergeant-at-arms

Compound nouns are usually a combination of two or more word classes. The most common combinations are as follows:

a. Some are formed by joining **a noun** with **another noun**. Most of these compound nouns take their plurals in the last words.

Examples:

tableroom(s)

grass root(s)

prize-fighter(s)

cupboard(s)

policeman/men

rubber-stamp(s)

bookcase(s)

farmhouse(s)

sanitary towel(s)

cowshed(s)

fruit machine(s)

shoulder blade(s)

b. Some are formed by joining **a verb** and **an adverb**. Most of these compound nouns also take their plurals in the last words.

Examples:

breakfast(s)

push-up(s)

rundown(s)

takeaway(s)

knockout(s)

slip-up(s)

sit-up(s)

meltdown(s)

c. Some compound nouns are formed by joining **an adjective** and **a noun**. Most of these also take their plurals in the last words.

Examples:

hotdog(s)

polar bear(s)

safe guard(s)

blackboard(s)

quicksand

highway(s)

remote control(s)

nuclear power

right angle(s)

d. Some are formed by joining **a verb** and **a noun**. Most of these also take their plurals in the last words.

Examples:

driveway(s)

playground(s)

spend thrift(s)

breakdance(s)

pushchair(s)

go-getter(s)

mincemeat

screwdriver(s)

password(s)

spare wheel(s)

e. Some are formed by joining **an adverb** and **a noun**. Most of these also take their plural in the last words.

Examples:

overdraft(s)	overcoats(s)	backyards(s)
backbencher(s)	undercoat(s)	backbone(s)
backlog(s)	underwear(s)	oversight(s)

f. A few compound nouns are formed by joining **an adverb** and **a verb**. These ones also take their plurals in the last words.

Examples:

outbreak(s)	backlash(es)	output(s)
outburst(s)	outcast(s)	input(s)

g. A few others are formed by joining **a noun** and **a verb**. They also take their plurals in the last words.

Examples:

nosedive(s)	nightfall(s)
-------------	--------------

h. A number of compound nouns are formed by **joining two nouns** by use of hyphens and **a short preposition in between**. These compound nouns always take their plurals in the first words.

Examples:

commander(s)-in-chief	sergeant(s)-at-arms
mother(s)-in-law	sister(s)-in-law
play(s)-within-a-play	

Exercise 11

Underline the compound nouns in the following sentences and write down their plural forms where possible.

1. John wants to be a quantity surveyor when he grows up.
2. Rainwater had washed away all the top soil.
3. The footballer was shown a red card by the referee.
4. Neither candidate won the elections, forcing a runoff.
5. The goalkeeper saved a penalty in the second half.
6. He killed the wild pig with a sledge hammer.
7. Njoroge's tape-recorder was stolen yesterday.
8. The theatregoer was disappointed with the show.
9. Size 8's latest song has caused an uproar.
10. He attempted a creative writing workshop.

Possessive Nouns

A **possessive noun** shows who or what owns something. A possessive noun can either be **singular** or **plural**.

Singular possessive nouns

A **singular possessive noun** shows that one person, place, or thing **has** or **owns** something. To make a singular noun show possession, add **an apostrophe** and **s** ('s).

Example:

the feathers of the chick – **the chick's feathers**

the hat that belongs to the man – **the man's hat**

Other examples:

the child's toy

the fish's fins

Mark's bike

the horse's tail

Using possessive nouns is shorter and better than other ways of showing possession.

Example:

LONGER: The **dog belonging to Papa** is barking.

BETTER: **Papa's dog** is barking.

Plural Possessive Nouns

A **plural possessive noun** shows possession or ownership of a plural noun.

Example:

The **cars that belong to the teachers** are parked here.

The **teachers' cars** are parked here.

When a plural noun ends in **s**, add only an apostrophe after the **s** to make the noun show possession.

Not all plural nouns end in **s**. When a plural noun does not end in **s**, add 's to form the plural possession.

Examples:

the shoes of the men – **the men's shoes**

the food of the children – **the children's food**

The noun following a possessive noun may either be the name of a **thing** or a **quality**.

Example:

Thing – Koki's raincoat Brian's umbrella

Quality – the judge's fury Bob's courage

Exercise 8

Change the following phrases to show possession in a shorter way.

Example: the claws of the leopard

the leopard's claws.

1. the tail of the lion
2. the dog that Cliff has
3. the hat of my mother
4. the book that Evans owns

5. the pot that the child has
6. the name of the doll
7. the mobile phone that Lucy owns
8. the shoes that Kimani has
9. the teeth that the fox has
10. the rabbit that my friend owns

Summary of rules of forming Possessive Nouns

1. For singular a noun, add an apostrophe and s.

Example: Mr. Mukui's car is a Toyota Corolla.

2. For plural noun ending in s, add an apostrophe only.

Example: The victims' property was stolen

3. For a plural noun that does not end in s, add an apostrophe and s.

Example: The women's boots were muddy.

Singular Noun	Singular possessive	Plural Noun	Plural possessive
boy	boy's	boys	boys'
child	child's	children	children's
mouse	mouse's	mice	mice's
deer	deer's	deer	deer's

Exercise 9

Write the following phrases to show possession.

Example: teachers – pens = **teachers' pens**

- | | |
|----------------------|----------------------------|
| 1. cooks – aprons | 6. women – sports |
| 2. men – boots | 7. carpenters – nails |
| 3. countries – flags | 8. sailors – uniforms |
| 4. guests – coats | 9. musicians – instruments |
| 5. athletes – medal | 10. neighbours – pets |

Exercise 10

Rewrite the following sentences changing the **BOLD** words to **plural possessive nouns**.

Example: The players on the teams practised after school.

The teams' players practised after school.

1. Each day **the wealth of the couple** increased.
2. There was a **team of men** and a **team of women**.
3. The **uniforms that the teams** wore were new.
4. Numbers were printed on **the shirts of the athletes**
5. **Scores made by the team-mates** were put on the scoreboard.
6. The players enjoyed **the cheers of their friends**.
7. **The whistles of the coaches** stopped the game.
8. **The eyes of the children** were full of tears of joy.

9. **The soothing voices of their mothers** calmed them.

10. However, **the houses belonging to their neighbours** were destroyed.

PRONOUNS

A **pronoun** is a part of speech **that takes the place of a noun**. They include such words as **I, we, he, she, they, me** and **us**.

Pronouns enable you to avoid repeating the same names (nouns), when writing or speaking, which would otherwise make you sound very awkward and wordy. By using pronouns effectively, you can make your writing and speaking flow smoothly.

Pronouns can be classified into 6 types. These are **personal, indefinite, demonstrative, interrogative, reflexive** and **intensive pronouns**.

Personal pronouns

A **personal pronoun** is a word that is used **in place of a noun or another pronoun**. They are used to refer to nouns that name **persons** or **things**.

Example:

Awkward: Kamau put on Kamau's gum boots. Then Kamau went to the shamba.

Improved: Kamau put on **his** gum boots. Then **he** went to the shamba.

In the above example, the personal pronoun **his** helps the writer avoid repeating the same noun. The pronoun **he** acts as a bridge to connect the two sentences.

Personal pronouns are further classified in terms of **person** and **gender**.

Person

In terms of person, personal pronouns can be divided into three classes.

(i) **First person** – I, my, me, we, our and us.

These ones refer to the person(s) **speaking**.

Example: I always ride my bike to school.

(ii) **Second person** – you, your, yours

These refer to the person(s) **spoken to**.

Example: I will call **you** tomorrow.

(iii) **Third person** – he, his, him, she, hers, her, it, its, they, their, them.

These ones refer to another person(s) or thing(s) that is being **spoken of**.

The personal pronoun **it** usually replaces a noun that stands for a thing or an animal. **It** is never used in place of a person.

Gender

Personal pronouns can also be classified by **gender**. Gender can either be **masculine** (referring to male people), **feminine** (referring to female people) or **neuter** (referring to animals or things).

Examples:

Joseph cleaned **his** car. (**his** is the third person, masculine gender).

Isabel said the dress was **hers** (**hers** is the third person, feminine gender).

The dog wagged **its** tail. (**its** is the third person, neuter gender).

FORMS OF PERSONAL PRONOUNS

In English, personal pronouns have three forms: **the subject form, the object form and the possessive form.**

Examples:

She is a painter. (subject form)

He praised **her**. (Object form)

It is **her** best painting. (Possessive form)

Subject Pronouns

A **subject pronoun** takes the place of a noun as the **subject** of a sentence. These pronouns are:

(i) Singular forms – I, you, he, she, it

(ii) Plural forms – we, you, they

Examples:

Noun

The housegirl takes care of her. **She** takes care of her.

The dog guards the house. **It** guards the house.

Mark and Francis love swimming. **They** love swimming.

Subject pronouns also appear after forms of the linking verbs **be**.

Examples:

The watchman today is **he**.

The composers were **they**.

Exercise 1

Underline the subject pronouns in the following sentences.

Example: She ate a water melon

1. They ate fish and chips.
2. We like Italian food.
3. It is delicious.
4. The biggest eater was he.
5. You helped in the cooking.
6. The cooks were Tom and I.

Exercise 2

Replace the underlined words with subject pronouns.

Example: Pio and Gama are friends - **They**

1. The glasses were under the table.
2. Emma fed the chicken.

3. **The pears** were juicy.
4. **Uncle Ben and Lillian** visited the orphans.
5. The new waitress is **Jane**.
6. The fastest runners were **Tecla and Kirui**.
7. **Lisa** went to the hall.
8. **The chicken** was slaughtered.
9. **Lucky Dube and Brenda Fasie** were South African Singers.
10. Samuel **Wanjiru** has won many athletics medals.

Object pronouns

Object pronouns can replace nouns used **after action verbs**. These pronouns are:

- (i) Singular – me, you, him, her, it
- (ii) Plural – us, you, them

Examples:

The driver drove **him**. (Direct object)

The parents thanked **us**. (Direct object)

The reporters asked **him** many questions. (Indirect object)

In the above examples, the personal pronouns are the direct or indirect objects of the verbs before them.

Object pronouns can also replace nouns after prepositions such as **to, for, with, in, at** or **by**. That is, they can be **objects of prepositions**.

Examples:

Gladys waved to **them**. (Object of a preposition)

The delivery is for **me**.

Ben went with **them** to the theatre.

Exercise 3

Choose the correct pronoun in the brackets in the following sentences.

Example: Irungu photographed (us, we). = us

1. Lisa asked (he, him) for a picture.
2. Adam sketched Lisa and (I, me).
3. He gave a photo to (us, we).
4. Ann and (she, her) saw Dave and Bob.
5. Adam drew Lisa and (they, them).
6. Mark helped (I, me) with the packing.
7. Loise praised (him, he) for his good work.
8. Everyone spotted (they, them) easily.
9. That night Mike played the guitar for (us, we).
10. (We, Us) drove with (they, them) to the mountains.

Possessive pronouns

A **possessive pronoun** shows **ownership**.

Example: My pen is black.

There are two kinds of possessive pronouns:

i. Those used **as adjectives** to **modify nouns**. These possessive pronouns are:

Singular: My, your, his, her, its

Plural: Our, your, their

Examples:

My shirt is yellow.

Your food is on the table.

His bag is green.

This is **her** dress.

Its fur is soft.

These are **our** parents.

Pay **your** bills.

They removed **their** bats.

The above possessive pronouns always appear before nouns to **modify** them. Hence, they are called **modifiers**.

ii. Those that **stand alone** and **replace nouns** in sentences. These possessive nouns are:

Singular: mine, yours, his, hers, its

Plural: ours, yours, their

Examples:

The yellow shirt is **mine**.

The food on the table is **yours**.

The green bag is **his**.

This dress is **hers**.

Its is the soft fur.

These crops are **ours**.

These bills are **yours**.

Those hats are **theirs**.

Exercise 4

Complete the following sentences by choosing the correct possessive pronoun from the brackets.

Example: The lazy girl completed (her, hers) home work. = **her**.

1. (My, mine) journey to Mombasa was enjoyable.
2. Florence said (her, hers) was the best.
3. Are the pictures of Fort Jesus (your, yours)?
4. (Her, Hers) were taken at Jomo Kenyatta Beach.
5. Tomorrow we will make frames for (our, ours) pictures.
6. (My, mine) class is planning a trip to Mt. Kenya.
7. (Our, ours) trip will be taken on video.
8. Micere is excited that the idea was (her, hers).
9. Koki and Toti cannot hide (their, theirs) excitement.
10. (My, mine) dream is to climb to the highest peak of the mountain.

POINTS TO NOTE

1. The pronoun **I** is used as a subject or after forms of the linking verb be.

Examples:

Subject: I travel by bus.

After the linking verb be: Yesterday, the prefects on duty **were** Victor and I.

2. The pronoun **me** is used as an object after **action verbs** or words (prepositions) such as **to, for, with, in, or at**.

Examples:

Object: Rose met **me** at the gate.

After prepositions: Rose waited **for me** at the gate.

You are coming **with me**.

3. When using compound subjects and objects (i.e. subjects and objects comprising of a pronoun and a noun or another pronoun), always name yourself **last**.

Examples:

Diana and **I** visited our grandmother yesterday.

Who appointed Chege and **me**?

Rose waited for her and **me** at the gate.

CONTRACTIONS WITH PRONOUNS

A **contraction** is a shortened form of two words. One or more letters are omitted and an apostrophe (') is used in place of the letters left out.

A contraction is formed by combining pronouns and the verbs **am, is, are, will, would, have, has, and had**.

Pronoun + verb	Contraction	Pronoun + verb	Contraction
I am	I'm	I have	I've
He is	he's	he has	he's
It is	it's	it has	it's
You are	you're	you have	you've
They are	they're	they have	they've
I will	I'll	I had	I'd
You will	you'll	you had	you'd
We would	we'd	we had	we'd

Note:

1. Some contractions look the same but are formed from different words.

Examples:

he is, he has = he's

we had, we would = we'd

2. Some possessive pronouns sound like contractions. Because the words sound alike, they are sometimes confused.

Examples:

Possessive pronouns

its

your

Contractions

it's

you're

their	they're
whose	who's

Incorrect: The team celebrated **it's** victory.

Correct: The team celebrated **its** victory.

Incorrect: **Your** late for the preps.

Correct: **You're** late for the preps.

Incorrect: **Whose** the fastest runner in the world?

Correct: **Who's** the fastest runner in the world?

Rules of using possessive pronouns and contractions correctly:

1. If the word you want to use stands for two words, it is a contraction and needs an apostrophe.
2. Never use an apostrophe in a possessive pronoun.

Exercise 5

Write the contractions for the following word pairs. **Example:** It has = it's

- | | | |
|-------------|-----------|--------------|
| 1. You will | 3. He had | 5. You have |
| 2. We would | 4. I am | 6. They will |

Exercise 6

What pronoun and verb make up each of the following contractions?

Example: It's = it is, it has

- | | | |
|----------|----------|------------|
| 1. I'll | 3. you'd | 5. they're |
| 2. we're | 4. he's | 6. she'd |

Exercise 7

Choose the correct word given in brackets in the following sentences.

1. The Kenyan government has worked hard to improve (its, it's) educational system.
2. (Whose, Who's) going to decide where the guests will sleep?
3. (Their, They're) learning French in their school.
4. Only students (whose, who's) scores are excellent will join national schools.
5. (Its, It's) been estimated that about 8 million Kenyans are living with HIV AIDS.

INDEFINITE PRONOUNS

An **indefinite pronoun** is a pronoun that **does not refer to a specific person or thing**.

In English, there are singular indefinite pronouns, plural indefinite and both singular and plural indefinite pronouns.

Singular Indefinite Pronouns

another	anything	everybody	neither	one
anybody	each	everyone	nobody	somebody
anymore	either	everything	no one	someone.

An indefinite pronoun must agree with its verbs and in number with its possessive pronoun. The above indefinite pronouns are used with singular verbs. They are also used with singular possessive pronouns.

Examples:

Agreement with verbs

Correct: Everyone **has** heard of Lake Turkana.

Incorrect: Everyone **have** heard of Lake Turkana.

Correct: Nobody **knows** what happened to Samuel Wanjiru.

Incorrect: Nobody **know** what happened to Samuel Wanjiru.

Correct: Everything about the old man **remains** a mystery.

Incorrect: Everything about the old man **remain** a mystery.

Agreement in number with possessive pronouns

Correct: Neither believed **his/her** eyes.

Incorrect: Neither believed **their** eyes.

Correct: Each strained **his/her** neck to see.

Incorrect: Each strained **their** neck to see.

Plural indefinite pronouns

both	many	few	several
------	------	-----	---------

These indefinite pronouns use plural verbs and possessive pronouns.

Examples:

Plural verbs

Correct: Few **know** about Lake Olbolosat.

Incorrect: Few **knows** about Lake Obolosat.

Correct: Both **stand** by what they believe.

Incorrect: Both **stands** by what they believe.

Plural possessive pronouns

Correct: Several reported **their** findings.

Incorrect: Several reported **his/her** findings.

Both singular and plural indefinite pronouns

all	some	any	none
-----	------	-----	------

These indefinite pronouns may be singular or plural, depending on their meaning in the sentence.

Examples:

All of my story **is** true. – singular

All of the guests **are** here. – plural

None of the lake **is** foggy. – singular

None of the photos **are** spoiled. – plural.

EXERCISE 8

Underline the indefinite pronouns in the following sentences and then write the correct form of the verb or possessive pronoun in the brackets.

1. All the photographs of the killer (is, are) unclear.
2. (Has, Have) anybody seen my camera?
3. Many (believes, believe) a monster lives in the lake.
4. Each of the photographs (make, makes) people want more.
5. All of the evidence (indicates, indicate) that he was killed by his wife.
6. Everyone has taken (his, their) payment.
7. Several eyewitnesses volunteered to give (his, their) accounts.
8. Anyone can lose (her, their) eyesight.
9. Another reported (his, their) case to the police.
10. Somebody left (her, their) handbag in the lecture hall.

DEMONSTRATIVE PRONOUNS

A **demonstrative pronoun** is used to **single** or **point out** one or more persons or things referred to in the sentence. These pronouns are **this**, **that**, **these**, and **those**.

This and **these** point to persons or things that are **near**.

Examples:

This is a gazelle.

These are the students of Kianjege West Secondary School.

That and **those** point to persons or things that are **farther away**.

Examples:

That is the city square.

Those are the lodging rooms.

This and **that** are used with singular nouns. **These** and **those** are used with plural nouns.

Exercise 9

Pick the correct demonstrate pronouns from the choices given in the brackets in the following sentences.

1. (This, That) is the canteen we are entering now.
2. (This, That) is the dispensary across the street
3. (These, Those) are beautiful flowers on the counter over there.
4. Are (those, these) chocolate bars on the far counter?
5. I think (these, those) are called Vuvuzelas.

INTERROGATIVE PRONOUNS

An **interrogative pronoun** is used to **ask a question**. These pronouns are **who**, **whose**, **whom**, **which** and **what**.

Examples:

Who is the mayor of this town?

Whose is the red car?

Which is her blouse?

What did she ask you?

Whom should I trust with my secret?

USING WHO, WHOM, AND WHOSE

Who, whom, and whose are often used to ask questions. Hence, they are interrogative pronouns.

WHO is the **subject** form. It is used as the subject of a verb.

Examples:

Who taught you how to play the guitar? (**Who** is the subject of the verb **taught**.)

WHOM is the **object** form. It is used as the **direct object** of a verb or as the object of a preposition.

Examples:

Whom did you meet? (**Whom** is the object of the verb **did meet**).

For **whom** is this trophy? (**whom** is the object of the preposition **for**).

WHOSE is the **possessive** form. It can be used :

(i) To modify a noun

Example:

Whose umbrella is this? (**whose** modifies the noun umbrella)

(ii) Alone as the subject or object of a verb

Examples:

Whose are those water melons? (**whose** is the subject of the verb **are**)

Whose did you admire? (**whose** is the object of the verb **did admire**)

Exercise 10

Pick the correct **interrogative pronouns** from the brackets in the following sentences.

1. (Who, Whom) owns that shop?
2. (Who, Whom) can we ask the way?
3. (Which, What) did they ask you?
4. (Which, What) are the objects on the table called?
5. To (who, whom) does the boutique belong?

Exercise 11

Complete the following sentences with **who, whom, or whose**.

1. _____ knows the origin of the Luos?
2. _____ did you ask about it?
3. To _____ did you give the letter?
4. _____ is the most attractive painting?

5. _____ is likely to receive the Chaguo la Teeniez award?
6. For _____ did you buy this doll?
7. _____ skill in dancing is the best?
8. _____ is the officer-in-charge here?
9. _____ are you looking at?
10. _____ are those healthy Merino sheep?

REFLEXIVE AND INTENSIVE PRONOUNS

Reflexive and **intensive** pronouns end in **-self** or **-selves**. These are **myself**, **yourself**, **herself**, **himself**, **itself**, **ourselves**, and **themselves**. There is, however, one difference between **reflexive** and **Intensive** pronouns.

A **reflexive pronoun** refers to **an action performed by the subject** of the sentence. The meaning of the sentence is incomplete without the reflexive pronoun.

Examples:

Monicah bought **herself** a new dress.

(The meaning of the sentence is incomplete without the reflexive pronoun because we do not know for whom Monicah bought the dress).

An **Intensive pronoun** is used to emphasise a noun or a pronoun. It does not add information to a sentence, and it can be removed without changing the meaning of the sentence.

I **myself** pulled the boy out of the river.

(If you remove **myself**, the meaning of the sentence does not change)

Exercise 12

Identify the **Reflexive** and **Intensive pronouns** in the following sentences, labelling them accordingly.

1. I myself have never tried mountain climbing.
2. He himself was taking the cows to graze in the forest.
3. My sister Anastasia mends her clothes herself.
4. She often challenges herself by doing strenuous activities.
5. You may ask yourself about the sanity of beer drinking competition.

SPECIAL PRONOUNS PROBLEMS

1. Double subjects

We all know that every sentence must have a subject. Sometimes we **incorrectly** use a double subject – a **noun** and a **pronoun** - to name the same person, place, or thing.

Incorrect

Correct

Jane she is my cousin.

Jane is my cousin.

She is my cousin.

Her scarf it is pretty.

Her scarf is pretty.

It is pretty.

Jane and **she** should not be used as subjects together.

The subject **her scarf** should not be used together with **it**.

Use only a noun or a pronoun to name a subject.

2. Pronouns and their Antecedents

The **antecedent** of a pronoun is a noun or another pronoun for which the pronoun stands.

A personal pronoun, you will remember, is used in place of a noun. The noun is the word to which the pronouns refer and it is therefore its **antecedent**.

The noun usually comes first, either in the same sentence or in the sentence before it.

Examples:

We met **Mureithi**. **He** is the medical doctor.

(**He** stands for **Mureithi**. **Mureithi** is the antecedent).

The students had come to school with **their** mobile phones.

(**Their** stands for **students**. **Students** is the antecedent).

Pronouns may be the antecedents of other pronouns.

Examples:

Does **everybody** have **his** booklet?

(**everybody**, which is a singular indefinite pronoun, is the antecedent of **his**).

All of the students have brought **theirs**.

(**All**, which is a plural indefinite pronoun, is the antecedent of **theirs**).

Now, a pronoun must **agree** with its antecedent in number. **Agree** here means that the pronoun must be the same **in number** as its antecedent. The word **number** means **singular** or **plural**.

If the pronoun is singular, the word that it stands for must be singular, and it must be **plural** if the word it stands for is **plural**.

Examples:

Correct: The **scientists** tested **their** new discovery.

(**Scientists** is plural; **their** is plural.)

Incorrect: **The scientists** tested **his** new discovery.

Correct: **Mr. Kiama** turned on **his** TV.

(**Mr Kiama** is singular; **his** is singular)

Correct: **Nobody** left **her** workstation.

(**Nobody** is singular, **her** is singular)

NB: When the antecedent refers to both males and females, it is best to use the phrase **his or her**.

3. Use of we and us with nouns.

Phrases such as **we students** and **us girls** are often incorrectly used. To tell which pronoun to use, drop the **noun** and say the sentence without it.

Problem: (We, Us) boys study hard.

Solution: We study hard. = **We boys** study hard.

Problem: The DC praised. (us, we) students.

Solution: The DC praised us. = The DC praised **us students**

4. Using the pronoun Them

The word **them** is always a pronoun. It is always used as the object of a verb or a preposition, never as a subject.

Examples:

Correct: The president greeted **them**. (direct object of the verb **greeted**)

Correct: She gave **them** a sandwich. (Indirect object of the verb **gave**)

Correct: The information was useful to **them**. (object of the preposition **to**)

Incorrect: **Them** they arrived late.

5. Using Those

Although we previously said that **those** is used as a **demonstrative pronouns**, it is sometimes used as an **adjective** i.e. a word that modifies a noun or a pronoun. If a noun appears immediately after it, **those** is now an adjective, not a pronoun.

Examples:

Those are the new desks that were bought. (**Those** is a **pronoun**, the subject of the verb **are**).

Those desks are attractive. (**Those** is an **adjective** modifying the noun **desks**).

Exercise 13

Each of the following sentences has a double subject. Write each correctly.

1. Papa Shirandula he is a good actor.
2. Many people they find him funny.
3. The show it was on television for many years.
4. Their daughter she is also in that show.
5. The shoes they are beautiful.
6. People they like our hotel.
7. My brother he drives a matatu.
8. Our hotel it is open seven days a week.
9. The TV it is very clear today.
10. My brother and sister they work in Nairobi.

Exercise 14

Pick the correct pronoun in the brackets in the following sentences.

1. (We, Us) students started a school magazine last month.
2. Many careers are unpromising. (Them, Those) are the ones to avoid.
3. One of (them, those) motivational speakers was especially interesting.
4. A financial analyst told (we, us) students about his work.
5. Finding jobs was important to (we, us) graduates.

VERBS

A **verb** is a word that:

- (i) expresses an action
- (ii) expresses the state that something exists, or
- (iii) links the subject with a word that describes or renames it.

Hence, there are two kinds of verbs. These are **action verbs** and **linking verbs**.

ACTION VERBS

Action verbs express **actions**. They show what the subject does or did. Most verbs are action verbs.

Examples:

Cats **drink** milk.

The ball **flew** over the goal post.

The farmer **tills** the land.

Robert **ran** to the house.

The action may be one that you can see.

Example:

They **crowned** their new King.

The action may be one that you cannot see.

Example:

She **wanted** recognition.

Whether the action can be seen or not, an action verb says that something is happening, has happened, or will happen.

LINKING VERBS

A linking verb **links** the subject of a sentence with a word or words that :

- (i) express(es) the subject's state of being

Example:

She **is** here. (expresses state of being)

She **seems** ready. (state of being)

- (ii) describe(s) or rename(s) the subject.

Examples:

Anna **is** a nurse. (**a nurse** describes Anna)

Joyce **is** cheerful. (**cheerful** describes Joyce)

The road **is** bumpy. (**bumpy** describes the road)

A linking verb does not tell about an action.

Common linking verbs

Am	look	grow	are	feel	remain
is	taste	become	was	smell	sound
were	seem	will	be	appear	

NB: Some verbs can be either linking verbs or action verbs.

Examples:

The crowd **looked** at the mangled car. – ACTION

The driver of the car **looked** shocked. – LINKING

The chef **smelled** the food. – ACTION

The food **smelled** wonderful. – LINKING

EXERCISE 1

Identify the verb in each of the following sentences. Then label each verb **Action** or **Linking**.

1. Queen Elizabeth of England seems an interesting historical figure.
2. We watched the Olympic games on television.
3. The crowd cheered loudly.
4. She seems calm.
5. PLO Lumumba is a quick thinker.
6. The hunter aimed the arrow at the antelope.
7. The referee blew the whistle to start off the game.
8. She was very tired after the journey.
9. She is careful when crossing the road.
10. The country seems prosperous.

VERB PHRASES

In some sentences, the verb is more than one word. It is in form of a phrase, which is called a **verb phrase**. A verb phrase consists of a **main verb** and one or more **helping verbs**. The main verb shows the action in the sentence.

The helping verb works with the main verb. Helping verbs do not show action.

Examples:

Mark Francis **has passed** the examinations.

H.V. M.V.

He **will be admitted** to a national school.

H.V.H.V. M.V.

His parents **are happy** with him.

H.V. M.V.

Common helping verbs

am	will	can	would	is	shall	could
must	are	have	may	was	has	should

were had might

Some verbs, such as **do**, **have** and **be** can either be used as **main verbs** or as **helping verbs**.

Examples:

As main verbs

I will **do** the job.

Who **has** a pen?

They **are** my friends.

As helping verbs

I **do** like the job.

He **has** lost his pen.

They **are** coming today.

Sometimes helping verbs and main verbs are separated by words that are not verbs.

Examples:

I **do** not **ride** a bicycle any more.

Can we ever **be** friends again?

We **should** definitely **apologise** for the mistakes.

Exercise 2

Indicate H.V. under the Helping verb and M.V. under the Main verb in the following sentences.

1. The school choir is singing a new song.
2. The football season has finally begun.
3. This car just can travel very fast.
4. He had waited for this chance for years.
5. My parents will be visiting us soon.
6. Our friends have come for a visit.
7. You must buy your ticket for the game.
8. Sarah has chosen Kenyatta University for her degree course.
9. She is hitting her child with a rubber strap.
10. I will go for the game next week.

VERBS TENSES

The time of an action or the state of being is expressed by different forms of the verb. These forms are called the **tenses** of the verb.

There are three main forms of a verb: **the present**, **the past**, or **the future**.

The Present Tense

A verb which is in present tense indicates what the subject of the sentence is doing **right now**.

Example:

The teacher **sees** the students.

The verb **sees** tells that the teacher is seeing the students now. To show the present tense, an **-s** or **-es** is added to most verbs if the subject is singular.

If the subject is plural, or I or You, the **-s**, or **-es** is not added.

Examples:

The bird **hatches** in the nest.

The stream **flows** down the hill.

The boys **rush** for their breakfast.

We **talk** a lot.

Rules for forming the Present Tense with Singular Subjects

1. Most verbs: add **-s**

get – gets play – plays eat – eats

2. Verbs ending in **s, ch, sh, x, and z**: add **-es**

pass – passes mix – mixes

punch-punches buzz – buzzes

push – pushes

3. Verbs ending with a **consonant** and **y**: change the **y** to **i** and add **-es**

try – tries empty – empties

Exercise 3

Write the correct present form of each verb in the brackets in the following sentences.

1. She carefully _____ the map. (study)

2. A fish _____ in the water near me. (splash)

3. She _____ her hands. (wash)

4. He _____ to the classroom. (hurry)

5. Bryan and I _____ the assignment. (discuss)

The Past Tense

A verb which is in past tense shows **what has already happened**.

Example:

Tito **liked** his grandmother's story.

The verb **liked** tells that the action in the sentence happened before now.

Rules for forming the Past Tense

1. Most verbs: Add **-ed**

play – played

talk – talked

climb – climbed

2. Verbs ending with **e**: Add **-d**

praise – praised

hope – hoped

wipe – wiped

3. Verbs ending with a **consonant** and **-y**: Change the **y** to **i** and add **-ed**

bury – buried

carry – carried

study – studied

4. Verbs ending with a single vowel and a consonant: Double the final consonant and add-ed

stop – stopped
man – manned
trip – tripped

Exercise 4

Write the past tense forms of each of the verbs in brackets in the following sentences.

1. John _____ his house burn into ashes. (watch)
2. The baby _____ loudly. (cry)
3. The teacher _____ at the naughty student. (yell)
4. The chef _____ a delicious cake. (bake)
5. We _____ for a present for our grandmother. (shop)

The Future Tense

A verb which is in future tense tells **what is going to happen**.

Examples:

Evans **will take** his car to the garage.

She **will** probably **come** with us.

The verbs **will take** and **will come** tell us what is going to happen. Hence, they are in future tense.

To form the future tense of a verb, use the helping verb **will** or **shall** with the main verb.

Exercise 5

Write the future tense forms of the verbs in the following sentences.

1. We write in exercise books.
2. The train stopped at the station.
3. He decides what he wants to do.
4. They practise in the football field.
5. Rats multiply very fast.

More Tenses

The above three forms of tenses can further be divided into:

1. **The simple tenses**
 - Present simple tense
 - Past simple tense
 - Future simple tense
2. **The perfect tenses**
 - Present perfect tense
 - Present perfect progressive
 - Past perfect tense
 - Future perfect
 - Future perfect progressive
3. **The progressive tenses**
 - Present progressive tense

- Past progressive tense
- Progressive tense
- Future perfect progressive tense.

The simple Tenses

The most common tenses of the verb are the **simple tenses**. You use them most often in your speaking and writing.

1. Present simple tense.

Look at the following sentences.

- (a) I **know** Kisumu.
- (b) He **goes** to school every day.
- (c) The sun **rises** from the east.

All the above sentences contain a verb in the present simple tense. This tense is used for different purposes.

- (i) To state a **personal fact**

Example: I **know** Kisumu.

- (ii) To point out a **regular habit**.

Example: He **goes** to school every day.

- (iii) To state a **known scientific fact**

Example: The sun **rises** from the east.

Exercise 6

Complete the following sentences putting the verbs in brackets in the present simple tense.

1. They _____ their new principal. (like)
2. Every morning, she _____ her teeth. (brush)
3. The earth _____ on its own axis. (rotate)
4. Twice a year, he _____ his family. (visit)
5. Air _____ when heated. (rise)

2. Past Simple Tense

The past simple tense is used when **an action has been completed**.

Examples:

We **cleaned** our classrooms yesterday.

He **drove** the car this morning.

She **planned** the whole incident.

Exercise 7

Write down the past simple tense of the following words and then use each of them in sentences of your own.

- | | |
|-------|---------|
| start | breathe |
| add | roam |
| trap | obey |

annoy worry
pity fit

3. Future Simple Tense

The future simple tense **places the action or condition in the future**. It is formed by using the word **shall** or **will** before the present form of the main verb.

Examples:

We **shall need** help with her load.

She **will eat** the bananas alone.

The dancers **will entertain** them.

Exercise 8

Use the following words in future simple tense in sentences of your own.

see	develop
go	begin
exist	consume
introduce	hunt
bring	become

The Perfect Tenses

The perfect tenses are used to show **that an action was completed** or **that a condition existed before a given time**. The perfect tenses are formed using **has**, **have**, or **had** before the **past participles**, that is, verb forms ending in **-ed**.

Examples:

1. Present Perfect Tense:

Ceasar **has just finished** his homework.

Kamau and Njoroge **have now agreed** to meet.

2. Present Perfect Continuous Tense

Kibet **has been working** in his shamba for two hours.

We **have been swimming** in this pool for ten minutes.

3. Past Perfect Tense

We **had completed** the work by the time the supervisor came.

Nobody knew that she **had already remarried**.

4. Past Perfect Continuous Tense

I **had been trying** to contact him for two hours before he finally appeared.

Mrs. Masumbuko **had been feeling** unwell the whole week before she decided to visit a doctor.

5. Future Perfect Tense

Agege **will have sold** his goats by two p.m.

By next term, twenty students **will have dropped** from this school.

6. Future Perfect Continuous

The players **will have been playing** for twenty minutes by the time the President arrives.

By the end of this term, she **will have been living** with her aunt for five years.

Exercise 9

Rewrite the following sentence changing the verb into present perfect, present perfect progressive, past perfect, past perfect progressive, future perfect and future perfect progressive tenses. Make any necessary changes to make the sentences meaningful.

John comes here every year.

The Progressive Verb Forms

The progressive form of the verb **shows continuing action**.

Examples:

I am singing

She was dancing.

The progressive form is formed using various forms of the verb **be** plus the **present participle**, that is, a verb form that ends in **-ing**.

Examples:

1. Present Progressive Tense

I am reading a book about Red Indians.

Her mother **is preparing** dinner.

2. Present Perfect Progressive

He **has been cleaning** his car since morning.

They **have been exercising** for a week now.

3. Past Progressive Tense

She **was cooking** supper when I arrived.

They **were fighting** fiercely when the police arrived.

4. Past Perfect Progressive Tense

Sonko **had been wearing** an earring for years before he removed it.

Onyancha **had been killing** children before he was finally discovered.

5. Future Progressive

He **will be tilling** the land next week.

Joyce and Joan **will be washing** clothes all morning.

6. Future Perfect Progressive

The children **will have been sleeping** for two hours by the time their parents arrive.

John **will have grown** a beard by the time he is twelve.

Exercise 10

Rewrite the following sentence changing the verb into present progressive, present perfect progressive, past progressive, past perfect progressive, future progressive

and future perfect progressive tenses. Make any necessary changes to make the sentences meaningful.

Jane plays the guitar well.

SUBJECT – VERB AGREEMENT

Present tense

A verb and its subject must **agree** in number. **To agree** means that if the subject is **singular**, the verb must be in **singular** form. If the subject is **plural**, the verb form must be **plural**.

Examples:

The **baby cries** every morning. - SINGULAR

The **babies cry** every morning. - PLURAL

Rules for subject-verb Agreement

1. Singular subject: Add -s or -es to the verb

The **man drives** a bus.

She teaches in a primary school.

He studies his map.

2. Plural subject: Do not add -s or -es to the verb

The **men drive** buses.

They teach in primary schools.

We study our maps.

3. For I or You: Do not add -s or -es to the verb

I hate books.

You like dogs.

I admire actors.

When a sentence has a **compound subject**, that is, two subjects joined by **and**, the plural form of the verb is used.

Examples:

John and James work at Naivas Supermarket.

The teachers and the students respect one another a lot.

Subject-verb Agreement with be and have

The verbs **be** and **have** change their forms **in special ways** in order to agree with their subjects.

Various ways in which be and have change in order to agree with their subjects

	Subject	Be	Have
--	----------------	-----------	-------------

1.	Singular subjects: I You He, she, it Singular Noun	am, was are, were is, was is, was	have, had have, had has, had has, had
2.	Plural subjects: We You They Plural Noun	are, were are, were are, were are, were	have, had have, had have, had have, had

Exercise 11

Put appropriate Present tense verbs in the blank spaces in the following sentences. Ensure that the subject **agrees** with the verb and that the sentence makes sense.

- The dogs _____ their owners.
- She _____ at the door.
- They _____ the road at the Zebra-crossing.
- Many blind people _____ dogs as guides.
- We _____ dogs every day.
- Mark always _____ his house.
- I often _____ with June.
- Mr. Mwangi _____ his aunt in Mombasa.
- Jane and he _____ next month.
- The directors _____ the company.

REGULAR AND IRREGULAR VERBS

We have learned in the previous chapter how to form the past tense and how to use helping verbs to show that something has already happened. We saw that for most verbs, we form the past tense and participles by adding **-d** or **-ed** to the verb. Verbs that follow this rule are called **Regular Verbs**.

Examples:

The farmer **planted** his crops last month. – past tense

The crops **have been planted** recently. – past participle.

For all regular verbs, the **past** and the **past participles** are spelled alike. They are made up by adding **-d** or **-ed** to the present form of the verb.

Examples:

Present	Past	Past Participles
help	helped	had helped

rescue	rescued	had rescued
rush	rushed	had rushed
support	supported	had supported
play	played	had played
talk	talked	had talked
live	lived	had lived

The spelling of many regular verbs changes when **-d** or **-ed** is added, that is, the last consonant is doubled before adding **-d** or **-ed**. For those ending **-y**, it is dropped and replaced with **-i**:

Examples:

Present	Past	Past Participles
hop	hopped	(had) hopped
drug	drugged	(had) drugged
permit	permitted	(had) permitted
knit	knitted	(had) knitted
cry	cried	(had) cried
carry	carried	(had) carried

Exercise 12

Write the present, past and past participles of the following verbs. Remember to change the spelling appropriately where necessary.

- | | |
|------------|------------|
| 1. prevent | 6. aid |
| 2. donate | 7. relieve |
| 3. hurry | 8. share |
| 4. worry | 9. enrol |
| 5. train | 10. save |

Irregular Verbs

Some verbs do not form the past by adding **-d** or **-ed**. These verbs are called **irregular verbs**. There are only about sixty frequently used irregular verbs. For many of these, the past and the past participles are spelled the same but some are different.

Examples:

He **saw** great misery all around him. – past

He **has seen** great misery all round him. – past participle

Common irregular Verbs

Verb	Past tense	Past participles
begin	began	(had) begun

choose	chose	(had) chosen
go	went	(had) gone
speak	spoke	(had) spoken
ride	rode	(had) ridden
fight	fought	(had) fought
throw	threw	(had) thrown
come	came	(had) come
sing	sang	(had) sung
steal	stole	(had) stolen
swim	swam	(had) swum
make	made	(had) made
run	ran	(had) run
grow	grew	(had) grown
write	wrote	(had) written
ring	rang	(had) rung
drink	drank	(had) drunk
lie	lay	(had) lain
do	did	(had) done
eat	ate	(had) eaten
know	knew	(had) known

For a few irregular verbs, like **hit** and **cut**, the three principal parts are spelled the same. These ones offer no problems to learners. Most problems come from irregular verbs with three different forms. For example, the irregular verbs **throw** and **ring**.

throw	threw	had thrown
ring	rang	had rung

If you are not sure about a verb form, look it up in the dictionary.

Exercise 13

Write the past tense and past participles of the following irregular verbs and then use each of them in sentences of your own.

- | | |
|----------|-----------|
| 1. arise | 6. fall |
| 2. tear | 7. blow |
| 3. wear | 8. freeze |
| 4. lay | 9. fly |
| 5. see | 10. write |

ACTIVE AND PASSIVE VERB FORMS

ACTIVE VOICE

A verb is in **active voice** when the subject of the sentence **performs** the action.

Examples:

Our teacher punished us for making noise in class.

Subject action

Players arrived for their first match early in the morning.

Subject action

In the above sentences, the subject is **who** performed the action. Hence, the verbs of these sentences are in **active voice**.

PASSIVE VOICE

The word **passive** means “acted upon”. When the subject of the sentence **receives** the action or **expresses** the result of the action, the verb is in **passive voice**.

Examples:

We were punished by the teacher for making noise.

Sub action

He was helped by a passer-by.

Sub action

In the above sentences the subjects **we** and **he** receive the action.

When we do not know who or what did the action, or when we do not want to say who or what did it, we use the **passive voice**.

The passive form of a verb consists of some form of **be** plus the **past participle**.

Examples:**Active**

Baabu explored the sea.

Passive

The sea **was explored** by Baabu.

Be + past participle

The captain helped him.

He **was helped** by the captain.

Be+past participle

Exercise 14

Write the verbs from the following sentences and then label each one Active or Passive.

1. The guest of honour presented prizes to the best students.
2. The cattle were taken home by the herders.
3. The health officer ordered the slaughter house closed.
4. Peace and order has been restored in the area by the youth wingers.
5. The workers cleared the farm.
6. The crop was harvested by the hired workers.
7. The government stressed the importance of unity among tribes.
8. The farmers were urged to redouble their efforts in food production.
9. The K.I.E is developing support materials for the 8-4-4 system of education.
10. A fishing pond was started by the Wildlife Club in the school.

TRANSITIVE AND INTRANSITIVE VERBS

Some sentences express a complete thought with only a subject and an action verb.

Example:

The sun shines.

Subject Action verb

In other sentences, a **direct object** must follow the action verb for the sentence to be complete. A **direct object** is a noun or a pronoun that **receives** the action of the verb.

Example:

The goalkeeper caught the ball.

 Subject action verb direct object

Transitive verbs

A **Transitive verb** is an **action verb** that must take a **direct object** for the sentence to express a complete thought. A direct object answers the question **what?** or **whom?**

Examples:

The captain steered the ship. (Steered what? **the ship**)

The teacher praised the students. (Praised whom? **The students**)

Transitive verbs cannot be used alone without direct objects in sentences; they would not have complete meanings.

Exercise 15

What are the action verbs and the direct objects in the following sentences?

1. He carried his bag with him.
2. The two friends discussed the examination paper.
3. We took a trip to Nakuru last month.
4. The water splashed me.
5. He gave interesting facts about whales.
6. We searched the house for rats.
7. They cheered the team noisily.
8. My brother bought a camera.
9. Njoroge admires Papa Shirandula.
10. We viewed the shouting star at midnight.

Intransitive verbs

An **Intransitive verb** is an action verb that **does not require a direct object** for the sentence to have complete meaning.

Examples:

The ship sailed.

Subject action verb

The child smiled.

Subject action verb

They do not answer the questions **what?** or **whom?** Sometimes they answer the questions **how?** or **how often?**

Examples:

The ship sailed smoothly. (**How** did it sail? **Smoothly**)

The child smiled repeatedly. (**How often** did the child smile? **Repeatedly**)

Both transitive and intransitive verbs

Some verbs can be used both **transitively** and **intransitively**.

Examples:

We **cheered** our team noisily. (Transitive)

We **cheered** noisily. (Intransitive)

He **broke** the window pane. (Transitive)

The glass **broke**. (Intransitive)

NB: Only transitive verbs can be changed from active to passive voice.

Examples:

Active

He **kicked** the ball.

She **bought** a new dress

She **wailed** loudly

They **danced** well

Passive

The ball **was kicked** by him.

A new dress **was bought** by her.

??

??

Exercise 16

Indicate at the end of each of the following sentences whether the underlined verb is Transitive or Intransitive.

1. Some whales sing songs.
2. We gave our books to the gatekeeper.
3. She cried bitterly.
4. He made a sketch of the giraffe.
5. John danced to the music.
6. The bird flew in the air.
7. They located the lost ship.
8. She pleaded with him mercifully.
9. The children heard the sound from the cave.
10. It rained heavily.

TROUBLESOME PAIRS OF VERBS

Some pairs of verbs confuse learners of English because their meanings are **related** but not the **same**. Others confuse them because they **sound similar**, but

their meanings are different. Others are similar in appearance but different in meanings.

	The pairs	Meaning	Present tense	Past tense	Past participle	Examples of its usage
1	sit set	To be in a seated position To put or place	sit set	sat set	sat set	Sit on that chair. Set the cage down.
2	lie lay	To rest in a flat position To put or place	lie lay	lay laid	lain laid	The cat lies on the table. Lay the cloth on the table.
3	rise raise	To move upward To move something upward or to lift	rise raise	rose raised	risen raised	The children rise up early in the morning. The scout raised the flag.
4	let leave	To allow or permit To depart or to allow to remain where it is	let leave	let left	let left	Let the bird go free. Leave this house now! Leave the door closed.
5	learn teach	To gain knowledge or skill To help someone learn or to show how or explain	learn teach	learned taught	learned taught	I learned a lot in school. That teacher taught me in Biology.
6	can may	To be able To be allowed				I can ride my bike well. You may go out.

EXERCISE 17

Pick the correct verb from the ones given in brackets in the following sentences.

1. Studying spiders closely can (learn, teach) us how they get their food.

2. An insect that (lays, lies) motionless on a leaf can become prey to some other animal.
3. The lion will (lay, lie) there waiting for its prey.
4. The monster spider (sits, sets) patiently near its web.
5. Experience has (taught, learned) me not to take things for granted.
6. A bird (raises, rises) its body using its wings.
7. This (raises, rises) another question,
8. Nature has (learned, taught) spiders new tricks.
9. The watchman instantly (raises, rises) the alarm when there is danger.
10. The trappers have (lain, laid) fresh traps for the porcupines.

ADJECTIVES

An **adjective** is a word that **describes** or **modifies** a noun or a pronoun. To describe or modify means to provide additional information about nouns or pronouns. To modify further means to change something slightly.

Writers and speakers modify an idea or image by choosing certain describing words, which are called **adjectives**. Hence, these adjectives are also called **modifiers**. Adjectives are like word cameras. They are words that describe colours, sizes and shapes. Adjectives help you capture how the world around you looks and feels.

Adjectives tell:

1. What kind?

Examples:

The **powerful** gorilla knocked down the hunter.

The **old** man walked slowly.

2. How many?

Examples:

Three zebras were resting.

He has **few** friends.

3. Which one(s)?

Examples:

This painting is attractive.

These farmers are clearing the field.

There are 5 main kinds of adjectives, namely:-

1. Descriptive adjectives
2. Definite and indefinite adjectives
3. Demonstrative adjectives
4. Interrogative adjectives
5. Articles and possessive adjectives

Descriptive adjectives

Descriptive adjectives tell us the size, shape, age, colour, weight, height, make, nature and origin of the nouns they are describing.

Examples of descriptive Adjectives:

Size	Shape	Age	Colour	Weight	Height	Make	Nature	Origin
big	oval	old	red	heavy	tall	wooden	warm	Kenya
huge	circular	young	green	light	short	plastic	cold	American
small	triangular	aged	white			metal	shy	Tanzania
tiny	rectangular		blue			ston	famous	Italian
thin	round		brown			glass	peaceful	South African
fat	square		black			mud	brave	Ugandan
wide	twisted		maroon				powerful	Korean
shallow	pointed		purple				gentle	
slender			pink				kind	

Descriptive adjectives are of two types:

1. Common descriptive adjectives – these are adjectives that give general features of somebody or something. They are the adjectives of size, shape, age, colour, weight, height, make and nature. Refer to the examples in the diagram above.
2. Proper adjectives – These ones are formed from proper nouns. They are always **capitalized**. They always appear **last** in a string of adjectives modifying the same noun, just before the noun itself.

Examples:

The **Japanese** ambassador

A **Mexican** carpet

An **Italian** chef

Note that when a proper adjective comprises of two words, both are capitalized.

Examples:

A **South African** farmer

A **North American** cowboy

Exercise 1

Find the adjectives in the following sentences and indicate what types they are.

1. Alaska is the largest state in the USA.

2. The Alaskan Senator is Lord John Mc Dougal.
3. Mt. Kenya is the tallest mountain in Kenya.
4. Alaska has a tiny population of one and a half million people.
5. Northern Province has small, scattered towns.
6. A trip to Northern Kenya will take you across vast wilderness.
7. American tourists are fond of wild animals.
8. There is a huge lake in the Rift Valley Province.
9. I sent a letter to my Australian pen pal.
10. I have a beautiful Egyptian robe.

Demonstrative Adjectives

A **demonstrative adjective** tells **which one** or **which ones**. They are used before nouns and other adjectives.

There are 4 demonstrative adjectives in English: **This**, **that**, **these** and **those**. **This** and **these** are used to refer to nouns **close** to the speaker or writer. **That** and **those** refer to nouns **farther away**. **This** and **that** are used before singular nouns while **these** and **those** are used before plural nouns.

Examples:

This picture is very beautiful.

Singular noun

That one is not as beautiful.

Singular noun

These drawings are very old.

Plural noun

Those ones were painted in Uganda.

Plural noun

Exercise 2

Choose the word in brackets that correctly completes each of the following sentences.

1. My bus left the station before (that, those) matatus.
2. (Those, These) chairs behind me were occupied.
3. My seat has a better view than (this, that) one over there.
4. (Those, That) man should fasten his seat belt.
5. (This, That) car is old, but that one is new.
6. (These, Those) clouds are far away.
7. (This, That) window next to me has a broken pane.
8. (That, This) chair near me is broken.
9. My car is moving faster than (these, those) buses over there.
10. (These, Those) goats grazing over there are my uncle's.

Definite and indefinite adjectives

These are adjectives which tell **how many** or **how much**. They give the **number** or the **quantity**, either specific or approximate, of the noun in question.

Examples:

Three elephants were killed by the game rangers.

He bought **several** houses in Kileleshwa.

Don't put **much** sugar in the tea!

More examples

Numbers	Amount	Approximate
Three	Much	Several
Ten	All	Some
Five	Some	Little
Hundred	Any	Many
Twenty	Few	Few
		Each
		Every
		Numerous

Adjectives that are in form of numbers are used with countable nouns:

Examples:

Two calves were born yesterday.

Five chimpanzees performed funny tricks.

Many children like dinosaurs.

A definite or indefinite adjective may look like a pronoun, but it is used differently in a sentence. It is an adjective used to modify a noun.

Adjectives that are in form of quantity are used with uncountable nouns.

Examples:

Do you have **any** water in the house?

How **much** flour did you buy?

Interrogative Adjectives

The **interrogative adjectives** are used with nouns to **ask questions**. Examples are **what**, **which**, and **whose**.

Examples:

What movie do you want to see?

Which leaves turn colour first?

Whose son is he?

An interrogative adjective may look like an interrogative pronoun but it is used differently. It is an adjective, used to modify a noun.

Exercise 3

Underline the adjectives in the following sentences.

1. Twenty bulls were slaughtered for the wedding.
2. Few people know the name of our president.
3. They stole all the money in the safe.
4. There isn't much sugar in the dish.
5. Numerous disasters have hit China this year.
6. What game is playing on TV tonight?
7. Whose car is that one over there?
8. Which house was broken into?
9. I don't know what misfortune has faced him.
10. Nobody knows which table was taken.

Articles and Possessive Pronouns

Two special kinds of adjectives are the **articles** and the **possessive pronouns**.

Articles

Articles are the words **a**, **an** and **the**. **A** and **an** are special adjectives called **indefinite articles**. They are used when the nouns they modify **do not** refer to any particular thing.

Examples:

A student rang the bells. (No specific student)

An orange is good for your health. (No specific orange)

A is used before a noun that begins with a **consonant** sound. **An** is used before a noun that begins with a **vowel** sound. Note that it is the **first sound** of a noun, not **the spelling**, that determines whether to use **a** or **an**.

Examples:

An hour an heir

A hall

The is a special adjective known as the **definite article**. It is used to refer to particular things.

Examples:

The tourist was robbed. (A particular tourist).

The team began practising at 8 o'clock. (A particular team).

All articles are adjectives. **The** is used with both singular and plural nouns, but **a** and **an** are used with singular nouns

Examples:

The tourist, the tourists, a tourist

The adjective, the adjectives, an adjective

Exercise 4

Choose the correct article from the choices given in brackets in the following sentences.

1. (A, An) mountain climber climbed Mt. Elgon.

2. He went up a cliff and was stranded on (a, an) jagged rock.
3. No one knew (a, the) route he had taken.
4. (The, An) climber's friend called the local police.
5. The police began the search within (a, an) hour.
6. A police dog followed (a, the) climber's scent.
7. A helicopter began (a, an) air search of the mountain.
8. The dog followed the climber's scent to (a, the) jagged edge of the cliff.
9. A climber from (a, the) police team went down the jagged rock.
10. (A, An) rope was tied to the climber and he was pulled to safety.

Possessive Pronouns

The words **my**, **her**, **its**, **our** and **their** are possessive pronouns, but they can also be used as adjectives. These modifiers tell **which one**, **which ones** or **whose**?

Examples:

My brother likes Sean Paul, but **his** sister does not.

Of **his** songs, *Ever Blazing* is **his** favourite.

Our school produces heroes, **its** fame is widespread.

Exercise 5

Write the adjectives from the following sentences and the nouns they modify.

1. In her lifetime, Brenda Fasié composed many songs.
2. Her early songs entertained her fans all over the world.
3. Our first performance was successful.
4. Her coughing grew worse with time.
5. They agreed that it was their best goal in ten years.

Position of adjectives in sentences

1. Most adjectives appear immediately **before** the nouns they are modifying e.g.

Descriptive: The **beautiful** house belongs to my uncle.

Demonstrative: **That** house belongs to my uncle.

Numerals: **Two** houses were burned down.

Articles: **The** house on fire belongs to her sister.

Possessive pronouns: **Their** house was burned down.

2. Predicate Adjectives

Some adjectives appear **after** the nouns that they are modifying. These adjectives are always used after **linking verbs** that separate them from the words they modify. An adjective that follows a linking verb and that modifies the subject is called a **predicate adjective**.

Examples:

Joyce seemed **lonely**.

Her brother was **upset**.

He became **concerned**.

Exercise 6

Identify the predicate adjectives in the following sentences.

1. Her early songs were often quiet and serious.
2. One of her songs, Vulindlela, is very popular.
3. The dark city below the sky seems calm and peaceful.
4. Her performance in K.C.S.E. was brilliant.
5. The West African singer Kofi Olominde is extraordinary.

COMPARING WITH ADJECTIVES

We have seen that adjectives describe nouns. One way in which they describe nouns is by **comparing** people, places or things.

To compare **two** people, places or things, we use the **comparative form** of an adjective. To compare **more than two**, we use the **superlative form** of the adjective.

Examples:

ONE PERSON: Kimenju is **tall**.

TWO PERSONS: Kimenju is **taller** than James.

THREE OR MORE: Kimenju is **the tallest** of all.

THE COMPARATIVE

The comparative form of the adjective is used to compare one thing, person or place with another one. It is formed in two ways.

1. For **short** adjectives, add **-er**.

Examples:

great + er = greater

sweet + er = sweeter

big + er = bigger

light + er = lighter.

2. For longer adjectives, the comparative is formed by using the word **more** before them.

Examples:

More handsome

more remarkable

More attractive

more hardworking

Most adjectives ending in **-ful** and **-ous** also form the comparative using **more**.

Examples:

More successful

more curious

more ferocious

More beautiful

more generous

more prosperous

THE SUPERLATIVE

The **superlative form** of the adjective is used to compare a person, a place or a thing with **more than one** other of its kind.

Examples:

Elephants are the **largest** animals in the jungle.

However, they are the **most** emotional animals.

The superlative form of an adjective is formed in two ways.

1. By adding **-est** to the short adjective

Examples:

great + est = greatest

sweet + est = sweetest

big + est = biggest

light + est = light

2. For **longer** adjectives, use **most** before them.

Examples:

most mysterious

most awkward

most successful

most attractive

The ending **-er** in the comparative becomes **-est** in the superlative while **more** becomes **most**.

Adjective

comparative

superlative

strong

stronger

strongest

quick

quicker

quickest

adventurous

more adventurous

most adventurous

co-operative

more co-operative

most co-operative

Summary of rules comparing with adjectives:

	Rule	Examples
1	For most short adjectives: Add -er or -est to the adjective	bright dark smart brighter darker smarter brightest darkest smartest
2	For adjectives ending with e : Drop the e and add -er or -est	safe nice wide safer nicer wider safest nicest widest
3	For adjectives ending with a consonant and y : Change the y to i and add -er or -est	Busy crazy happy Busier crazier Busiest craziest
4	For single-syllable adjectives ending with a single vowel and a consonant: Double the last consonant and add -er or -est	Flat slim fat Flatter slimmer fatter Flattest slimmest fattest
5	For most adjectives with two or more syllables: Use more	careful generous more careful more generous

	or most	most careful most generous
--	----------------	----------------------------

Points to note about Adjectives:

1. A comparative is used to compare two persons, or things or two groups of persons or things.

Examples:

A rat is **smaller** than a mouse.

Buffaloes are **larger** than domestic cows

2. A superlative is used to compare a thing or a person to more than one other of its kind.

Examples:

Lions are the **bravest** of all animals.

Elephants are the **largest** of all herbivores.

3. You must use the word **other** when comparing something with everything else of its kind.

Examples:

Leopards are more ferocious than any **other** cat.

4. Do not use both **-er** and **more**, or **-est** and **most**.

Incorrect: Men die **more earlier** than women.

Correct: Men die **earlier** than women.

Incorrect: My father is the **most oldest** of the three brothers.

Correct: My father is the **oldest** of the three brothers.

Exercise 7

Write the adjectives in brackets in the following sentences correctly.

1. My next sculpture will be even _____ (beautiful).
2. That was the _____ cartoon I have ever watched (funny).
3. English is my _____ subject of all (enjoyable).
4. Job is the _____ person in his family. (energetic)
5. She is the _____ of the three nurses. (helpful)
6. That story sounds _____ than fiction. (strange)
7. He is _____ than a cat. (curious)
8. Her school grades are _____ than mine. (high)
9. You are _____ than Maria. (creative)
10. My next test will be _____ than this one. (simple)

Irregular comparisons

Some adjectives have **special forms** for making comparisons. That is, they do not form their comparatives by use of **-er** or **more**, or their superlatives by use of -

est or **most**. Instead, these adjectives **change the words** completely to form comparatives and superlatives.

Examples:

Adjectives	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
little	less or lesser	least
much	more	most
many	more	most
far	farther	farthest

Example of use in sentences:

The presentation of our play was **good**.

Our second performance was **better**.

But our last performance was the **best**.

Exercise 8

Write the correct forms of the adjectives in brackets in the following sentences.

1. The comedy was the _____ show of the three. (good)
2. Mary had a _____ cold yesterday. (bad)
3. It was her _____ performance this year. (good)
4. Her illness is getting _____ every day. (bad)
5. The old woman received the _____ amount of money from the MP. (little)
6. Smoke your cigarette _____ away from the children. (far)
7. There was _____ noise in the classroom than yesterday. (little)
8. The musician said that that was a very _____ year for him. (good)
9. This year's songs were much _____ than last year's. (good)
10. He has the _____ pairs of shoes in the school. (many)

SPECIAL PROBLEMS WITH ADJECTIVES

1. Those and Them

Those is an **adjective** if it is followed by a noun. It is a **pronoun** if it is used alone.

Examples:

Those thieves are daring! (Adjective modifying thieves)

Those are thieves! (Pronoun)

Them is always a **pronoun**. It is used only as the object of a verb or as the object of a preposition. It is never used as an adjective.

Examples:

We followed **them**. (Object of a verb)

They caught one of **them**. (Object of a preposition)

We heard **them thieves** breaking the door. (Incorrect)

2. The extra **Here** and **There** with demonstrative adjectives

It is incorrect to use the demonstrative adjectives **this**, **that**, **those**, and **these** with **here** and **there** before the nouns they modify.

Examples:

“This here job”

“That there house”

“These here books”

“Those there carpets”

The adjectives **this** and **these** include the meaning of **here** whereas the adjectives **that** and **those** include the meaning of **there**. Saying **this here** is like repeating oneself.

3. **Kind** and **sort** with demonstrative adjectives

Kind and **sort** are singular and hence should be used with singular demonstrative adjectives **this** and **that**.

Examples:

I like **this** kind of story.

She likes **that** sort of food.

Kinds and **sorts** are plural and should be used with plural demonstrative adjectives **these** and **those**.

Examples:

Those **sorts** of horror movies scare me.

These **kinds** of sports are for strong people.

Exercise 9

Choose the correct adjectives from the ones given in brackets in the following sentences.

1. A robot is one of (those, them) machines that looks and acts human.

2. (These, This) sorts of machines are very strange.

3. (This, This here) church was built in 1921.

4. (Them, Those) mushrooms are very delicious.

5. (Them, Those) soldiers won the battle.

6. People call (these, this) kinds of songs Soul.

7. John needed a name for (them, those) songs.

8. (This, this here) play is called Aminata.

9. Human beings have a fascination with (those, that) kind of machine.

10. (These, This) sort of a car is meant for ministers.

ADVERBS

An **adverb** is a word that describes a **verb**, an **adjective**, or another **adverb**. Adverbs tell **how**, **when**, **where**, or **to what extent** an action happens.

Examples:

HOW: The man walked **quickly**.

WHEN: It will rain **soon**.

WHERE: We shall meet **here** at 2 p.m.

TO WHAT EXTENT: He is **extremely** rude.

Other examples:

HOW	WHEN	WHERE	TO WHAT EXTENT
happily	sometimes	underground	fully
secretly	later	here	extremely
together	tomorrow	there	quite
carefully	now	inside	very
sorrowfully	finally	far	rarely
painfully	again	upstairs	
fast	often	downstairs	
hard	once	somewhere	
slowly	first	forward	
hurriedly	next	behind	
quietly	then	above	

Adverbs used to describe verbs

Adverbs that describe verbs tell **how**, **when**, **where** and **to what extent** an action happened.

Examples:

HOW: John waited **patiently** for his turn.

WHEN: He is **now** walking into the office.

WHERE: He will eat his lunch **there**.

TO WHAT EXTENT: He is **very** pleased with himself.

Adverbs make the meaning of the verb clearer.

Example:

He will eat his lunch. (Without adverb)

He will eat his lunch **there**. (The adverb makes it clear where the action of eating will take place.)

Exercise 1

Write the adverbs in the following sentences and then indicate whether the adverb tells how, when, where, or to what extent.

1. The tourist travelled far.
2. They cheerfully greeted their grandmother.
3. Tina hurried downstairs when she heard the knock.

4. He worked carefully and skilfully.
5. She was extremely agitated.
6. The scientist looked curiously at the creature.
7. Soon the bell was rung.
8. The hall was fully occupied.
9. They hugged their grandmother adorably.
10. He brought the cake down.

Adverbs used to describe adjectives

Adverbs that tell **to what extent** can be used to describe adjectives.

Examples:

The cave was **very dark**.

adv adj

The tea was **extremely hot**.

adv adj

Other adverbs used with adjectives

Just nearly somewhat most

These adverbs make the adjectives they are describing more understandable and precise.

Example:

The tomb was **dark**. (Without adverb)

The tomb was **fully dark**. (The adverb **fully** describes the extent of the darkness).

Exercise 2

Identify the adverb in each of the following sentences and then indicate the adjective it describes.

1. He is a highly successful businessman.
2. The extremely cold weather made me shiver.
3. They are quite difficult to deal with.
4. The house is barely visible from here.
5. He is a very old man by now.
6. She is mysteriously secretive about her activities.
7. Jackline is horribly mean with her money.
8. The book was totally exciting.
9. The secretary was completely mad when the money was stolen.
10. The boss is never punctual for meetings.

Adverbs used to describe other adverbs

Some adverbs that tell **to what extent** are used to describe other adverbs.

Examples:

The student spoke **very softly**.

adv adv

The cold subsided **very gradually**.

adv adv

These adverbs make the adverbs they are describing more understandable and clear.

Examples:

She spoke **rudely**. (Without adjective modifier)

She spoke **extremely rudely**. (**extremely** describes the extent of her rudeness).

Exercise 3

Identify the adverbs modifying other adverbs in the following sentences.

1. The mourners covered the casket with earth very gradually.
2. He appeared on her surprisingly quickly.
3. The sun appeared somewhat closer that day.
4. He drinks extremely irresponsibly.
5. The driver sped the car totally carelessly.

Specific categories of Adverbs

1. **Adverbs of time** – These answer the question **when**?

Examples:

He joined the class **yesterday**.

Today, I will go to the cinema.

2. **Adverbs of place**- These answer the question **where**?

Examples:

Mrs. Kilome has gone **out**.

The bus stop is **near** the post office.

3. **Adverbs of frequency**: These answer the question **how often**?

Examples:

She **often** leaves without permission.

He **always** works hard.

4. **Adverbs of manner**: These answer the question **how**?

Examples:

Many ran **fast** to catch the bus

He painted the house **badly**.

5. **Adverbs of degree**. These answer the question **how much**?

Examples:

Luka is **extremely** intelligent.

She is **very** ill.

FORMATION OF ADVERBS

Many adverbs are formed by adding **-ly** to an adjective.

Examples:

Slow + **-ly** = slowly

quiet + **-ly** = quietly

Sometimes the addition of **-ly** to an adjective may require changing the spelling in the adjective.

Examples:

Easy + **-ly** = easily (**y** changes to **i**)

Full + **-ly** = fully (**ll** changes to **l**)

Other adverbs are complete words on their own. That is, they are **not** formed from other words.

Examples:

fast	tomorrow	soon	first	later
next	inside	somewhere	quite	

Note:

1. **Soon** and **quite** can be used **only** as adverbs.

Examples:

The school will **soon** open.

The holiday was **quite** well spent.

2. Some other modifiers, like **late** or **first**, can either be used as adverbs or adjectives.

Examples:

The visitors arrived **late**. (adverb)

The **late** arrivals delayed the meeting. (adjective)

The robbers had gotten there **first**. (adverb)

The **first** house was already broken into. (adjective)

3. When you are not sure whether an adjective or an adverb has been used in a sentence, ask yourself these questions.

(i) Which word does the modifier go with?

If it goes with an **action verb**, an **adjective** or **another adverb**, it is an **adverb**.

Examples:

The story teller **spoke quietly**. – used with an action verb.

The story teller was **very interesting**. – used with an adjective.

The story teller spoke **extremely slowly**. –used with another adverb.

But if it goes with a **noun** or a **pronoun**, it is an **adjective**.

Examples:

The **quiet story teller** spoke. – used with a noun.

He was **quiet**. – with a pronoun.

(ii) What does the modifier tell about the word it goes with?

If the modifier tells **when**, **where**, **how**, or **to what extent**, it is an **adverb**.

Examples:

He will come **tomorrow**. – When?

He will come **here**. – Where?

He will come **secretly**. – How?

He will be **very** cautious. – To what extent?

But if it tells **which one**, **what kind**, or **how many**, it is an **adjective**.

He will steal **this** cow. – Which one?

He will carry a **sharp** spear. – What kind?

He will be jailed for **ten** years. – How many?

(iii) Adverbs and predicate adjectives

You will recall that we said that an adjective appears after a linking verb and modifies the subject.

Examples:

He became **successful**. (**successful** modifies **he**)

You seem **tired**. (**tired** modifies **you**)

You appear **sick**. (**sick** modifies **she**)

You look **great!** (**great** modifies **you**)

They sound **bored**. (**bored** modifies **they**)

It feels **wet**. (**wet** modifies **it**)

The oranges taste **sweet**. (**sweet** modifies **oranges**)

The baby grows **big**. (**big** modifies **baby**)

She smells **nice**. (**nice** modifies **she**).

Sometimes the verbs in the sentences above are used as **action verbs**. In this case, they are followed by **adverbs**, not **adjectives**. They modify the verbs and tell how, when, where, or to what extent.

Examples:

The singer **looked up**.

v adv

We **tasted** the chocolate **eagerly**.

v adv

The principal **appeared suddenly**.

V adv

(iv) Good and well

Good and well have similar meanings, but differ in their use in a sentence.

Example:

Incorrect: He narrates the story **good**.

Correct: He narrates the story **well**.

Good is always an **adjective** and modifies nouns or pronouns. It is **never** used to modify a verb.

Example:

He is a **good** narrator. (Adjective modifying the noun narrator)

Well can be used as either **an adjective** or **an adverb**.

Examples:

I feel **well**. (As an adjective)

He drives **well**. (As an adverb)

Exercise 4

Choose the correct form of the words in brackets in the following sentences.

1. Luos tell you (quick, quickly) that they are not Bantus.
2. Over the months, the snow (gradual, gradually) melted.
3. Rice tastes especially (good, well) with avocado.
4. The popularity of video games has grown (rapid, rapidly).
5. The name of the town may sound (strange, strangely) to some people.
6. These puppies look a little (odd, oddly).
7. The idea of breaking the door does not sound (reasonable, reasonably).
8. Visitors eat Nyama Choma very (rapid, rapidly).
9. If Nyama Choma has been prepared (good, well), it tastes even better than chicken.
10. Since fish is high in protein and low in fat, it is bound to keep you (good, well).

COMPARING WITH ADVERBS

We have seen that we can use **adjectives** to compare **people, things** or **places**.

Adverbs can also be used to compare actions. And like adjectives, we use the **comparative form** of an adverb to compare **two actions** and the **superlative form** of an adverb to compare **more than two actions**.

Examples:

ONE ACTION: Maree swims **fast**.

TWO ACTIONS: Maree swims **faster** than Ciku.

THREE OR MORE: Maree swims **fastest** of all.

Just like adjectives, adverbs have special forms or spelling for making comparisons.

THE COMPARATIVE FORM

The comparative form of the adverb is used to compare **one action** with **another**. It is formed in two ways:

1. For short adverbs, add **-er**.

Examples:

The bird flew **higher** than the helicopter.

The president arrived **sooner** than we expected.

2. For most adverbs ending in **-ly**, use **more** to make the comparative.

Examples:

She visited him **more frequently** than Martin.

The tractor towed the lorry **more powerfully** than the bull-cart.

THE SUPERLATIVE FORM

The superlative form is used to compare **one action** with **two or more others** of the same kind.

Examples:

Of the three athletes, Kipruto runs the **fastest**.

The lion roars **the loudest** of all the big cats.

Adverbs that form the comparative with **-er** form their superlative with **-est**.

Those that use **more** to form comparative use **most** to form superlative.

Examples:

Adverbs	Comparative	Superlative
long	longer	longest
fast	faster	fastest
softly	more softly	most softly
politely	more polite	most polite

Points to Remember

1. Use the comparative to compare two actions and the superlative to compare more than two.

Examples:

Comparative: He sat **nearer** to the window than him

Superlative: He sat **nearest** to the window than all the others.

2. Do not leave out the word **other** when comparing one action with every other action of the same kind.

Examples:

Incorrect: The lion roared **louder** than any lion.

Correct: The lion roared the **loudest** of all.

3. Do not use both **-er** and **more** or **-est** and **most**.

Incorrect: The dancer moved **more faster** than before.

Correct: The dancer moved **faster** than before.

Summary of rules for comparing with Adverbs

1	For most adverbs Add -er or -est to the adverb	hard harder hardest deepest	late later latest	deep deeper
2	For most adverbs comprising of two or more syllables: Use more or most with the adverb	Skilfully more skilfully most skilfully rudely	firmly more firmly most firmly	rudely most

Exercise 5

Write each of the following sentences using the correct form of the adverb.

1. Does she cry _____ (often) than the baby does?
2. She crosses the river _____ (slowly) than her son does.
3. James jumps into the swimming pool _____ (quickly).
4. Charles swims _____ (skilfully) than all of us.
5. Of all the athletes, Tecla Lorupe is _____ (fast).
6. The antelope disappeared _____ (swiftly) than the gazelle.
7. Chicharito scored the goal _____ (accurately) of all.
8. Mange and Marto stayed in the hall _____ (long) of all.
9. Sarah walks _____ (gracefully).
10. Ng'ang'arito sang _____ (sweetly) of all participants.

PREPOSITIONS

A **preposition** is a word that shows the **relationship** between **other words** in a sentence.

Examples:

The cat lay **under** the table.

The preposition **under** connects the verb **lay** with **table**. **Under** points out the relationship between **lay** and **table**.

Hence a preposition is a word that **links** another word or word group to the rest of the sentence. The noun or pronoun after the preposition is called the **object of the preposition**. **The table** is the object of the preposition **under** in the above sentence. The preposition **under** relates the verb **lay** to the noun **table**.

More examples:

She gave it **to** me.

(The preposition **to** relates the pronoun **me** with the action **gave**).

I liked the bike **with** the metal handles.

The preposition **with** relates the noun **handles** with the noun **bike**.

COMMON PREPOSITIONS

about	before	except	on	toward
above	behind	for	onto	under
aboard	below	from	out	underneath
across	beneath	in	outside	until
after	beside	inside	over	up
against	between	into	past	upon
along	beyond	like	since	with
among	by	near	through	within
around	down	of	throughout	without

at during off to

From the above list of prepositions, you will note that some of them tell **where**, others indicate **time**, others show **special relationships** like **reference** or **separation**.

Changing one preposition with another in a sentence changes the meaning of the sentence.

Example:

The cat lay **under** the table.

The cat lay **on** the table.

Lying under the table means below the surface of the table but **on** means above the surface.

Exercise 1

Write the preposition in each of the following sentences and say what relationship it indicates.

1. Sometimes they lie on the ground.
2. They have grown maize for food.
3. The children played with the dolls.
4. A man found some treasure in the cave.
5. They make clothes from cotton.

Exercise 2

Use the most appropriate preposition to complete the sentences below.

1. Driving had been my dream _____ years.
2. _____ 1990, I bought a second-hand car.
3. _____ that year, I learned how to drive.
4. I rolled the car _____ the road _____ more than two kilometres.
5. I was really thrilled _____ the experience.

PREPOSITION PHRASES

A **prepositional phrase** consists of a **preposition**, its **object** and **any words that modify the object**.

Examples:

The school children waited **for the green light**.

In this sentence, the preposition is **for**, its object is **light**, and the modifier, or adjective, is **green**. The entire preposition phrase modifies the verb **waited**.

Sometimes two or more nouns or pronouns are used as objects in a prepositional phrase.

Example:

He needs a worker **with diligence** and a good **character**.

The preposition **with** has two objects: **diligence** and **character**.

Exercise 3

Identify the prepositional phrase in each of the following sentences. Underline the preposition once and its objects twice.

1. Donkeys help people in many ways.
2. They bring happiness to the people around them.
3. In large cities, they help to carry water.
4. On farms, they carry heavy loads.
5. How could you travel across a river?
6. You might swim to the other side.
7. You might cross at a shallow place.
8. You can cross by boat.
9. Bridges are a better solution to the problem.
10. Most bridges are built over water.

Types of prepositional phrases

Prepositional phrases can either be:

(i) Adjective prepositional phrases - these prepositional phrases, just like adjectives, modify **nouns** and **pronouns**.

Example:

A scout leader wears a uniform **with many badges**.

In this sentence, **with many badges** is an adjective prepositional phrase modifying the noun **uniform**.

(ii) Adverb prepositional phrases – these ones, just like adverbs, modify **verbs**, **adjectives** or **other adverbs**.

Examples:

Scouts rain **for many hours**.

(The adverb prepositional phrase **for many hours** modifies the verb **rain**.)

They are active **in all public functions**.

(The adverb prepositional phrase **in all public functions** modifies the adjective **active**.)

The scout leader commands forcefully **with a loud voice**.

(The adverb prepositional phrase **with a loud voice** modifies the adverb **forcefully**.)

We have seen that the object of a preposition is the **noun** or **pronoun** that follows the preposition. When the object of the preposition is a pronoun, we use an **object pronoun** like **me, you, him, her, it, us, and them**. (And **not** a subject pronoun like **I, he, she, we, and they**).

Examples:

Correct: I gave a present to **her**.

Incorrect: I gave a present to **she**.

Correct: I gave a present to Jane and **her**.

Incorrect: I gave a present to Jane and **she**.

Exercise 4

Choose the pronoun in brackets that correctly completes each of the following sentences.

1. The dog chased after Travis and (her, she).
2. Cleaning the house was a tasking job for Evans and (I, me).
3. We planned a family picture of our parents and (us, we).
4. The victory belonged to (he, him).
5. Michael and Bernard stood behind Mom and (she, her).
6. The crowd around (we, us) started cheering.
7. My little sister ran behind Sammy and (I, me).
8. The toys belong to Karen and (him, he).
9. Johnny sat between James and (me, I).
10. I went to the cat race with Jim and (she, her).

Sometimes one prepositional phrase immediately follows another.

Examples:

The thief entered the house **through the door on the right**.

(**through the door** modifies the verb **entered** and tells **where**. **on the left** modifies the noun **door** and tells **which one**.)

A prepositional phrase can be at the **beginning**, in the **middle**, or at the **end** of a sentence.

Examples:

BEGINNING: **At dusk** we closed the shop.

MIDDLE: The chief **of the area** was helpful.

END: The path went **through the village**.

Preposition or Adverb?

Sometimes the same word can be used as either a preposition or an adverb. How can you tell the difference between the two?

Examples:

PREPOSITION: He has a box **inside** the house.

ADVERB: They ran **inside**.

You can tell the difference by remembering the following:

(i) A preposition **never** stands alone. It is always followed by **its object**, a noun or a pronoun.

Examples:

The helicopter flew **past** the airport. (Preposition)

The aircraft was parked **inside** the hangar. (Preposition)

(ii) An adverb is **never** followed by a noun or a pronoun, may be by an adverb.

Examples:

The helicopter flew **past**. (Adverb)

The aircraft was parked **inside**. (Adverb)

The helicopter flew **past** noisily. (Adverb)

Therefore, if a word begins a prepositional phrase, it is a preposition. If it stands alone or is followed by an adverb, it is an adverb.

Some words that can be used either as prepositions or adverbs.

above	down	over
along	in	out
around	Inside	outside
below	near	under
by	off	up

Exercise 5

Indicate after each of the following sentences if it has a preposition or an adverb.

1. Jack stood outside the shop.
2. He was curious and went inside.
3. He saw strange things in every corner.
4. An old coat and several sweaters lay over a chair.
5. Blue and green umbrellas stood above the fire place.
6. He looked up suddenly.
7. He sat down heavily.
8. Then he lifted the curtain and peeped outside.
9. A jogger ran by
10. Jack ran out.

NEGATIVES

Negatives are words that mean “no” or “not”. These words are **adverbs** and not prepositions!

Examples:

She has **no** more work.

There are **none** left.

Other common negatives

not	nowhere	nobody	aren't	haven't
never	nothing	no one	doesn't	wouldn't

The combination of a **verb** and **not** also form a contraction which is also a negative. The letters **n't** stand for **not**.

Examples:

They **won't** be able to attend the funeral.

He **couldn't** make a speech.

Double negatives:

A sentence should have only **one negative**. Using double negatives in a sentence is usually incorrect. A **double negative** is the use of two negative words together when only one is needed.

Examples:

Incorrect

We **don't** need **no** money.

She **hasn't** bought **nothing**.

Mark **hasn't no** homework.

Correct

We **don't** need any money.

She **hasn't** bought anything.

Mark **hasn't** any homework. Or

Mark has **no** homework.

When you use contractions like **don't** and **hasn't**, **do not** use negative words after them. Instead, use words like **any**, **anything**, and **ever**.

Examples:

We **don't** have **any** work.

He **hasn't any** work.

I **won't ever** respond to the summons.

Other negatives include **hardly**, **barely**, and **scarcely**. They are **never** used after contractions like **haven't** and **didn't**.

Examples:

Incorrect: We **couldn't hardly** continue with the work.

Correct: We

could hardly continue with the work.

Incorrect: The child **can't barely** walk.

Correct: The child **can barely** walk.

Exercise 6

Write the following sentences choosing the correct negatives from the ones given in brackets.

1. They (have, haven't) nothing to eat.
2. Isn't (anyone, no one) at home?
3. Didn't you (ever, never) swim in that river?
4. There isn't (anybody, nobody) weeding the farm.
5. Ann and Martin haven't (anywhere, nowhere) to sleep.
6. Our friends (had, hadn't) none of the fun.
7. Isn't (anybody, nobody) watching *Tahidi High*?
8. Hasn't (anyone, no one) thought of washing the utensils?
9. Tabby (hasn't, has) had no luck.
10. We haven't (ever, never) tried.

CONJUNCTIONS

A **conjunction** is a word that **connects** words or groups of words. Like prepositions, conjunctions show a **relationship** between the words they connect. But, unlike prepositions, conjunctions do not have objects.

There are 3 main categories of conjunctions;

- (1) **Coordinating conjunctions**
- (2) **Subordinating conjunctions**
- (3) **Correlative conjunctions**

COORDINATING CONJUNCTIONS

Coordinating conjunctions connect **related** words, groups of words, or sentences. There are **three** coordinating conjunctions: **and**, **but** and **or**. **And** is used to join words, groups of words, or sentences together. **But** shows contrast while **or** shows choice.

Examples:

The bull **and** the cart are inseparable. (Connects two subjects).

The cart carries the farmer **and** his tools. (Connects two direct objects).

The food was hard **and** tasteless. (Connects two predicate adjectives).

Each night, the dancers danced in a circle **or** in several other patterns. (Connects two prepositional phrases).

Some people died in the fracas, **but** most managed to escape, alive. (Connects two sentences).

Exercise 1

Complete each of the following sentences using the most appropriate coordinating conjunction

1. Bats and insects fly, _____ only birds have feathers.
2. Eagles build nests on cliffs _____ in tall trees.
3. Parrots live in wild places _____ in zoos.
4. Swallows _____ sparrows often build nests in buildings.
5. Hummingbirds are tiny _____ very brave.
6. Many birds fly south in winter, _____ others do not.
7. Their feathers keep them warm _____ dry.
8. A bird can fly forward _____ backward.
9. Many birds shed old feathers _____ grow new ones.
10. Their legs are weak _____ their wings are strong.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions connect two or more clauses to form **complex sentences**. (Refer to Part Two of this handbook). Subordinating conjunctions **introduce** subordinate clauses. They include **because**, **since**, **if**, **as**, **whether**, and **for**.

Examples:

If I go home, my dog will follow me.

(The subordinating conjunction **if** connects the subordinate clause **I go home** with the main clause **my dog will follow me**.)

The stayed inside the church **because** it was raining.

He was always rude **since** he was a child.

The rain fell **as** they entered the building.

The pastor asked the congregation **whether** they were happy.

The man rejoiced **for** he had won a prize.

Exercise 2

Join the following pairs of sentences using the most appropriate subordinating conjunctions.

1. They arrived late. It was raining heavily.
2. John worked hard. He wanted to buy a house.
3. I won't carry the umbrella. You need it.
4. I drove the car madly. I was late for the meeting.
5. He will come. The meeting ends.

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are conjunctions that are used in pairs to connect sentence parts. These include **either or**, **neither nor**, **not only..... but also**, **whether or** and **both and**.

Examples:

Both boys **and** girls attended the conference.

People brought **not only** food **but also** clothes for the victims of the floods.

The students ride **either** on bicycles **or** motorbikes.

The sailor had to decide **whether** to sail on **or** head back when the weather changed.

Neither John **nor** James was moved by the shocking news.

Exercise 3

Join the following pairs of sentences using the correlative conjunctions in brackets.

1. The vehicles stopped for repairs. The vehicles stopped for fuel. (either.....or)
2. The drivers knew they had to travel more than fifty kilometres. If they did not travel more than fifty kilometres, they would have to endure harsh storms. (either.....or).
3. Many people build their own homes. Many people grow their own food. (not only...but also)
4. Men wanted to buy the pictures. Women also wanted to buy the pictures.(both.... and)

5. Maize is an important part of a Kenyans' diet. Meat is important too. (both... and)

INTERJECTIONS

An **interjection** is either a **single word** or a **short group of words** that is used to express a **feeling** or **emotion**. Interjections can express such feelings as **urgency**, **surprise**, **relief**, **joy**, or **pain**. An interjection that expresses **strong emotion** is often followed by an **exclamation mark**. An interjection that expresses **mild emotion** is usually followed by a **comma**.

Examples:

Let's go! We can't sleep before we find the missing boy. (urgency)

Phew! I was afraid we would never find him. (relief)

Oh, you have grown so big. (surprise)

Well, I have never been so happy. (joy)

Exercise 1

Identify the interjection in the following sentences and indicate what feeling or emotion it expresses.

1. Say, have you heard about Nameless and Jua Kali, the famous Kenyan musicians?
2. Wow! Seeing the calf being born was exciting.
3. "All right!" I yelled to him. "This is not the right thing to do."
4. Boy! Some people felt wonderful being in the air balloon, but I felt nervous.
5. Oh, did that boat rock back and forth for a while.

CHAPTER TWO

FORMATION AND ORIGIN OF WORDS

Some words in the English language have unique origins and formations.

1. Sound words (onomatopoeias)

Some of the words imitate the sounds they represent. These words are called **sound** or **onomatopoeic** words. For example, the words **bang** and **crash** describe a loud, sudden noise. The word **murmur** describes a low, soft noise that keeps going.

Many English words imitate noises made by animals. For example, the word **chirp** imitates the short, high sound made by a small bird or a cricket.

Other examples of sound (onomatopoeic) words

beep	gobble	neigh	squeal
blast	growl	purr	tick
buzz	hiss	quack	zip
clang	honk	rip	
clatter	hum	roar	
crack	meow	smash	
crunch	moo	splash	

Exercise 1

Write a sound word for each of the following descriptions.

1. The sound of something breaking
2. The loud, deep sound of a lion.
3. The sound of a clock.
4. The sound of an angry dog.
5. The sound of a loud bell.
6. The sound made by a duck.
7. The sound of a bottle opening.
8. The sound of a cat drinking milk.
9. The sound of a bomb exploding.
10. The sound of a snake.

2. Words that come from names of people and places (Eponyms)

Some of the words in the English language come from the **names of people** and **places**.

Examples:

Word	Meaning	Named after
Sandwich	Two or more slices of bread with meat between them.	John Montagu, the fourth Earl of Sandwich, who liked eating meat between slices of bread.
Maverick	A person who breaks from conventional actions	Samuel Maverick, a Texas cattle owner who refused to brand the calves of one of his herds as per the requirements.
Saxophone	A musical wind instrument	Adolphe Sax, the Belgian inventor of the musical instrument.

Madras	A cotton cloth with a design or pattern on plain background	Madras, a city in India, where it was invented.
Rugby	A game	Rugby school, England, where rugby was invented.
Tarantula	A large, hairy spider	Taranto, a town in Italy where Tarantulas are found.
Shylock	A greedy money-lender	The relentless and vengeful money-lender in Shakespeare's play, The Merchant of Venice.
Sousaphone	A musical instrument	John Phillip Sousa, an American composer who invented the Sousaphone.

There are many more words in the English language which originated from names of people or places.

Exercise 2

Find out from your dictionary the origins and meanings of the following English words.

- | | | |
|-----------------|---------------|--------------------|
| 1. lima bean | 6. guppy | 11. guillotine |
| 2. cardigan | 7. cheddar | 12. macadam |
| 3. bloomer | 8. quisling | 13. pasteurisation |
| 4. canary birds | 9. silhouette | 14. watt |
| 5. Ferris wheel | 10. Marxism | 15. ohm |

3. Words formed from blending two or more words (portmanteau words)

Some words in the English language are a **blend** of two or more words or morphemes.

Examples:

Word	Combination of	Meaning
Smog	Smoke + fog	A combination of smoke and fog in the air.
Fantabulous	Fantastic + fabulous	Incredible, astonishing, unbelievable, wonderful
Brunch	Breakfast + lunch	A late breakfast taken some hours before lunch
Wikipedia	Wiki + encyclopaedia	A website
Comcast	Communication + broadcast	A television system that more than the usual number of lines per frame so its pictures show more detail.
Spork	Spoon + fork	An eating utensil that is a combination of a spoon and a fork.

Skort	Skirt + shorts	An item of clothing that is part skirt and short.
Simulcast	Simultaneous + broadcast	To broadcast a programme on television and radio at the same time
Cyborg	Cybernetic + organism	A fictional or hypothetical person whose physical abilities are superhuman
Motel	Motor + hotel	A roadside hotel

Exercise 3

Identify the words that are blended to form the following words. Find out their meanings from your dictionary.

- | | |
|------------|-----------------|
| 1. slithy | 6. breathalyser |
| 2. chortle | 7. cable gram |
| 3. galumph | 8. camcorder |
| 4. bash | 9. edutainment |
| 5. blog | 10. email |

4. Words formed by use of prefixes and suffixes

Some words are formed by addition of prefixes and suffixes to other words.

Prefixes

A **prefix** is a word part that is added to the **beginning** of a word to form another word or to change its meaning. The word to which the prefix is added is called the **base word**.

Examples:

Prefix	Base word	New word
un	friendly	unfriendly
pre	pay	prepay

A prefix changes the meaning of the base word. For example, the prefix **un-** above means “not”. Hence, unfriendly means “not friendly”. Each prefix has its own meaning.

More examples of common English prefixes

Prefix	Meaning	Examples
mis-	wrong, incorrectly	misspell – to spell incorrectly
re-	again	revisit – visit again
pre-	before, in advance	preschool – before school
ante-	before, preceding	antecedent, ante-room
anti-	opposing, against, the opposite	anti-aircraft, antibiotic, aticlimax
contra-	against	contraceptive, contraband
counter-	opposition, opposite direction	counter-attack, counteract
en-	put into or on	engulf, enmesh
extra-	outside, beyond	extraordinary, extracurricular

inter-	between, among	interact, interchange
intra-	inside, within	intramural, intravenous
non-	absence, negation	non-smoker, non-alcoholic
over-	excessively, completely	overconfident, overjoyed
post-	after in time, or order	postpone, post-mortem
pre-	before in time, place order or importance	precondition, preadolescent
pro-	favouring, in support of	Pro-African
re-	again	repaint, reawaken
semi-	half, partly	semicircle, semi-conscious
trans-	across, beyond	transnational, transatlantic
un-	not	unacceptable, unreal, unhappy, unmarried
under-	beneath, below	underarm, undercarriage

Exercise 4

Give the meaning of the following prefixes and write two examples each of words in which they are used. Use your dictionary.

- | | |
|-----------|-----------|
| 1. ultra- | 6. infra- |
| 2. syn- | 7. hypo- |
| 3. sub- | 8. hemi |
| 4. peri- | 9. ex- |
| 5. out- | 10. dia- |

Suffixes

A **suffix** is a word part that is added to the **end** of a base word to form a new word or to change its meaning.

Example:

Enjoy + able = enjoyable

Each suffix has its own meaning. The suffix “able” means “capable of”. Hence **enjoyable** means “**capable of being enjoyed**”.

Common English suffixes

Suffix	Meaning	Examples
Noun Suffixes		
-acy	state or quality	privacy, advocacy
-al	act or process of	refusal, dismissal
-ance, -ence	quality of	Maintenance, eminence
-dom	place or state of being	freedom, kingdom
-er, -or	one who	trainer, protector
-ism	doctrine, belief	Communism, Marxism
-ist	one who	chemist, pharmacist

-ity, -ty -ment -ness -ship -sion, -tion Verbs suffixes -ate -en -ify, -fy -ize, ise Adjective suffixes -able, -ible -al -esque -ful -ic, -ical -ious, ous -ish -ive -less -y	quality of condition of state of being position held state of being become become make or become become capable of being pertaining to reminiscent of notable for pertaining to characterized by having the quality of having the nature of without characterized by	veracity, curiosity argument, armament heaviness, fearlessness fellowship, headship concession, transition eradicate, fumigate enlighten, freshen terrify, specify civilize, apologize edible, presentable regional, sectional picturesque fanciful, colourful musical, mythic nutritious, portentous fiendish, greenish creative, abusive endless, pointless sleazy, cheeky
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Exercise 5

Add an appropriate suffix to each of the following words and then give the meaning of the new word.

- | | |
|----------|----------|
| 1. hope | 6. green |
| 2. read | 7. wear |
| 3. child | 8. fear |
| 4. grey | 9. kind |
| 5. play | 10. wash |

WORDS USAGE

Words in English language have various meanings depending on their usage in sentences.

1. HOMOGRAPHS

Homographs are words which are **spelled the same** but have **different meanings**. They usually appear as separate entries in a dictionary.

Examples:

The man dug a **well** in his compound.

They worked **well** together.

In the first sentence, the noun **well** means “**a spring of water**”. In the second sentence, the adverb **well** means “**in a good manner**”.

Examples of common homographs in the English Language

Homograph	Meaning	Examples
bear	(V) to support or carry (N) an animal	I will bear the burden. The bear killed the hunter.
sow	(V) to plant seed (N) female pig	The farmer sowed the seeds. The sow is very fat.
lead	(V) to guide (N) a metal	The mother duck can lead her ducklings around. Gold is heavier than lead .
close	(Adv) near	The tiger was now so close that I could smell it.
wind	(V) lock (V) turning something around (N) moving air	“Will you please close that door?” Wind your watch. The wind howled through the woodlands.
date	(V) to determine the age (N) to “go out” (N) a kind of fruit (N) a calendar time	Can you date this sculpture? I have a date with Mary. Dates are grown in South Africa. What is the date today?
fast	(Adj) quick (V) to choose not to eat food	He is a fast runner. The Christians fast just before Easter.
hide	(N) animal skin (V) to conceal	He is tanning the hide . They hide their money under their pillows.
net	(N) woven trap made of rope or cord (Adj) amount remaining	They caught fish using a net . His net pay is thirty thousand

	after deductions.	shillings per month.
pick	(N) a kind of tool (V) to choose	He used a pick to dig the hole. Pick the dress that you want.

Some homographs are spelled the same but pronounced differently.

Example:

The **wind** is strong today.

This path **winds** through the hills.

Exercise 6

Write two meanings of the following homographs and use each of them in sentences of your own.

- | | |
|----------|----------|
| 1. pen | 6. act |
| 2. tire | 7. arms |
| 3. dove | 8. block |
| 4. wound | 9. box |
| 5. mean | 10. bank |

2. HOMOPHONES

Homophones are words that **sound the same** but have **different spellings and meanings**.

Example:

She will **buy** music composed **by** my favourite artist.

Homophones are often confused when writing by many students because of similarity in pronunciation.

Examples of common homophones in English

Homophone	Meaning	Examples
s		
aisle isle	(V) the walkway (N) island	I quickly walked down the aisle . He grew up on the isle of Elba.
allowed aloud	(V) permitted (Adv) not silently	His mother allowed him to stay up late. She read the story aloud .
ate	(V) past tense of “eat”	She ate a quick lunch.
eight	(N) number	I bought eight tickets.
ball	(N) a round object used in games	He took the ball to the beach.
bawl	(V) to cry	Please don't bawl ! It's not that bad.

Bear bare	(V) to stand something (Adj) naked	He can't bear exams. He stood outside in the rain completely bare .
base bass	(N) the bottom support of something (N) the lowest pitches in music	We need a new base for that lamp. I sang bass in the church choir.

More examples of homophones

lead, led least, leased loan, lone male, mail meet, meat mind, mined morning, mourning naval, navel new, knew no, know one, won pear, pair pie, pi piece, peace pier, peer poor, pour rain, reign raw, roar read, reed road, rode sale, sail saw, sore see, sea sun, son tail, tale tea, tee	wear, where weather, whether week, weak weight, wait while, wile wood, would write, right yew, you your, you're acetic, ascetic axle, axial formerly, formally ion, iron loch, lock holy, wholly heal, heel ad, add ail, ale all, awl alms, arms altar, alter arc, ark aren't, aunt anger, augur aural, oral away, aweigh	cereal, serial check, cheque chord, cord cite, site, sight coo, coup cue, queue dam, damn dew, due die, dye doh, doe, dough earn, urn ewe, yew, you faint, feint fair, fare feat, feet few, phew find, fined fir, fur flaw, floor flea, flee flew, flue flour, flower for, fore, four foreword, forward fort, fought gait, gate
---	--	--

there, they're they're, there tide, tied too, to two, too wail, whale warn, worn weal, wheel	awe, oar, or, ore bale, bail band, banned bean, been blew, blue brake, break cell, sell cent, scent, sent	genes, jeans gnaw, nor, gorilla, guerrilla grate, great groan, grown guessed, guest hale, hail hair, hare
---	--	--

Exercise 7

Give the homophones and the meanings of the following words.

- | | |
|----------|-----------|
| 1. in | 6. knight |
| 2. heard | 7. knows |
| 3. horse | 8. tick |
| 4. hey | 9. rung |
| 5. need | 10. sees |

3. SYNONYMS

Synonyms are words that have **almost the same meaning** but **different spelling** and **pronunciation**.

Examples:

Slender–thin finish–end sick–ill

Some words have several synonyms. For example, **happy** has such synonyms words like **light-hearted**, **pleased**, and **cheerful**.

Synonyms help vary the writing, just like pronouns do. For example, the word **happy** and its synonyms help vary the writing.

Daniel felt **happy** – Daniel felt **light-hearted**.

She was **happy** with her grade – She was **pleased** with her grade.

They sang a **happy** song – They sang a **cheerful** song.

Examples of common synonyms in English

about, approximately accomplish, achieve administer, manage admit, confess almost, nearly annoy, irritate answer, reply arise, occur	formerly, previously fragrance, perfume function, operate garbage, rubbish gay, homosexual grab, seize gut, intestine hard, tough	lousy, awful madness, insanity magnify, exaggerate manmade, artificial material, fabric merciless, cruel midway, halfway mind, intellect
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arrive, reach begin, start belly, stomach bizarre, weird brave, courageous chop, cut clerk, receptionist close, shut contrary, opposite correct, right daybreak, dawn demonstrate, protest denims, jeans desert, abandon devil, Satan disappear, vanish eager, keen emphasize, stress enormous, huge, immense enquire, investigate evaluate, assess fanatic, enthusiast fool, idiot sincere, honest skull, cranium soiled, dirty suggest, propose sunrise, dawn temper, mood trustworthy, reliable	hashish, cannabis hawk, peddle hint, trace, tip homicide, murder hunger, starvation hurry, rush idler, loafer if, whether illustrate, demonstrate imitate, mimic immediate, instant immobile, motionless impartial, neutral impasse, deadlock impolite, rude inconsiderate, thoughtless infamous, notorious informal, casual inheritor, heir instructions, directions jealous, envious joy, delight lacking, missing lethal, deadly ultimate, final uncommon, unusual uncooked, raw unforeseen, unexpected unfortunate, unlucky unmarried, single untimely, premature	mirror, reflect mistrust, distrust modern, contemporary movie, film murderer, assassin naked, bare nameless, anonymous nightfall, dusk noon, midday numerous, many object, thing outside, external overlook, miss peaceable, peaceful poisonous, toxic post-mortem, autopsy praise, compliment reasonable, fair refrain, chorus religious, devout respond, reply scarcity, shortage signal, sign silly, foolish vain, useless vary, differ vast, huge winery, vineyard withstand, resist zenith, peak
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Exercise 8

Give the synonyms of the following words:

- | | |
|-------------|------------|
| 1.start | 6. collect |
| 2.come | 7. assist |
| 3.lengthy | 8. build |
| 4.shattered | 9. reply |

5. Fix

10. purchase

4. ANTONYMS

Antonyms are words that have **opposite meanings**. Antonyms also add variety to your writing.

Examples:

Cold-hot heavier – lighter fearful – brave.

Some words have more than one antonym. Some of these antonyms can be formed by adding a prefix to a base word.

Examples:

Kind – cruel, unkind like – hate, dislike

Examples of common antonyms in English

absent – present	enemy – friend	permit – forbid
absurd – sensible	evil – good	polite – rude
abundant – scarce	exhale – inhale	positive – negative
accidental – intentional	expensive – cheap	private – public
accuse – defend	fail – succeed	push – pull
accurate – incorrect	fat – skinny	question – answer
admit – deny	fertile – barren	quick – slow
advance – retreat	floor – ceiling	reckless – cautious
after – before	former – latter	rival – friend
alien – native	funny – serious	sane – insane
alone – together	generous – stingy	servant – master
always – never	genuine – fake	sick – well
amuse – bore	guilty – innocent	simple – complex
anger – kindness	humble – arrogant	slavery – freedom
applaud – boo	husband – wife	smart – dumb
asleep – awake	illegal – lawful	solid – gas
beautiful – ugly	import – export	spend – save
beg – offer	indoor – outdoor	stranger – friend
below – above	inferior – superior	strong – weak
bitter – sweet	intelligent – stupid	sudden – gradual
buy – sell	joy – grief	suffix – prefix
careful – careless	kind – mean	tame – wild
cease – begin	king – commoner	temporary – permanent
civilian – military	lazy – industrious	thaw – freeze
closed – open	lock – unlock	tough – tender
condemn – praise	majority – minority	unique – common
crooked – straight	man – woman	vacant – occupied
dangerous – safe	merciful – cruel	victory – defeat

dead – alive deep – shallow destroy – create drunk – sober east – west	moist – dry nervous – calm obey – disobey original – copy patient – impatient	villain – hero war – peace young – old
--	---	--

Exercise 9

Give the antonyms of the following words:

- | | |
|--------------|---------------|
| 1. easy | 6. sweat |
| 2. whisper | 7. stationary |
| 3. triumph | 8. strengthen |
| 4. dull | 9. precious |
| 5. dangerous | 10. naked |

5. IDIOMS AND SAYINGS

An **idiom** is a phrase that has a **special meaning** as a whole. The meaning of an idiom is different from the meanings of its separate words.

Examples:

It was **raining cats and dogs**.

(The idiom **raining cats and dogs** does not mean that cats and dogs were falling out of the sky! It means “**raining heavily**”.)

I **put my foot in my mouth** today.

(The idiom **put my foot in my mouth** means “**to say the wrong thing**”.)

Sometimes the context in which an idiom is used can give a hint of its meaning.)

Example:

Jeff is **talking through his hat** when he says that he can spell every word in the English language.

(This idiom clearly means that Jeff cannot possibly spell every word in the English language. Hence, the idiom **talking through his hat** means **talking nonsense**.)

More examples of idioms in the English language

	Idiom	Meaning
1	It was a blessing in disguise .	Something good that is not recognised at first.
2	He is a doubting Thomas .	A sceptic who needs physical or personal evidence in order to believe something.
3	That scandal was a drop in the bucket .	A very small part of something big or whole.
4	The punishment was a slap in the wrist .	A very mild punishment.

5	The thief received a taste of his own medicine.	He was mistreated the same way he mistreats others.
6	Don't add fuel to the fire!	When something is done to make a bad situation even worse than it is.
7	The principal is just all bark but no bite.	When someone is threatening and/or aggressive but not willing to engage in a fight.
8	The theory is all Greek to me.	Meaningless and incomprehensible.
9	We are all in the same boat.	When everyone is facing the same challenges.
10	The house cost him an arm and a leg.	Very expensive. A large amount of money.
11	The teacher has an axe to grind with the bursar.	To have a dispute with someone.
12	Joyce is the apple of my eye.	Someone who is cherished above all others.
13	The boy did the work at the drop of a hat.	Willing to do something immediately
14	The politician is a back seat driver.	People who criticize from the sidelines
15	They were back to square one in their search for the treasure.	Having to start all over again.
16	The government has to go back to the drawing board on the issue of the New Constitution.	When an attempt fails and it's time to start all over again.

17	The exam was a piece of cake.	A task that can be accomplished very easily.
18	The investigator realised he was barking the wrong tree.	A mistake made in something you are trying to achieve.
20	Stop beating around the bush.	Avoiding the main topic, not speaking directly about an issue.
21	I will bend over backwards to see you through school.	Do whatever it takes to help. Willing to do anything.
22	She was caught between a rock and a hard place.	Stuck between two very bad options.
23	You are biting off more than you can chew.	To take on a task that is way too big.
24	John decided to bite his tongue.	To avoid talking.
25	Tom has a cast iron stomach.	Someone who has no problems, complications, or ill effects with eating or drinking anything.
26	That is a cock and bull story.	An unbelievable tale.
27	I will have to win, come hell or high water.	Any difficult situation or obstacle.
28	Don't cry over spilt milk.	When you complain about a loss from the past.
29	He likes crying wolf.	Intentionally raise a false alarm.
30	Tim is a dark horse.	One who was previously unknown and now is prominent.

31	Kinyua is a devil's advocate .	Someone who takes a position for the sake of argument without believing in that particular side of the argument.
32	My father drinks like a fish .	To drink very heavily.
33	This problem is driving me up the wall .	To irritate or annoy very much.
34	The students had a field day with the visiting guests.	An enjoyable day or circumstance.
35	The food was finger licking good .	Very tasty food or meal.
36	He changed from rags to riches .	To go from being very poor to being very wealthy.
37	I need to get over it .	Move beyond something that is bothering you.
38	She got up on the wrong side of the bed	To someone who is having a horrible day.
39	Joan is a good Samaritan .	Someone who helps others when they are in need without expecting a reward.
40	I have a gut feeling she will die.	A personal intuition you get, especially when you feel something may not be right.
41	The player lost his head when he missed the goal.	Angry and overcome by emotions.
42	He was head over heels in love with her.	Very excited and joyful, especially when in love.
43	He gave her a high five when he won the contest.	Slapping palms above each other's heads as a celebration gesture.
44	Let us hit the books!	To study, especially for a test or exam.
45	I will hit the hay now.	Go to bed or go to sleep.
46	The preacher hit the nail on the head .	Do or say something exactly right.
47	She hit the sack after a hard	Go to bed or sleep.

	day's work.	
48	Hold your horses , the speaker is coming.	Be patient.
49	The certificate was an icing on the cake after the monetary reward.	When you already have it good and get something on top of what you already have.
50	The girl became careless in the heat of the moment .	Overwhelmed by what is happening at the moment.
51	The policeman kept an eye on him.	Carefully watch somebody.
52	He kept his chin up during the burial.	To remain joyful in a tough situation.
53	The old man kicked the bucket .	Die
54	Lend me your ear .	To politely ask for someone's full attention.
55	You let the cat out of the bag .	To share a secret that wasn't supposed to be shared.
56	The by-election was not a level playing field .	A fair competition where no side has an advantage.
57	He ran all over like a chicken with its head cut off .	To act in a frenzied manner.
58	Mr. Gumo is a loose cannon .	Someone who is unpredictable and can cause damage if not kept in check.
59	I am not interested in his mumbo jumbo .	Nonsense or meaningless speech.
60	She is the new kid on the block .	Someone new to the group or area.

61	He started off on the wrong foot .	Getting a bad start on a relationship or task.
62	The accused man is now off the hook .	No longer have to deal with a tough situation.
63	I said that off the record!	Something said in confidence that the speaker doesn't want attributed to him or her.
64	I was on pins and needles .	Anxious or nervous especially in anticipation of something.
65	The prefects sit on the fence when there is a strike.	Undecided.
66	The dog appeared out of the blue .	Something that suddenly and unexpectedly occurs or appears.
67	You will get the job over my dead body .	When you absolutely will not allow something to happen.
68	Mark is fond of passing the buck to his brother.	Avoid responsibility by giving it to someone else.
69	Dennis is a peeping Tom .	Someone who observes people in the nude or sexually active people, mainly for his own gratification.
70	"Pipe down! We have heard you!	To shut up or be quiet.
71	You are pulling my leg .	Tricking someone as a joke.
72	Rise and shine! It's time to go to school.	Time to get out of bed and get ready for work or school.
73	The businessman has run out of steam nowadays.	To be completely out of energy.

74	The convict was saved by a bell .	Saved at the last possible moment.
75	He was a scapegoat for the amorous politician.	Someone else who takes the blame.
76	The naughty boy got away scot-free .	To escape and not have to pay.
77	She was sick as a dog .	To be very sick (with flu or a cold).
78	He has a sixth sense .	A paranormal sense that allows you to communicate.

Common idiomatic expressions and sayings

1. A bird in the hand is worth two in the bush. – Having something that is certain is much better than taking a risk for more, because chances are you might lose everything.
2. A fool and his money are easily parted. – It's easy for a foolish person to lose his/her money.
3. A house divided against itself cannot stand. – Everyone involved must unify and function together or it will not work out.
4. A leopard can't change his spots. – You cannot change who you are.
5. A penny saved is a penny earned. – By not spending money you are saving money (little by little).
6. A picture paints a thousand words. – A visual presentation is far more descriptive than words.
7. Actions speak louder than words. – It's better to actually do something than just talk about it.
8. Curiosity killed the cat. – Being inquisitive can lead you into a dangerous situation.
9. Don't count your chickens before they hatch. – Don't rely on it until you are sure of it.
10. Don't look a gift horse in the mouth. – When someone gives you a gift, don't be ungrateful.
11. Don't put all your eggs in one basket. – Do not put all your resources in one possibility.
12. Drastic times call for drastic measures. – When you are extremely desperate you need to take extremely desperate actions.
13. Elvis has left the building. – The show has come to an end. It's all over.

14. Every cloud has a silver lining. – Be optimistic, even difficult times will lead to better days.
15. Great minds think alike. – Intelligent people think like each other.
16. Haste makes waste. – Doing things quickly may result in a poor ending.
17. Idle hands are the devils' tools. – You are more likely to get it trouble if you have nothing to do.
18. If it's not one thing, it's another. – When one thing goes wrong, then another, and another
19. It takes two to tango. – A conflict involves two people and both must cooperate to have it resolved.
20. It's a small world. – You cannot hide from your evil deeds in this world.
21. Let bygones be bygones. – To forget about a disagreement or argument.
22. Let sleeping dogs lie. – To avoid restarting a conflict.
23. Never bite the hand that feeds you. – Don't hurt anyone that helps you.
24. Practice makes perfect. – By constantly practising, you will become better.
25. Rome was not built in one day. - If you want something to be completed properly, then it's going to take time.
26. The bigger they are, the harder they fall. – The bigger and stronger opponent may be more difficult to beat, but when he does, he suffers a much bigger loss.
27. Variety is the spice of life. – The more experiences you try the more exciting life can be.
28. When it rains, it pours. – Since it rarely rains, when it does it will be a huge storm.
29. You are what you eat. – In order to stay healthy, you must eat healthy foods.
30. You can't judge a book by its cover. – Decisions shouldn't be made primarily on appearance.

Exercise 10

Give the meaning of the italicized idioms in the following sentences.

1. I was completely *at sea* when the Prime Minister visited my house.
2. Jane *has her hands full*. She can't take on more work.
3. Do you have *a bone to pick* with me?
4. I can't *make heads or tails* of this story.
5. The test was *as easy as pie*.
6. I am *sick and tired* of doing nothing at work.
7. I am *broke!* I have to borrow some money.
8. She *dropped me a line* yesterday.
9. He *filled in* for her when she fell sick.
10. My business is *in the red*.

PHRASES

A **phrase** is a group of words without a **subject** or a **predicate** or **both** and does not express a **complete thought**. Therefore, a phrase can never stand on its own as a complete sentence. Using different kinds of phrases enables a writer or a speaker to create informative and descriptive sentences that vary in structure. Phrases combine words into a larger unit that can function as a sentence element.

The most common kinds of phrases in English are: **Noun phrases, verb phrases, prepositional phrases, gerund phrases and participial phrases.**

1. NOUN PHRASES

A **noun phrase** consists of a **noun** and **all its modifiers**. It can function as a **subject, object, or complement** in the sentence. The modifiers may include **articles, prepositions and adjectives**.

Examples:

(a) Noun phrases as subjects

The lazy old man sleeps all day long.

Some school boards reward teachers who produce good results.

(b) Noun phrases as objects

Teachers rejected **the proposed performance contracts**.

Critics opposed **the controversial marriage bill**.

(c) Noun phrases as complements

Teaching is **a valuable profession**.

Sheila is **a hardworking no-nonsense lady**.

Exercise 1

Identify the noun phrases in each of the following sentences and indicate whether it functions as a subject, object or complement.

1. I saw a TV show yesterday.
2. Playful animals really fascinate me.
3. Yesterday, I had a thrilling adventure.
4. Swimming is an exciting activity.
5. Twenty university students were expelled last month.
6. She is a certified public health officer.
7. Many of the soldiers were killed in the battle.
8. The old woman carried a heavy load of firewood on her back.
9. Peter seems a very complicated man to understand
10. A devastating earthquake hit China yesterday.

2. VERB PHRASES

A **verb phrase** consists of a **main verb** and **its helping verbs**. It can function as the **predicate** of a sentence. The predicate tells what the subject **does** or **is**. (It tells something about the subject).

Examples:

John **was born** in Malindi.

This problem **may have contributed** to the collapse of the economy.

Without highly-trained workers, many Kenyan companies **would be forced** to close down.

Sometimes the parts of a verb phrase are separated from each other by words that are not verbs.

Examples:

He **is** finally **buying** a new house.

Salesmen **must** occasionally **travel** long distances.

Some words are joined with other words to make contractions.

Examples:

He **hasn't turned up** for the meeting. (has + not)

We **couldn't tell** what had killed the cow. (could + not)

I've ordered them to leave the house. (I + have).

NB: The word **not** and the contraction **n't** are **adverbs**. They are never part of a verb or verb phrase.

Exercise 2

Write the verb phrase in each of the following sentences.

1. We should have taken pictures of the wild animals.
2. You must have seen the posters of the event.
3. They should have been told to come with flowers to plant in the school compound.
4. Mr. Muchira would have told some interesting stories.
5. Scientists must've visited the Menengai Crater.
6. He must have seen some wonderful places.
7. Many advocates do fear the new Chief Justice.
8. The scouts have often made camp here.
9. The bull fighters would sometimes stampede noisily.
10. I could have read the book if he had allowed me.

3. PREPOSITIONAL PHRASES

A **prepositional phrase** is made up of a **preposition**, the **object of the preposition**, and **all the words between them**. It often functions as an **adjective** or **adverb**, but it can function as a **noun** as well.

Examples:

We carried the fruits **in our school bags**. (Adverb telling where)

The plane flew **through the cloud**. (Adverb telling where)

Almost half of Africa's population suffers **from water – related diseases**. (Adverb modifying suffers).

The water supply **in the United States** is expected to decline dramatically. (Adjective modifying water supply).

The best time to practise water conservation is **before a water shortage**. (Noun functioning as a complement).

In sentence 1 above, the preposition is **in**, the object of the preposition is **bags**, and the modifiers or adjectives are **our** and **school**.

Sometimes two or more nouns or pronouns are used as objects in a prepositional phrase.

Example:

He needs a wife **with** diligence and a good character.

Diligence and **character** are objects of the preposition **with**.

When prepositional phrases function as adjectives and adverbs in sentences, they are called **adjectival** and **adverbial** phrases respectively.

(a) **An adjectival prepositional phrase** modifies **nouns** or **pronouns**.

Examples:

The woman wears shoes **with sharp heels**. (An adjectival phrase modifying the noun **shoes**)

The man **with a funny-looking dog** crossed the road. (An adjectival phrase modifying the noun **man**)

(b) **An adverbial prepositional phrase** modifies **verbs, adjectives, or other adverbs**.

Examples:

Soldiers train **for many months**. (An adverbial phrase modifying the verb **train**)

People are lazy **in the afternoons**. (An adverbial phrase modifying the adjective **lazy**.)

She arrived late **in the night**. (An adverbial phrase modifying the adverb **late**).

Sometimes one prepositional phrase immediately follows another.

Example:

The man led him **through the door on the left**.

Note that the prepositional phrase **through the door** is an adverbial phrase modifying the verb **led** and tells **where?** The second prepositional phrase **on the left** is an adjectival phrase modifying the noun **door** and tells **which one?**

A prepositional phrase can be at the beginning, in the middle, or at the end of a sentence.

Examples:

At dusk, we began to walk home.

The map **of the area** was very helpful.

The path went **by a forest and a large lake**.

Exercise 3

Underline the prepositional phrases in the following sentences and indicate what type each of them is.

1. The oldest building is found in Mombasa.
2. Five companies around the country have bought new fire engines.
3. The barking of the dog scared the strangers.
4. Bulls are bred for hard work.
5. Most bridges are built over water.
6. Travellers were spared many miles of travel.
7. I went by bus to the market.
8. At the market, I saw beautiful and unusual people.
9. I also saw a display of colourful clothes.
10. She took him through the lesson with professional expertise.

4. GERUND PHRASES

A **gerund** is a verb form **used as a noun**. It is formed by adding **-ing** to the present tense of a verb. Gerunds can be used as subjects, direct objects, objects of prepositions, and complements.

Examples:

Subject: **Fishing** is a popular activity in Nyanza Province.

(**Fishing** is a gerund, the subject of the verb **is**)

Direct object: The sport involves **riding**. (**riding** is a gerund, the direct object of the verb **involves**)

Object of preposition: The sport is similar to **fencing**. (**fencing** is a gerund, the object of the preposition **to**).

A **gerund phrase** includes a gerund, its modifiers, objects or complements. It always functions as a noun.

Examples:

Becoming a Tusker Project fame finalist was Msechu's lifetime dream. (The gerund phrase is the **subject** of the sentence.)

Msechu dreamt all his life about **winning the top award**. (The gerund phrase is an **object** of the preposition **about**).

One of Msechu's biggest disappointments was **losing to Alpha**. (The gerund phrase is a **complement**).

The game involves **jumping over hurdles**. (The gerund phrase is an **object** of the verb **involves**).

Exercise 4

Underline the gerund or gerund phrases in the following sentences and label each one subject, direct, object, object of preposition, or complement accordingly

1. In early days, golfing was a game for the rich.
2. The rich were mostly interested in protecting their status.
3. Playing golf with a commoner would mean lowered status.
4. Much of the rich people's time was spent playing the game.
5. Training thoroughly improved a golfer's accuracy in the game.
6. There he learned about playing the game.
7. Later, he started contesting with other junior golfers.
8. At fifteen or sixteen, he began playing with the professionals.
9. Participating in international tournaments was the golfer's dream.
10. But the greatest dream was winning an international title.

5. PARTICIPIAL PHRASES

A **participle** is a verb form that always acts as an **adjective**. There are two types of participles:

(a) The past participle – it is usually formed by adding **-d**, or **-ed** to the present tense.

Examples:

Foiled, the shopkeeper bought fake products. (**Foiled** is a past participle modifying the noun **shopkeeper**)

Shaken, he dashed to the police station.

(**Shaken** is a past participle modifying the pronoun **he**)

The participles of irregular verbs, however, do not follow the above rule: run-run, throw-thrown.

(b) The present participle – it is usually formed by adding **-ing** to the present tense of any verb.

Examples:

Smiling, the conman stepped out of the shop. (**Smiling** is a present participle modifying the noun **conman**).

Using participles is a simple way of adding information to sentences and to vary sentences beginnings.

A **participial phrase** consists of a **present** or **past participle** and **its modifiers, objects, or complements**. It always functions as an **adjective**.

Examples:

Rounding the corner, the conman met two policemen.

(**Rounding the corner** is a present participial phrase modifying the noun **conman**).

Surprised by the appearance of the conman, the policemen started blowing their whistles.

(**Surprised by the appearance of the conman** is a past participial phrase modifying the noun **policemen**).

A participle or participial phrase is **not always** at the **beginning** of a sentence. Sometimes it may appear in the **middle** but it should be **near** the noun or pronoun it modifies.

Examples:

The skilled policemen, **seeing a chance of a lifetime**, arrested the conman.

The conman, **losing control**, fought the policemen fiercely.

Points to note

Both the gerund and the present participle are created by adding **-ing** to the present tense of a verb. BUT how can you tell whether a word is a gerund or a participle? It all depends on **how** the word is used in a sentence.

(i) A **participle** is used as a **modifier** in a sentence.

Example:

Gaining courage, the conman attempted to escape. (**Gaining courage** is a participial phrase modifying **conman**).

(ii) A **gerund** is used as a **noun** in a sentence.

Example:

Gaining courage made the conman look aggressive. (**Gaining courage** is a gerund phrase, the **subject** of the verb **made**).

Exercise 5

Underline the participial phrases in the following sentences, indicating whether it is a past or present participial phrase and the noun or pronoun it modifies.

1. Defying all odds, Kiso Munyao attempted to climb to the highest peak of Mt. Kenya for seven times.
2. Failing each time, he refused to give up.
3. Seeing his passion to scale the peak, the government offered him financial assistance.
4. The climber ascended slowly, making steady progress.
5. Pleased with his progress, he camped at eleven thousand feet.
6. The climber, determined to hoist the Kenyan flag, progressed on the following morning.
7. Slipping on the snow, Munyao fell on a dry tree trunk.
8. A rope worn from too many climbs then broke.
9. One of his hot water bottles, slipping to the bottom of the cliff, broke into pieces.
10. Munyao, overcome with joy, finally hoisted the flag at Point Batian.

6. INFINITIVE PHRASES

An **infinitive** is a verb form that usually appears with the word **to** before it. **To** is called **the sign of the infinitive**.

Examples:

to lift to eat to launch to register

To is a **preposition** if it is followed by a noun or noun phrase, but it is a **sign of the infinitive** if it is followed by a verb or verb phrase.

Examples:

Joseph longed for a flight **to the moon**. (Prepositional phrase)

Not until 1985 was he able **to succeed**. (Infinitive)

An **infinitive phrase** consists of **an infinitive** and **its modifiers, objects or complements**. It can function as a **noun, adjective, or adverb**.

Examples:

To write clearly and concisely can be difficult sometimes. (Infinitive phrase functioning as a **noun** and the **subject** of the sentence).

Proofreading your writing is a good way **to ensure the absence of typing mistakes**. (Infinitive phrase functioning as **an adjective** modifying the noun **way**).

To greatly increase the amount of stress in your life, leave your writing task until the night before it is due. (Infinitive phrase functioning as **an adverb** modifying the verb **leave**).

Exercise 6

Underline the infinitive phrases in each of the following sentences and state whether it is functioning as a noun, adjective or adverb.

1. To climb Mt. Kenya was the dream of Kisoï Munyao.
2. The freedom hero decided to climb the mountain on the eve of the country's independence.
3. He was one of the first Kenyans to try this risky climb.
4. His determination helped him to make rapid progress to reach Point Batian.
5. Munyao was able to reach the peak with very limited climbing gear.
6. To reach Point Batian was Munyao's ultimate goal.
7. At first few other climbers bothered to listen to Munyao.
8. He was even forced to finance much of his expedition himself.
9. Munyao worked hard to achieve his dream of hoisting the Kenyan flag.
10. His success made it easier for other climbers to scale the tallest mountain in Kenya.

SENTENCES**What is a sentence?**

A **sentence** is a group of words that expresses a complete thought. A complete thought is clear. A sentence always begins with a capital letter. It ends with a full stop (.), a question mark (?) or an exclamation mark (!).

Examples:

Ted sent me a letter.

Jane slept soundly.

Sentence fragments

A **sentence fragment** does not express a complete thought. The reader or listener cannot be sure what is missing in or the meaning of a sentence fragment. He or she will be left wondering: What is this about? What happened?

Examples:

Fragment: The huge boat. (What happened?)

Sentence: The huge boat sails down the river.

You can correct a sentence fragment by supplying the missing information.

Subjects and predicates

The two fundamental parts of every English sentence are **the subject** and **the predicate**.

A **subject** can be described as **the component that performs the action** described by the predicate. It tells **who** or **what** does or did the action. It may also name the **topic**.

The **predicate** tells about the subject. It tells what the subject does or is.

Examples:

Subject

(Who or what)

The antelope

Pigs

Predicate

(What is said about the subject)

jumped over the high fence.

eat anything is sight when hungry.

In a sentence, a few **key** words are more important than the rest. These key words make the basic framework of the sentence. The **verb** and its **subject** are the key words that form the basic framework of every sentence. The rest of the sentence is built around them.

Examples:

Sentence

The young **kids jumped** playfully.

Their **faces shone** brightly.

Key words

kids, jumped

faces, shone

To find out the **subject**, ask **who** or **what** before the verb.

Examples:

Who jumped playfully? – kids

What shone brightly? – faces

To find out the **verb**, ask **what** after the subject.

Examples:

The young kids did what? – jumped

Their faces did what? – shone

The key word in the subject of a sentence is called the **simple subject**. For example, **kids, faces**. The **complete subject** is the simple subject plus any words that modify or describe it. For example, **The young kids, Their faces**.

The key word in the predicate is called the **simple predicate**. For example, **jumped, shone**. The **complete predicate** is the verb plus any words that modify or complete the verb's meaning. For example, **jumped playfully, shone brightly**.

The simple subjects and predicates may sometimes be more than one word. For simple subjects, it may be the name of a person or a place.

Examples:

Barack Obama won the US presidential race.

South Africa is the home of many bats.

The simple predicate may also be more than one word. There may be a main verb and a helping verb.

Tanya **has acted** in many TV shows.

She **will be performing** again tonight.

Objects

An **object** in a sentence is a word or words that complete the meaning of a sentence. It is involved in the action but does not carry it out. The object is the person or thing **affected** by the action described in the verb. It is always a **noun** or a **pronoun** and it always comes after the verb.

Example:

The man climbed **a tree**.

Some verbs complete the meaning of sentences without the help of other words. The action that they describe is complete.

Examples:

It **rained**.

The temperature **rose**.

Some other verbs do not express a complete meaning by themselves. They need to combine with other words to complete the meaning of a sentence.

Examples:

Christine saw **the snake**.

Rose wears **goggles**.

He opened **the door**.

In the above examples, **the snake, goggles** and **the door** are **the objects** as they are the things being affected by the verbs in the sentences.

(Refer to the topic on **Transitive** and **Intransitive** Verbs under the main topic **VERBS** in **Chapter One**).

Exercise 1

Which groups of words are sentences and which ones are sentence fragments?

1. A huge storm was coming.
2. Behind the wattle tree.
3. After the earthquake.
4. The wind broke several houses.
5. Surprised by a loud noise.
6. Winds of high speed.
7. Rescue workers arrived.
8. From different parts of the world.
9. Many people were injured.
10. In the weeks after the earthquake.

Direct and indirect objects

Objects come in two types, **direct** and **indirect**:

Direct objects

The **direct object** is the word that **receives** the action of a verb.

Examples:

Christine saw **a snake**. (**a snake** receives the action of **saw**)

Rose wears **goggles**. (**goggles** receives the action of **wears**)

Sometimes the direct object tells the **result of an action**.

Examples:

Tecla won **the race**.

She received **a trophy**.

To find the direct object first find the verb. Then ask **whom** or **what** after the verb.

Examples:

Christine saw a snake.

Rose wears goggles

Verb: **saw**

verb: **wears**

Saw what? **a snake**

wears what? **goggles**

Tecla won the race

She received a trophy

Verb: **won**

verb: **received**

Won what? **the race**

received what? **a trophy**

Remember, we said earlier that a verb that has a direct object is called a **transitive verb** and a verb that does not have an object is called an **intransitive verb**. We also said that a verb may be intransitive in one sentence and transitive in another. Other verbs are strictly intransitive, e.g. disagree.

Indirect objects

The **indirect object** refers to a person or thing who **receives** the **direct object**. They tell us **for whom** or **to whom** something is done. Others tell **to what** or **for what** something is done.

Examples:

I gave **him** the book.

He is the **indirect object** as he is the beneficiary of **the book**.

Direct object or adverb?

Direct objects are sometimes confused with adverbs. The direct object tells **what** or **whom** as we have seen earlier. Adverbs on the other hand tell **how**, **where**, **when** or **to what extent**. They modify the verbs.

Examples:

Brian Swam **slowly**. (**slowly** is an adverb telling **how**)

Brian Swam **a tough race**. (**race** is a direct object telling **what**).

Verbs can also be followed by a phrase that tells **how**, **when**, or **where**. This kind of a phrase is **never** a direct object but an **adverbial phrase**.

Example:

Brian swam **across the pool**. (**across the pool** tells **where** Brian Swam).

Therefore, to decide whether a word or a phrase is a direct object or adverb, decide first what it tells about the verb. If it tells **how**, **where**, **when** or **to what extent**, it is an **adverb**. If it tells **what** or **whom**, it is a **direct object**.

Exercise 2

Identify the objects or the adverbs/adverbial phrases in the following sentences. If the sentence has two objects, indicate the direct object and the indirect object.

1. Nanu sings pop music.
2. Nanu sings sweetly.
3. He spoke very quietly.
4. I have read that book three times.
5. She has gone to the bank.
6. David gave her a present.
7. David disagreed bitterly.
8. The player sat on his heels.
9. She made a list of the items to buy.
10. They offered him help.

Complements

Some sentences do not take objects or adverbs (or adverbial phrases) after the verbs. Instead, they take **complements**. A **complement** is the part of the sentence that

gives more information about the subject (subject complement) or about the object (object complement) of the sentence.

Subject complements

Subject complements normally follow certain verbs like **be, seem, look,** etc.

Examples:

He is **British**. (**British** gives more information about **he**)

She became **a nurse**. (**a nurse** gives more information about **she**)

Object complements

Object complements follow the direct objects of the verb and give more information about those direct objects.

Examples:

They painted the house **red**. (**red** is a complement giving more information about the direct object **house**)

She called him **an idiot**. (**an idiot** is a complement giving more information about the direct object **he**).

The complement often consists of an **adjective** (e.g. red) or a **noun phrase** (e.g. an idiot) but can also be a **participle phrase**.

Example:

I saw her **standing there**. (**standing there** is a complement telling more about **her**).

Exercise 3

Pick out the complements in the following sentences and indicate whether subject, object or participial complements.

1. The tourist is a German citizen.
2. She seems a very arrogant lady.
3. You look tired.
4. They painted the car green.
5. James nicknamed Lucy the queen.
6. I saw him stealing the mango.
7. They beat the thief senseless.
8. The priest looks a kind person.
9. We left her crying.
10. Job left her trembling.

TYPES OF SENTENCES

Sentences can be categorised in terms of **structure** or in terms of **purpose**.

(A) IN TERMS OF STRUCTURE

Sentences can be categorised into 3 main types:

- (i) **Simple sentences**
- (ii) **Compound sentences**
- (iii) **Complex sentences.**

(i) SIMPLE SENTENCES

A **simple sentence** contains a **single subject** and **predicate**. It describes only **one** thing, idea or question, and has only **one verb**. It contains **only** an independent (main) clause. Any independent clause **can stand alone** as a sentence. It has a **subject** and a **verb** and **expresses a complete thought**.

Examples:

Bill reads.

Jack plays football.

Even the addition of adverbs, adjectives and prepositional phrases to a simple sentence does not change its structure.

Example:

The **white** dog **with the black collar** **always** barks **loudly**.

Even if you join several nouns with a conjunction, or several verbs with a conjunction, it remains a simple sentence.

Example:

The dog barked **and** growled loudly.

(ii) COMPOUND SENTENCES

A **compound sentence** consists of **two or more simple sentences** joined together using a **co-ordinating conjunction** such as **and**, **or** or **but**.

Example:

The sun was setting in the west **and** the moon was just rising.

Each clause can stand alone as a sentence.

Example:

The sun was setting in the west. The moon was just rising.

Every clause is like a sentence with a subject and a verb. A **coordinating conjunction** goes in the middle of the sentence; it is the word that joins the two clauses together.

Other examples:

I walked to the shops, **but** my wife drove there.

I might watch the film, **or** I might visit my aunt.

My friend enjoyed the film, **but** she didn't like the actor.

Note

Two simple sentences should be combined to form one compound sentence **only if the ideas they express are closely related**. If the ideas are not closely related, the resulting sentence may not make sense.

Examples:

Incorrect: The car is old, **and** Dan likes sociology.

Correct: The car is old, **but** it functions superbly.

Punctuating compound sentences

When writing some compound sentences, a **comma** is used before the conjunction. The comma tells the reader **where to pause**. Without a comma, some compound sentences can be quite confusing.

Examples:

Confusing: Jane studied the specimen and her sister took notes.

(The sentence might cause the reader to think that Jane studied both the specimen and her sister).

Better: Jane studied the specimen, and her sister took notes.

(The comma makes the sentence to be clear).

Sometimes the parts of a compound sentence can be joined with a **semicolon (;)** rather than a comma and a conjunction.

Example:

Jane studied the specimen; her sister took notes.

Never join simple sentences with a comma alone. A comma is not powerful enough to hold the sentences together. Instead use a semicolon.

Example:

Incorrect: My father enjoyed the meal, he didn't like the soup.

Correct: My father enjoyed the meal; he didn't like the soup.

Correct: My father enjoyed the meal, **but** he didn't like the soup.

(iii) COMPLEX SENTENCES

A **complex sentence** contains **one independent (main) clause** and **one or more subordinate (dependent) clauses**. They **describe more than one thing or idea** and have **more than one verb** in them. They are made up of more than one clause, an independent clause (that can stand by itself) and a dependent clause (which cannot stand by itself).

Example:

The picture looks flat because it is colourless.

(**The picture looks flat** is the independent (main) clause whereas **because it is colourless** is the subordinate (dependent) clause)

What is a clause?

A **clause** is a group of words that contains a **verb** and its **subject**. There are two types of clauses – **main clauses** and **subordinate clauses**.

MAIN CLAUSES

A **main clause** is a clause that **can stand as sentence by itself**. A compound sentence contains two or more main clauses, because it is made up of two or more simple sentences. Each of these simple sentences is a main clause.

Example:

Robots operate machines, and they solve many labour problems.

Robots operate machines and they solve many labour problems are both main clauses. They are also simple sentences. Main clauses are sometimes called **independent clauses**.

SUBORDINATE CLAUSES

Subordinate clauses are clauses that do **not express a complete thought**. So they **cannot stand by themselves**.

Examples:

If technology will improve When robots can do the work

While electronics will work After the system is complete

None of the above clauses express a complete thought. They are **sentence fragments** that leave the reader wondering **then what?**

Subordinate clauses are introduced by **subordinating conjunctions** such as **if, when, while, and after**.

Other examples of subordinating conjunctions:

Although	because	so that	until
as	before	than	whatever
as if	in order that	though	wherever
as long as	provided	till	whenever
as though	since	unless	where

Now we can understand a complex sentence better. We have said that it contains one main clause and one or more subordinate clauses.

Main clause

The bell started ringing

subordinate clause

before we were out of bed.

The battery needs recharging

so that it can work tonight.

The subordinate clause can sometimes appear **before** the main clauses.

Examples:

When the power failed, the computer stopped.

Before you know it, your flat screen television will be stolen.

The subordinate clause can also sometimes appear **in between** the sentence.

Example:

The medicine man, **who knew many tricks**, cheated the man that he had been bewitched.

TYPES OF SUBORDINATE CLAUSES

Subordinate clauses may be used in sentences as **adjectives, adverbs** and **nouns** in complex sentences. Such clauses are called **adjectival, adverbial** and **noun clauses** respectively. They add variety to one's writing. They can also make one's writing more interesting by adding details.

Examples:

Without subordinate clause: The bushman told us about the hidden cave.

With subordinate clause: The bushman, **who knew the forest well**, told us about the hidden cave.

(i) Adjectival clauses

An **adjectival clause** acts as **an adjective** in a sentence, that is, it **modifies** a noun or a pronoun.

Examples:

The bushman, **who knew the forest well**, told us about the hidden cave.

(**who knew the forest well** is an adjectival clause that modifies the noun **bushman**).

The bushman told us a legend **that involved the cave**.

(**that involved the cave** is an adjectival clause that modifies the noun **legend**).

An adjective clause usually comes immediately **after** the noun it modifies.

More examples:

People still search for the treasure **that the pirate hid**.

As can be seen from the above examples, adjectival clauses, like adjectives, modify nouns or pronouns answering questions like **which?** or **what kind of?**

Adjective	Adjective clause
------------------	-------------------------

The red coat	the coat which I bought yesterday
---------------------	--

Like the adjective **red**, the adjectival clause **which I bought yesterday** modifies the noun coat. Note that an adjectival clause usually comes **after** what it modifies while an adjective comes **before**.

Relative pronouns

Besides use of subordinating conjunctions, adjectival clauses can be introduced by **relative pronouns**. Relative pronouns are the words **who**, **whom**, **whose**, **that** and **which**. These words relate the subordinate clauses to the word it modifies in the main clause.

Examples:

The books **that people read** were mainly religious.

Some fire-fighters never meet the people **whom they save**.

The meat **which they ate** was rotten.

In the last sentence, the relative clause (called so because it is introduced by the relative pronoun **which**) **which they ate** modifies the noun **meat** and answers the question **which meat?**

More examples:

They are searching for the one **who borrowed the book**.

The relative clause **who borrowed the book** modifies the pronoun **one** and answers the question **which one?**

Besides relating the adjectival clause to a noun or pronoun in the main clause, a relative pronoun may also act as the **subject, object, predicate pronoun, or object of a preposition** in the clause.

Examples:

Subject: This is the forest **that has a secret cave.**

(**that** is the subject of **has**)

Object: The map, **which you saw**, guides the way.

(**which** is the object of **saw**)

Object of a preposition: The map leads to the cave **of which the bushman spoke.**

(**which** is the object of the preposition **of**)

In **informal** writing or speech, you may leave out the relative pronoun when it is not the subject of the adjectival clause, but you should usually include the relative pronoun in **formal** academic writing.

Examples:

Formal: The books **that** people read were mainly religious.

Informal: The books people read were mainly religious.

Formal: The map **which** you saw guides the way.

Informal: The map you saw guides the way.

But **never** omit the relative pronoun if it is in the clause.

Examples:

Correct: This is the forest **that** has a secret cave.

Incorrect: This is the forest has a secret cave.

Commas are put around adjectival clauses **only if** they merely add additional information to a sentence.

Example:

The map, **which you saw**, shows the way.

This adjective clause can be left out without affecting the grammatical structure of the sentence. It is merely adding information to the sentence by telling us **which map?**

The map shows the way.

(ii) Adverbial clauses

An **adverbial clause** is a subordinate clause which takes the place of **an adverb** in a sentence. Just like adverbs and adverbial phrases, adverbial clauses answer the questions **where, when, how, to what extent, with what goal/result** and **under what conditions**. In addition, an adverbial clause may tell **why**.

Note how an adverb clause can replace an adverb and an adverbial phrase in the following example:

Adverb: The Prime Minister gave a speech **here**.

Adverbial phrase: The Prime Minister gave a speech **in the afternoon**.

Adverbial clause: The Prime Minister gave a speech **where the workers were striking**.

Usually, an adverbial clause is introduced by a **subordinating conjunction** like **because, when, whenever, where, wherever, since, after** and so that.

Note that a subordinate adverb clause can **never** stand alone as a complete sentence.

Example:

after they left dining hall

The above adverbial clause will leave the reader asking **what happened after they left the dining hall?**

Adverbial clauses express relationships of **cause, effect, place, time** and **condition**.

Cause

Adverb clauses of cause answer the question **why?**

Example:

Njoroge wanted to kill his uncle **because he had murdered his father**.

Effect

Adverbial clauses of effect answer the question **with what goal/result?**

Example:

Njoroge wanted to kill his uncle **so that his father's murder would be avenged**.

Time

Adverbial clauses of time answer the question **when?**

Example:

After Njoroge's uncle married his mother, he wanted to kill him

Condition

Adverbial clauses of condition answer the question **under what conditions?**

Example:

If the uncle cooperates, Njoroge may decide to pardon him.

Place

Adverbial clauses of place answer the question **where?**

Example:

Njoroge organised a demonstration **where his father's murder occurred**.

Note that an adverbial clause can appear either **before** or **after** the main clause of the sentence.

(iii) **Noun clauses**

A **noun clause** is a clause which takes the place of **a noun** or **a noun phrase**. It can be used in any way that a noun is used. That is, it can act as the **subject, object,**

object of a preposition, or predicate noun in a sentence. Just like a noun, a noun clause answers the questions **who, when, or what?**

Examples:

As subjects

Noun: **Kamau** is unknown

Noun phrase: **Their destination** is unknown

Noun clause: **Where they are going** is unknown.

The noun clause **where they are going** is the subject of the verb **is**.

As objects

Noun: I know **French**.

Noun phrase: I know **the three ladies**.

Noun clause: I know **that Latin is no longer spoken as a native language**.

In the first sentence, the noun **French** acts as the **direct object** of the verb **know**. In the third sentence, the entire clause **that Latin is no longer spoken as a native language** is the direct object of the verb **know**.

As objects of the preposition

Noun: He talked about **him**.

Noun phrase: He talked about **the funny items**.

Noun phrase: He talked about **what you bought at the supermarket**.

In the first sentence the pronoun **him** is the object of the preposition **about**. In the third sentence, **what you bought at the supermarket** is the object of the preposition **about** and answers the question **about what?**

As predicate nouns

Her first day in school was **what shaped her life**.

The adverbial clause **what shaped her life** gives more information about the subject of the sentence **Her first day in school**.

Words often used to introduce noun clauses

that	when	whose
what whatever	whoever	
how	who	whoever
where	whom	

Note:

You **cannot** tell the kind of a clause from the word that introduces it. You **can** tell the kind of clause **only** by the way it is used in a sentence. If the clause is used as a **noun**, it is a **noun clause**. If the clause is used as a **modifier**, it is an **adjectival clause** or an **adverbial clause**.

Examples:

Whoever built the house was not an expert. (**Noun clause** as a subject)

No one knew **where he came from**. (Noun clause as a direct object)

He left the construction site **whenever he wished**. (As an adverbial clause)

This is the layout **which he left behind**. (As an adjectival clause).

Exercise 4

Identify the following sentences as simple, compound or complex. If it is a complex sentence, indicate whether it has an adjective, an adverb or a noun subordinate clause.

1. The hotel is not very old.
2. The hotel is not very old; it was constructed in 1987.
3. It has a strange name, but it attracts many tourists.
4. Whoever broke the mirror will have to pay for it.
5. The Gor Mahia fans hope that the team will win again.
6. Did I tell you about the author whom I met?
7. They are searching for the man who stole the cow.
8. People began riding horses at least five thousand years ago.
9. Some people watch the moon as though it affects their lives.
10. Some superstitions were developed when people felt helpless about the world around them.
11. The parachute was really a sail that was designed for skiing.
12. The moon orbits the earth every $29\frac{1}{2}$ days.
13. My dog loves bread crusts.
14. I always buy bread because my dog loves the crusts.
15. Whenever lazy students whine, Mrs. Ndegwa throws pieces of chalk at them.
16. The lazy students whom Mrs. Ndegwa hit in the head with pieces of chalk complained bitterly.
17. My dog Shimba, who loves bread crusts, eats them under the kitchen table.
18. A dog that drinks too much milk will always be alert.
19. You really do not want to know what Aunt Lucy adds to her stew.
20. We do not know why, but the principal has been away from school for two months.

(B) IN TERMS OF PURPOSE

We have seen how sentences are categorised into **simple, compound** and **complex** depending on their **internal structures**. Now, we shall see how they can be categorised in terms of **purpose**.

There are **five** kinds of sentences classified **according to their end marks** and the different jobs they do:

- (i) Declarative sentences

- (ii) Interrogative sentences
- (iii) Exclamatory sentences
- (iv) Imperative sentences
- (v) Conditional sentences

(i) Declarative sentences

A **declarative sentence** simply **states a fact** or **argument** without requiring either an answer or action from the reader or listener. It is punctuated with a **simple period. (fullstop)**

Examples:

Nairobi is the capital of Kenya.

He asked which path leads back to the park.

Deserts are dry.

The declarative sentence is the most important type of sentences. You can write an entire essay or report using **only** declarative sentences, and you should always use them more often than any other type. Some declarative sentences contain **indirect questions** but this does not make them into interrogative sentences.

Examples:

He asked **which path leads back to the park.**

(ii) Interrogative sentences

An **interrogative sentence** asks a **direct question** and always ends in a **question mark.**

Examples:

How many roads lead into Mombasa city?

Does money grow on trees?

Do you like deserts?

Note that an indirect question does not make a sentence interrogative.

Examples:

Direct/interrogative

When was Professor Saitoti the Vice President of Kenya?

Indirect/Declarative

I wonder when Professor Saitoti was the Vice President of Kenya.

A direct question **requires an answer** from the reader or listener, while an indirect question **does not**. A special type of direct questions is **the rhetorical question**. A rhetorical question is one that you do not expect the reader or listener to answer.

Example:

Why did the Mau Mau war take place? Some people argue that it was simply a way of Kenyan Africans saying “enough is enough”.

Rhetorical questions can be very effective way to introduce new topics or problems in one's writing or speech. But if you use them too often, you sound patronising or even monotonous or mediocre!

(iii) Exclamatory sentences

An **exclamatory sentence** expresses **strong feeling, emphasis or emotion**. It is actually a more forceful version of a declarative sentence that is marked at the end with **an exclamation mark**.

Examples:

It was so cold!

How beautiful this picture is!

You look so lovely tonight!

Exclamatory sentences are very common in speech and sometimes in writing (but rarely).

Note that an exclamation mark can appear at the end of an imperative sentence, but this does not make it into an exclamatory sentence.

(iv) Imperative sentences

An **imperative sentence** gives a **direct command** to someone. This sentence can end either with a **period** or with **an exclamation mark**, depending on **how forceful** the command is.

Examples:

Sit!

Read this book tomorrow.

Always carry water.

Wash the windows!

Note

You should **not** usually use an exclamation mark with the word "please".

Example:

Close that door, please!

Please close that door.

In an imperative sentence, **you** is always the subject. It is usually not stated in the sentence. We say that **you** is the "**understood**" or "**implied**" subject.

Examples:

(You) Please bring my camera.

(You) Take your medicine before going to bed.

(v) Conditional sentences

A **conditional sentence** expresses **what one would do if a condition were or were not met**.

The condition in the conditional **if-clause** will determine the fulfilment of the action in the main clause.

Examples:

If I had a million dollars, I would buy a Hummer.

John would be very successful if he had more brains.

In sentence 1, the condition of **having a million dollars** will determine whether the speaker **will buy a hummer** or not. In sentence, the condition of **John not having more brains** determines that **he is not very successful**.

Exercise 5

Label each of the following sentences declarative, imperative, exclamatory, interrogative or conditional

1. There is a terrible storm tonight.
2. Try to cover yourself with a blanket.
3. How strong the winds are!
4. If the storm continues, we shall have to go down into the bunker.
5. Do you think it will rip off the roof?
6. Look at that that flash of lightning!
7. What an amazing sight that is!
8. The night looks dark and scary.
9. Please tell the children to stop screaming.
10. Susan will sit beside me if the storm continues.
11. We are hopeful all will be well.
12. Dive under the table if it breaks the roof.
13. How will I find my way?
14. Can I take a glass of water?
15. John wants to know what will happen if our house collapses.
16. There goes the thunder!
17. We shall have to move to another city if we get out of this alive.
18. Tell me a good city where we can move to.
19. The storm is subsiding.
20. Hooray! Safety at last!

DIRECT AND INDIRECT SPEECH

DIRECT SPEECH

Direct speech is used to give a speaker's **exact words**. It is also referred to as direct quotation. Direct speech is always enclosed within quotation marks.

Examples:

Hemedi announced, “My aunt works in a biscuit factory.”
 “Creating jobs will be my first priority,” the governor said.

A **comma** always separates the quoted words from the speaker’s name, whether the name comes before or after the quotation

Examples:

Jim asked, “Who are you voting for?”
 “I don’t know yet,” answered Carol.

A direct quotation always begins with a capital letter

Example:

Senator Karaba said, “You must believe in the new constitution.”

When a direct quotation is divided by speech tags, the second part of the quotation must begin with a small letter.

Example:

“Register to vote,” said the senator, “before the end of the day”.

If the second part of the quotation is a complete sentence, the first word of this sentence is capitalized.

Example:

“I did register,” said Carol. “It took only a few minutes”

Commas and full stops are placed inside quotation marks

Example:

“Last night,” said Joyce, “I listened to a debate.”

Quotation marks and exclamation marks are placed inside a quotation mark if they belong to the quotation. If they do not, they are placed outside the quotation.

Examples:

Joyce asked, “Whom are you voting for?”

Did Carol say, “I don’t know yet”?

I can’t believe that she said, “I don’t know yet”!

Speech tags may appear before, in the middle or at the end of the direct speech.

Examples:

He said, “You know quite well that you have to vote.”

“You know quite well,” he said, “that you have to vote.”

“You know quite well that you have to vote,” he said.

Exercise 6

Rewrite the following sentences correctly in direct speech. Ensure you punctuate them accordingly.

1. John said there was a terrible accident in Nairobi.
2. Petro added it happened in Umoja Estate.
3. It involved a train and a bus added John.

4. Sarah asked did anyone die.
5. No one died, but the railway line was destroyed answered Peter.
6. Over the months said John the railway line has been rebuilt.
7. How lucky that no one died exclaimed Sarah.
8. I think they should put a railway-crossing sign board Petro said it would help bus drivers a lot.
9. Or they should put bumps on both sides of the railway line to slow down the buses John suggested
10. Who knows what might happen next wondered Sarah

INDIRECT SPEECH

Indirect speech is used to refer to a person's words **without quoting him or her exactly**. It is also referred to as **indirect quotation** or **reported speech**. The original spoken words are not repeated. The exact meaning is given without repeating the speaker's words.

Example:

Direct speech: The governor said, "Creating new jobs will be my first priority."

Indirect speech: The governor said that creating new jobs would be his first priority.

Several changes do occur when changing a sentence from direct to indirect speech

A. Quotation marks

Quotation marks are left out when writing a sentence in direct speech.

Example:

Direct: Hemedi announced, "My aunt works in a biscuit factory"

Indirect: Hemedi announced that his aunt worked in a biscuit factory.

B. Tense - The tense of a verb in the direct sentence will change in indirect speech

Examples:

1. Simple present changes to past simple

Direct: John said, "She **goes** to school early."

Indirect: John said that she **went** to school early.

2. Simple past changes to past perfect

Direct: John said, "She **went** to school early."

Indirect: John said that she **had gone** to school early.

3. Present progressive changes to past progressive

Direct: "The baby **is eating** a banana," the nurse said.

Indirect: The nurse said that the baby **was eating** a banana.

4. Present perfect changes to past perfect

Direct: “South Sudan **has become** a republic,” the new president declared.

Indirect: The new president declared that South Sudan **had become** a republic.

5. Past progressive changes to past perfect progressive

Direct: “I **was dreaming** when the fire started,” the boy said.

Indirect: The boy said the he **had been dreaming** when the fire started.

6. Future simple changes to modal

Direct: “I **will visit** you tomorrow,” my desk mate said.

Indirect: My desk mate said the he **would visit** me the following day.

7. May changes to might

Direct: I **may** also visit you too,” I replied.

Indirect: I replied that I **might** also visit him too.

Sometimes the verb in indirect speech **does not change tense**. This occurs in sentences that are universal truths

Direct: Our Geography teacher said “The earth **rotates** round the sun.”

Indirect: Our Geography teacher said that the earth **rotates** round the sun.

C. Words referring to place also change

Examples:

Direct: “I live **here**,” retorted the old man.

Indirect: The old man retorted that he lived **there**.

Direct: “**This place** stinks,” noted the boy.

Indirect: The boy noted that **that place** stunk.

D. Words referring to time also change

Examples:

Direct: “I will visit you **tomorrow**,” he shouted.

Indirect: He shouted that he would visit me the **following/next day**.

Direct: “He died last year,” the policeman reported.

Indirect: The policeman reported that he had died the **previous year/ the year before**.

E. Demonstrative pronouns also change:

Examples:

Direct: “**This** book is mine,” Jane claimed.

Indirect: Jane claimed that **that** book was hers.

Direct: “**These** are hard times,” observed the president.

Indirect: The president observed that **those** were hard times.

F. Pronouns also change

Examples:

Direct: “**My** car is better than **yours**,” the teacher bragged.

Indirect: The teacher bragged that **his/her** car was better than **his/hers/theirs**.

Exercise 7

Change the following sentences from Direct to Indirect speech.

1. "Did you see the fire at the West gate Mall?" asked Joel.
2. Njagi said, "Ten fire-engines arrived in fifteen minutes."
3. Patty exclaimed, "It destroyed an entire block of building!"
4. "One fire fighter was slightly injured," said Joel.
5. Njagi said, "Several people working in the building escaped unhurt."
6. "Tell me what will happen to them," said Patty.
7. "Other people are giving them food and clothes," replied Joel.
8. Njagi added, "They are resting in the school for now."
9. "These terrorists will finish us!" exclaimed Patty.
10. "Don't worry," Joel said "They will be apprehended tomorrow."

QUESTION TAGS

A **question tag** or a **tag question** is a phrase that is added at the **end of a statement to turn into a question**. When a speaker uses a question tag at the end of a statement, he/she is seeking for **approval, confirmation or correction**.

Examples:

APPROVAL: I look smart today, **don't I?** Yes you do.

CORFIRMATION: These are the new students, **aren't they?** Yes they are.

CORRECTION: I paid your money yesterday, **didn't I?** No you didn't.

Many learners face a problem of supplying the correct question tags to sentences. This is because they fail to observe the following rules of question tags:

1. A **comma** must be put to separate the statement with the question tag. A question **mark** must be placed at the end of the question tag.

Examples:

Rufftone has released a new album, hasn't he?

He is pushing for a decision by tomorrow, isn't he?

2. **The auxiliary verb** in the statement **must be repeated** in the question tag

Examples:

Nelson Mandela **was** in prison for 27 years, **wasn't** he?

The people of South Africa **have** lost a great hero, **haven't** they?

3. When there is **no auxiliary verb** in the statement, the appropriate form of the auxiliary verb **Do** must be used in the question tag

Examples:

Mark Francis **wakes** up very early, **doesn't** he?

Peter Bryan **bought** an I-pad phone, **didn't** he?

4. **The subject** in the statement must be **repeated** in the question tag. If it is a noun in the statement, it changes to the appropriate pronoun. If it is a pronoun in the statement, it remains a pronoun in the question tag.

Examples:

Fatou Bensouda is a prosecutor in ICC, isn't **she**?

She does her work meticulously, doesn't **she**?

5. When **the statement is positive** (i.e. It does not have the word **not** in it), **the question tag must be negative** (i.e. must use the negative word **not**) and vice versa.

Examples:

David Rudisha **has** broken another record, **hasn't** he?

Catherine Ndereba **hasn't** been very active, **has** she?

Douglas Wakiihuri **does not** run any more, **does** he?

Ezekiel Kemboi **entertains** the audience after winning, **doesn't** he?

You will note from the above examples that the auxiliary verb is usually contracted (joined) with the negative indicator **not** when using question tags. However, this does not apply when using primary auxiliary verb **am** and the modal auxiliary verbs **will** and **shall**. **Am** does not allow contraction with **not**, **will** and **shall** usually change their forms to allow contraction.

Examples:

WRONG: I am the next speaker, **amn't** I?

CORRECT: I am the next speaker, **am I not**?

WRONG: They will be late for church, **willn't** they?

CORRECT: They will be late for church, **won't** they?

WRONG: We shall attend the Memorial service, **willn't** we?

CORRECT: We shall attend the memorial service, **shan't** we?

6. Whereas there is no inversion in the statement, **inversion** must occur in the question tag i.e. the auxiliary verb comes before the subject

Examples:

President Uhuru Kenyatta **has** won the case, **hasn't** **he**?

Subject verb verb subject

He **can** now relax and attend to his duties, **can't** **he**?

Subject verb verb subject

7. For sentences that are in form of **requests and commands**, the question tags will commonly take the auxiliary verb **will** or **shall** followed by the appropriate pronoun.

Examples:

Please help me with your pen, **will** **you**?

Let us go for a swim, **shall** **we**?

Bring me that chair, **will** **you**?

Stop that noise, **will** **you**?

Kneel down right away, **will you?**

Those are the rules that govern question tags and if followed well, the learners will not have any problems with question tags.

Exercise 8

Supply the appropriate question tags in the following sentences.

1. The marriage caused a rupture in her relationship with her mother,
_____?
2. She didn't think anyone would be interested in a woman like her,
_____?
3. The troops are on standby in case chaos erupt, _____?
4. The Prime Minister must take a firm stand against extremists in his party,
_____?
5. I am the best so far, _____?
6. The amendments will strengthen the bill, _____?
7. The new tax is tantamount to stealing from the poor, _____?
8. Please send all your remarks to Prof Kibwana as soon as possible,
_____?
9. She raised the gun and pulled the trigger, _____?
10. We need to learn to prioritize, _____?
11. Get out of this room now, _____?
12. We've made a reservation for next week, _____?
13. They couldn't conceal the secret any more, _____?
14. We shall not accept anything less, _____?
15. I am not a conman, _____?
16. Jonny wanted to pursue a career in theatre, _____?
17. Sharon's parents claim that the house is legally theirs, _____?
18. I haven't told you my name, _____?
19. Come and visit us tomorrow, _____?
20. Time will tell whether he made the right choice, _____?

CAPITALIZATION AND PUNCTUATION

Capitalization

Capitalization is the writing of a word with its first letter as an upper case and the remaining letters in lower case. The following are the cases when capitalization is used:

A. Abbreviations

Abbreviations begin with a capital letter.

1. Titles of persons

Examples:

Prof. George Saitoti

Mr. Stephen Kiama

Dr. Ephantus Maree

Mrs. Teresa Ndegwa

Lt. James Conary

Ms. Jacinta Atieno

Note that all the above abbreviations **end with a period**. Miss is not an abbreviation, so it doesn't end with a period.

2. Words used as addresses

Examples:

St. (street)

Bld. (Boulevard)

Ave. (Avenue)

Rte. (Route)

Rd. (Road)

Apt. (Apartment)

3. Words used in businesses

Examples:

Co. (Company)

Inc. (Incorporation)

Corp. (Corporation)

Ltd. (Limited)

4. Some abbreviations are written in all capital letters, with a letter standing for each important word.

Examples:

P.O. (Post Office)

USA (United States of America)

P.D. (Police Department)

E.A. (East Africa)

5. Initials of names of persons

Examples:

E.W. Gichimu

D.M. Weyama

W.W. Muriithi

Everlyne A. Kira

B. Titles of books, newspapers, magazines, TV shows and movies.

Examples:

The Minister's Daughter (book) Tahidi High (TV show)

The Daily Nation (newspaper) Harry Potter (movie)

Drum Magazine (magazine) The Day of the Jackal (book)

Capitalize the **first** and **last** words only. Do not capitalize little words such as a, an, the, but, as, if, and, or, nor etc.

C. Titles of shorts stories, songs, articles, book chapters and most poems.

Examples:

Half a Day (short story)

Kigeugeu (song)

Three Days on Mt. Kenya (short story)

The Noun Clauses (chapter in a book)

Grass Will Grow (a poem)

D. Religious names and terms

Examples:

God Allah Jesus the Bible the Koran

Do not capitalize the words **god** and **goddess** when they refer to mythological deities.

E. Major words in geographical names

Examples:

Continents – Africa, Asia, Europe, Australia

Water bodies – the Indian Ocean, the Atlantic Ocean, the Nile River, RiverTana, Lake Victoria.

Landforms – the Rocky Mountains, the Aberdares Mountains, the Rift Valley, the Sahara Desert.

Political Units – the Kirinyaga County, the Central Province, Inoi Sub-location.

Public Areas – Nairobi National Park, Wajee Nature Park.

Roads and Highways – Jogoo Road, Kenyatta Avenue, Uganda Road.

F. Names of organisations and institutions

Examples:

Kianjege West Secondary School, United Nations, University of Nairobi, Nairobi Women's Hospital

Note that here you capitalize only the important words. Do not capitalize such words such as **a**, **in**, and **of**. Do not capitalize such words as school, college, church and hospital when they are not used as parts of names.

Example:

There will be a beauty contest at school.

G. Months, days and holidays

Examples:

June Labour Day

Tuesday December

Kenyatta Day Mashujaa Day

Do not capitalize names of seasons: **autumn**, **summer**, **winter**, **spring**

H. Languages, races, nationalities and religions

Examples:

Chinese Kikuyu Christianity Caucasian

Bantu Nigerian Muslim Oriental

I. The first word of every sentence

Example:

What an exciting day it was!

J. The pronoun I

Example:

What should I do next?

K. Proper Nouns

Examples:

Lang'ata Cemetery

Ann Pauline Nyaguthii

Kangaita Women's Group

Muhigia Teachers Sacco

L. Proper Adjectives

Examples:

We ate at an Italian restaurant.

She is a German.

M. The first word in greetings and the closing of a letter

Examples:

Dear Mark,

Yours sincerely,

Dear Bryan,

Yours faithfully,

My dear Mum,

Very truly yours,

N. Quotations

Examples:

Jamlick exclaimed, "This book would make a great movie!"

"Where," asked the stranger, "is the post office?"

"It's late," Billy said. "Let's go home!"

O. First word of each main topic and subtopic in an outline

Examples:

1. Parts of speech

A. Nouns

(i) Proper nouns

Exercise 1

Correct all errors of capitalization in the following sentences.

1. this play is a revision of shakespeare's earlier play, the merchant of venice.
2. john kiriamiti wrote my life in crime
3. i admire women who vie for parliamentary seats
4. benard mathenge and his wife have travelled to america.
5. my grandmother grew up in witemere.
6. the Nile river is one of the largest rivers in africa.
7. each year tourists visit maasai mara national park.
8. the tv show papa shirandula has attracted many viewers.
9. uganda and kenya have signed an agreement over the ownership of migingo islands.
10. our country got its independence in december 1963.
11. on christmas day, all my relatives gathered at my home.
12. waiyaki is a fictional character in ngugi wa thiongo's novel, the river between.

13. the city of mombasa gets its water from river tana.
14. i would like to become a famous writer like sydney sheldon.
15. they captured the stark beauty of hell’s gate national park in their movie.

Punctuation

Punctuation is the **system of symbols** that we use to separate sentences and parts of sentences, and to make their meaning clear. Each symbol is called a **punctuation mark**. For example (. , ! - : etc)

Punctuation marks can be grouped into:

1. End marks
2. The comma
3. The semicolon and the colon
4. The hyphen
5. The apostrophe
6. Quotation mark

1. End Marks

There are three kinds of end marks: **the full stop (.)**, **the question mark (?)**, and **the exclamation mark (!)**. End marks show where sentences end.

a. The full stop (.)

A full stop is used **to end a complete sentence**. We use a full stop to end:

- (i) A declarative sentence- a sentence that makes a state

Example:

The highest skyscraper in Nairobi is Times Tower.

- (ii) An imperative sentence – a sentence that makes a request or tells someone to do something.

Example:

Please climb the stairs carefully.

Note: An imperative sentence is followed by an exclamation mark when it expresses a strong emotion.

Example:

Be careful!

- (iii) At the end of an indirect question – one that tells what someone asked, without using the person’s exact words.

Example:

The naughty boy wanted to know **why there was no mid-term break**.

Other uses of the full stop

Full stops are also used:

- (iv) After initials and after most abbreviations

Examples:

L.L. Coe J. Mr. Sammy Njagi 11:00 A.M.
 Sept. Wed. 2hr. 12min

Note that some abbreviations do not require full stops:

Examples:

M (metres) FM (frequency modulation) Km kilometres)

(v) After each number or letter that shows a division of an outline or precedes an item in a list.

Examples:

Outline

1. Parts of speech

A. Nouns

1. Types of nouns

2. Uses of nouns

B. Verbs

1. Types of verbs

2. Uses of verbs

List

1. Water – borne diseases

2. Air-borne disease

3. Sexually – transmitted diseases

4. Skin diseases

5. Hereditary diseases

6. Lifestyle diseases

7. Infectious diseases

(vi) Between numerals representing dollars, cents, before a decimal and in percentages

Examples:

\$ 25.65 165.42 25.3%

b. The question mark (?)

The **question mark** is used **at the end of an interrogative sentence** (a sentence that asks a question).

Examples:

When was the Times Tower built?

Who built it?

c. The Exclamation mark (!)

The **exclamation mark** is used **at the end of the exclamatory sentence** and **after an interjection**. (An exclamatory sentence expresses strong feeling, emotion or emphasis. An interjection is a word or group of words that expresses strong feelings).

Examples:

Exclamatory sentence: Oh, what a tall building it is!

Interjections: Superb! Fantastic! Impressive!

An exclamation mark can also be used **at the end of an imperative sentence** that expresses strong feeling.

Example:

Sit! And stay in that chair if you know what's good for you!

2. The comma (,)

There are a number of uses of the comma in English. A comma generally tells the reader where to pause. They are used:

(i) To separate words in a series except the last

The three or four items in a series can be nouns, verbs, adjectives, adverbs, phrases, independent clauses, or other parts of sentences.

Examples:

Nouns: John, Jim, Jack walk to school every day.

Verbs: He located, patched, and sealed the leak in the tyre.

Adverbs: She walked quickly, steadily, and calmly.

Prepositional phrases: He walked through the park, over the bridge, and onto the streets.

Independent clauses: The match was over, the crowd cheered, and Barcelona received the first- place trophy.

Adjectives: The fresh, ripe fruit was placed in a bowl.

Note in the above examples that a comma must be used just before the conjunction.

(ii) Before the conjunction in a compound sentence

Examples:

Some students were taking their lunch, but others were studying.

Marto photographed the accident scene, and he sold the pictures to the newspaper.

Would she be a lawyer, or would she be a doctor?

Note: A comma is not required in very short compound sentence in which the parts are joined by **and**. However, always use a comma before the conjunctions **but** and **or**.

Examples:

Marto photographed the accident scene and Toni reported it.

Marto photographed the accident scene, but Toni reported it.

Note also: A comma is not required before the conjunction that joins **the parts of a compound verb** unless there are more than two parts.

Examples:

Mary entered and won the beauty contest.

That camera focuses, flashes, and rewinds automatically.

(iii) After introductory words phrases or clauses

Special elements add specific information to a sentence, but they are not essential. A comma is used to separate a special element from the rest of the sentence.

Examples:

Word: Cautiously, he entered the building.

Phrase: After his failure, he disappeared from the public scene.

Clause: Because he had practised daily, he presented his new song perfectly.

Note: If the pause after a short introductory element is very brief, you may omit the comma.

Examples:

At first he was unsure of his singing ability.

Finally it was his turn.

Commas are also used after introductory words such as **yes, no, oh** and **well** when they begin a sentence.

Examples:

Well, it's just too cold out there.

No, it isn't seven yet.

Oh, you have spilled the milk.

(iv) With interrupters

Interrupters are words that **break**, or **interrupt** the flow of thought in a sentence. The commas are used **before** and **after** the interrupter to indicate pauses.

Examples:

I didn't expect, however, to lose the job.

So many people assumed, unfortunately, that he sings as well as he does.

He was chosen, nevertheless, as the new band leader.

(v) To set off nouns of direct address

Examples:

Yes, Kamau, you can borrow my book.

Serah, do you know where I kept my phone?

How is your leg, grandpa?

(vi) To set off the spoken words in a direct sentence or quotation from the speech tag

Examples:

Jackson said, "After my injury I had to learn to walk again."

"The therapists urged me to keep trying," he continued.

If the speech tag interrupts the spoken words, commas are used after the last word of the first part of the spoken words and after the last word in the speech tag.

Example:

"After a while," he added, "I was walking without a cane".

Note: When a sentence is indirect or reported, no commas are used.

Example:

He added that after a while he was walking without a cane.

(vii) When writing dates

Place a comma after the day of the month.

Examples:

July 3, 1965

December 12, 2010

(viii) When referring to geographical location

Place a comma between the name of the town or city and the name of the state, district, or country.

Examples:

Kibingoti, Kirinyaga County

Mombasa, Kenya

(ix) After the salutation and closing of a friendly or business letter

Examples:

Dear Rose,

Yours sincerely,

3. The semicolon (;) and the colon (:)

The semicolon (;)

The semicolon is used:

(i) To separate the parts of a compound sentence when no conjunction is used

Example:

Mountain climbing is exciting; it can also be dangerous.

Note that the semicolon replaces the comma and the coordinating conjunction. Conjunctions that are commonly replaced by semicolons are **and, but, or, for, and nor**.

(ii) Before a conjunctive adverb that joins the clauses of a compound sentence

(Conjunctive adverbs are words like **therefore, however, hence, so, then, moreover, nevertheless, yet, consequently, and besides**).

Example:

The competition takes place in July; however, I prefer August.

(iii) To separate the parts of a series when commas occur within the parts

Example:

Last year I flew to Johannesburg, South Africa; Cairo, Egypt; and Kingston, Jamaica.

The colon (:)

The colon is used:

(i) To introduce a list of items

Example:

My school bag contains the following items: exercise books, text books, pencils, pens, a geometrical set, and a packet of crayons.

(ii) After the greeting of a business letter

Example:

Dear Mr. Mututho:

(iii) Between numerals that represent hours and minutes and between chapter and verse in a biblical reference

Examples:

9:00 A.M.

6:00 P.M.

Exodus 2:1-3

4. The Hyphen (-)

The hyphen is used:

(i) To divide a word at the end of a line of writing

Example:

When walking along the streets of Naivasha, he met Wainaina.

Note that only words with **two or more** syllables may be divided at the end of a line and words should be divided only between syllables. Never divide a word of one syllable and do not divide words to leave a single letter at the end or beginning of a line.

Incorrect: a-ttraction

Correct: attra-ction.

(ii) In compound adjectives that come before the nouns they modify and in certain compound nouns

Examples:

Samuel Wanjiru was a world-famous athlete.

She is my sister-in-law.

(iii) In compound numbers from twenty-one through ninety-nine and in fractions

Examples:

seventy-three relatives

one-quarter full

5. The Apostrophe (')

The apostrophe is used:

(i) To form the possessive of a singular noun

Add an apostrophe and an s.

Examples:

the baby's cot

James's car

Joseph's radio

(ii) To form the possessive of a plural noun that does not end in s

Add an apostrophe and an s.

Examples:

children's

men's

women's

(iii) To form the possessive of a plural noun that ends in s

Add only the apostrophe.

Examples:

tricksters'

tenants'

(iv) To form the possessive of an indefinite pronoun

Use an apostrophe and an s.

Examples:

everybody's

somebody's

nobody's

Note: Never use an apostrophe with a possessive pronoun like our, yours, hers, theirs.

(v) In names of organisations and business
Show possession in the last word only.

Example:

the United Nations' brochure

(vi) In hyphenated terms

Show possession in the last word only.

Example:

My mother-in-law's photograph album

(vii) In cases of joint ownership

Show possession in the last word only.

Example:

Peter and Patrick's Limousine

(viii) In forming contractions

In contractions, apostrophes replace omitted letters.

Examples:

she's = she is

aren't = are not

I'm = I am

it's = It is

isn't = is not

we'll = we will

can't = cannot

won't = will not

they've = they have

(ix) To show that part of a date has been omitted

Examples:

The tribal clashes of '08 (the tribal clashes of 2008)

The '82 coup attempt (the 1982 coup attempt)

6. Quotation Marks (“ ”)

The quotation marks are used:

- (i) To enclose the spoken words in a direct sentence. Indirect sentences need no quotation marks

Example:

Direct speech: The presidential candidate promised, “Creating new jobs for the youths will be my first priority.”

Indirect speech: The presidential candidate promised that creating new jobs would be his first priority.

Note:

1. Always begin a direct quotation with a capital letter.

Example:

The minister said, “You must conserve our environment.”

2. When the spoken words are divided by the speech tag, begin the second part of the quotation with a small letter.

Example:

“Bring me the money,” said the moneylender, “before the end of the day.”

2. If the second part of the quotation is a complete sentence, the first word of this sentence is capitalized.

Example:

“I am scared,” said the borrower. “That moneylender is a brute.”

4. Place commas and fullstops **inside** quotation marks

Place semicolons and colons **outside** quotation marks.

Examples:

“Last month,” the borrower explained, “I borrowed some money from the moneylender.”

Carol said to the borrower, “And you refused to repay back on time”; however, the borrower did not agree.

These candidates were suggested in the article “Our Country’s Future”: Raila Odinga, Uhuru Kenyatta, William Ruto, and Martha Karua.

5. Place question marks and exclamation marks **inside** quotation marks if they belong to the quotation. Place them **outside** if they do not belong to the quotation.

Examples:

Carol asked, “How much money did you borrow?”

Did the borrower say, “I can’t remember”?

“You are a fool!” exclaimed Carol.

6. Use single quotation marks to enclose a title or quotation within a quotation.

Example:

“Carol heard the borrower say, ‘I can’t remember’ before she lost her temper.”

7. If the title or quotation within the quotation ends the sentence, use both the single and the double quotation marks after the last word of a sentence.

Example:

“Carol heard the borrower say, ‘I can’t remember.’”

8. In a quotation of more than one paragraph, use quotation marks at the **beginning** of each paragraph and the **end** of the final paragraph.

Exercise 1

Punctuate each of the following sentences appropriately.

1. He earned about three million dollars that year

2. You know who Jomo Kenyatta was, don’t you

3. What a wonderful and inspired leader he was

4. He was also a person who helped many people

5. Some people write stories but others write poems.

6. Try to write a concise informative and interesting letter.
7. Also make sure your letter has a heading an inside address a salutation a body a closing and your signature.
8. One of the most exciting modern developments I believe is the computer.
9. Today is July 2 2011. I will never forget this date.
10. I have lived in Sagana Kirinyaga County since 2008.
11. Try submitting your work to these Publishers Longhorn Publishers Jomo Kenyatta Foundation or Oxford University Press.
12. Remember a writing career requires the following traits confidence perseverance and a thick skin!
13. Long ago people used hand sharpened straws or reeds as pens.
14. Fountain pens were invented in our great grandparents time
15. Soft tip pens and rolling ball pens were invented twenty five years ago
16. What would you do if you couldn't build a house for yourself
17. Youd find someone who could built it for you wouldn't you.
18. These archives are important to modern historians research.
19. In his play shreds of tenderness, John Ruganda said people who have never lived through a coup d'etat have romantic ideas about it.
20. Mr. Mureithi said a short letter to a friend is an insult.

ANSWERS

ANSWERS ON NOUNS

Exercise 1

1. students, party
2. boys, songs
3. Excitement, air
4. Joyce Chepkemoi, prize
5. Otieno, house, street

Exercise 2

- | | |
|----------------------------|-----------------------------------|
| 1. candle – thing | 5. guitar – thing |
| 2. wrestler – person | 6. China – place |
| 3. joy – idea | 7. hatred – idea |
| 4. Menengai Crater – place | 8. Masanduku arap Simiti – person |

Exercise 3

1. musicians, drums, trumpets
2. family, village
3. Petronilla, trip
4. festival, Kenyatta University
5. people, costumes, streets
7. holiday, excitement
8. Taxi, family, airport
9. Maryanne, castle, sand
10. mother, water

Exercise 4**Proper nouns**

July
 England
 Kendu Bay
 John Hopkins
 Johannesburg
 America
 East Africa

Common nouns

book
 face
 crocodiles
 student
 life
 business
 day
 Calendar

Exercise 5

- | | |
|---|-------------------|
| 1. Proper – Lucky Dube | Common – singer |
| 2. Proper – London, Paris | Common – dancer |
| 3. Proper – Mediterranean sea | Common – flight |
| 4. Proper – Second World War | Common – nurse |
| 5. Common – goal, students, world | |
| 6. Proper – Europe | Common – accident |
| 7. Proper – Bill Gates, Microsoft | |
| 8. Common – pilot, woman, ocean | |
| 9. Common – kettle, water | |
| 10. Proper – Professor Wangari Maathai, Nobel Peace Prize | |

Exercise 6

- | | | | |
|------------------|-----------|--------------|------------|
| 1. tooth – teeth | 9. cliffs | 17. moose | 25. bosses |
| 2. wives | 10. deer | 18. children | 26. foxes |

- | | | | |
|-------------|-------------|------------------------|-------------|
| 3. giraffes | 11. cliff | 19. echoes | 27. bunches |
| 4. heroes | 12. autos | 20. babies | 28. ferries |
| 5. radios | 13. studios | 21. Skies | 29. flashes |
| 6. potatoes | 14. men | 22. beaches | 30. ships |
| 7. beliefs | 15. roofs | 23. Eyes | |
| 8. thieves | 16. rodeos | 24. volcanoes/volcanos | |

Exercise 7

- | | | | |
|-------------|----------------|----------|------------|
| 1. knives | 2. potatoes | 3. geese | 4. Shelves |
| 5. tomatoes | 6. children | 7. mice | 8. roofs |
| 9. stories | 10. activities | | |

Exercise 8

1. the lion's tail
2. Cliff's dog
3. my mother's hat
4. Evan's book
5. the child's pet
6. the doll's name
7. Lucy's mobile phone
8. Kimani's shoes
9. the fox's teeth
10. my friend's rabbit

Exercise 9

- | | |
|---------------------|---------------------------|
| 1. cook's aprons | 6. women's sports |
| 2. men's boots | 7. carpenter's nails |
| 3. countries' flags | 8. sailors' uniforms |
| 4. guests' coats | 9. musicians' instruments |
| 5. athlete's medals | 10. neighbours' pets |

Exercise 10

1. The couple's wealth
2. a men's team, a women's team
3. The teams' uniforms
4. the athletes' shirts
5. The team-mates' scores
6. their friends' cheers
7. The coaches' whistles
8. The children's eyes
9. Their mothers' soothing voices
10. their neighbours' house

ANSWERS ON PRONOUNS

Exercise 1

1. **They** ate fish and chips.
2. **We** like Italian food.
3. **It** is delicious
4. The biggest eater was **he**.
5. **You** helped in the cooking.
6. The cooks were Tom and **I**.

Exercise 2

1. **They** were under the table.
2. **She** fed the chicken.
3. **They** were juicy.
4. **They** visited the orphans.
5. The new waitress is **she**.
6. The fastest runners were Tecla and **she**.
7. **She** went to the hall.
8. **It** was slaughtered.
9. Lucky Dube and **she** were South African singers.
10. **He** has won many athletics medals.

Exercise 3

1. Lisa asked **him** for a picture.
2. Adam sketched Lisa and **me**.
3. He gave a photo to **us**.
4. Ann and **she** saw Dave and Bob.
5. Adam drew Lisa and **them**.
6. Mark helped **me** with the packing.
7. Loise praised **him** for his good work.
8. Everyone spotted **them** easily.
9. That night Mike played the guitar for **us**.
10. **We** drove with **them** to the mountains.

Exercise 4

1. **My** journey to Mombasa was enjoyable.
2. Florence said **hers** was the best.
3. Are the pictures of Fort Jesus **yours**?
4. **Hers** are about Jomo Kenyatta Beach.
5. Tomorrow we will make frames for **our** pictures.
6. **My** class is planning a trip to Mt. Kenya.
7. **Our** trip will be taken on video.

8. Micere is excited that the idea was **hers**.
9. Koki and Toti cannot hide **their** excitement.
10. **My** dream is to climb to the highest peak of the mountain.

Exercise 5

1. You will = You'll
2. we would = we'd
3. he had = he'd
4. I am = I'm
5. you have = you've
6. they will = they'll

Exercise 6

1. I'll = I will
2. we're = we are
3. you'd = you would, you had
4. he's = he is, he has
5. they're = they are
6. she'd = she would, she had

Exercise 7

- | | | |
|----------|------------|---------|
| 1. its | 3. They're | 5. it's |
| 2. who's | 4. whose | |

Exercise 8

- | | |
|--------------------|--------------------|
| 1. All – are | 6. Everyone – his |
| 2. Anybody – has | 7. Several – their |
| 3. Many – believe | 8. Anyone – her |
| 4. Each – makes | 9. Another – his |
| 5. All – indicates | 10. Somebody – her |

Exercise 9

- | | | |
|---------|----------|----------|
| 1. This | 3. Those | 5. these |
| 2. That | 4. those | |

Exercise 10

- | | | |
|---------|---------|---------|
| 1. Who | 3. What | 5. whom |
| 2. Whom | 4. What | |

Exercise 11

- | | |
|----------|-----------|
| 1. Who | 6. whom |
| 2. Whom | 7. Whose |
| 3. whom | 8. Who |
| 4. Whose | 9. Who |
| 5. Who | 10. Whose |

Exercise 12

1. myself – intensive
2. himself – intensive
3. herself – reflexive
4. herself – reflexive
5. yourself – reflexive

Exercise 13

1. Papa Shirandula is a good actor.
2. Many people find him funny.
3. The show was on television for many years.
4. Their daughter is also in that show.
5. The shoes are beautiful.
6. People like our hotel.
7. My brother drives a matatu.
8. Our hotel is open seven days a week.
9. The TV is very clear today.
10. My brother and sister work in Nairobi.

Exercise 14

- | | | |
|----------|----------|-------|
| 1. We | 3. those | 5. us |
| 2. Those | 4. us | |

ANSWERS ON VERBS**Exercise 1**

1. seems - Linking verb
2. watched – Action verb
3. cheered – Action verb
4. seems – Linking verb
5. is – Linking verb
6. aimed – Action verb
7. blew – Action verb
8. was – Linking verb
9. is – Linking verb
10. seems – Linking verb

Exercise 2

- | Helping verb | Main verb |
|---------------------|------------------|
| 1. is | singing |
| 2. has | begun |
| 3. can | travel |
| 4. had | waited |

- | | |
|------------|----------|
| 5. will be | visiting |
| 6. have | come |
| 7. must | buy |
| 8. has | chosen |
| 9. is | hitting |
| 10. will | go |

Exercise 3

1. studies
2. splashes
3. washes
4. hurries
5. discuss

Exercise 4

1. watched
2. cried
3. yelled
4. baked
5. shopped

Exercise 5

1. will write
2. will stop
3. will decide
4. shall practice
5. will multiply

Exercise 7

- | | |
|------------|-------------|
| 1. started | 6. breathed |
| 2. added | 7. roamed |
| 3. trapped | 8. obeyed |
| 4. annoyed | 9. worried |
| 5. pitied | 10. fitted |

Exercise 8

- | | |
|-------------------------|-----------------------|
| 1. will/shall see | 6. will/shall develop |
| 2. will/shall go | 7. will/shall begin |
| 3. will/shall exist | 8. will/shall/consume |
| 4. will/shall introduce | 9. will/shall hunt |
| 5. will/shall bring | 10. will/shall become |

Exercise 9

1. John has come here every year. - present perfect

2. John has been coming here every year. - present perfect progressive
3. John had come here every year. – past perfect
4. John had been coming here every year. – past perfect progressive
5. John will have come here every year. – future perfect
6. John will have been coming here every year. – future perfect progressive.

Exercise 10

1. Jane is playing the guitar. – present progressive
2. Jane has been playing the guitar. – present perfect progressive
3. Jane was playing the guitar. – past progressive
4. Jane had been playing the guitar. – past perfect progressive
5. Jane will play the guitar. – future progressive
6. Jane will have been playing the guitar. – future perfect progressive

Exercise 11

- | | |
|-----------|-----------|
| 1. guard | 6. cleans |
| 2. stands | 7. study |
| 3. cross | 8. visits |
| 4. use | 9. wed |
| 5. feed | 10. run |

Exercise 12

Present	Past	Past participle
1. prevent	prevented	prevented
2. donate	donated	donated
3. hurry	hurried	hurried
4. worry	worried	worried
5. train	trained	trained
6. aid	aided	aided
7. relieve	relieved	relieved
8. share	shared	shared
9. enrol	enrolled	enrolled
10. save	saved	saved

Exercise 13

Present	Past	Past participle
1. arise	arose	arisen
2. tear	tore	torn
3. wear	wore	worn
4. lay	laid	lain
5. see	saw	seen
6. fall	fell	fallen
7. blow	blew	blown

8. freeze	froze	frozen
9. fly	flew	flown
10. write	wrote	written

Exercise 14

- | | |
|--------------------------|----------------------------|
| 1. presented – active | 6. was harvested – passive |
| 2. were taken – positive | 7. stressed – active |
| 3. ordered – active | 8. were urged – passive |
| 4. restored – passive | 9. is developing – active |
| 5. cleared – active | 10. was started – passive |

Exercise 15**Action verbs**

- carried
- discussed
- took
- splashed
- gave
- searched
- cheered
- bought
- admires
- viewed

direct object

- his bag
the examination paper
a trip
me
interesting facts
the house
the team
a camera
Papa Shirandula
the shooting star

Exercise 16

- | | |
|-----------------|------------------|
| 1. Transitive | 6. Intransitive |
| 2. Transitive | 7. Transitive |
| 3. Intransitive | 8. Intransitive |
| 4. Transitive | 9. Transitive |
| 5. Intransitive | 10. Intransitive |

Exercise 17

- | | |
|-----------|-----------|
| 1. teach | 6. raises |
| 2. lies | 7. raises |
| 3. lie | 8. taught |
| 4. sits | 9. raises |
| 5. taught | 10. laid |

ANSWERS ON ADJECTIVES**Exercise 1**

- | | |
|------------|-------------------|
| 1. largest | 6. vast |
| 2. Alaskan | 7. American, wild |
| 3. tallest | 8. huge |
| 4. tiny | 9. Australian |

5. small, scattered

10. beautiful, Egyptian

Exercise 2

1. those
2. Those
3. that
4. That
5. This

6. Those
7. This
8. This
9. those
10. Those

Exercise 3

1. Twenty
2. Few, our
3. all
4. much
5. Numerous, this

6. What
7. Whose
8. Which
9. what
10. which

Exercise 4

1. A
2. a
3. the
4. The
5. an

6. the
7. an
8. the
9. the
10. A

Exercise 5

1. many – songs
2. Her, early – songs, her – fans
3. Our, first – performance
4. Her – coughing
5. their, best – goal, ten – years

Exercise 6

1. quiet, serious
2. popular
3. calm, peaceful
4. brilliant
5. extraordinary

Exercise 7

1. more beautiful
2. funniest
3. most enjoyable
4. most energetic
5. most helpful

6. stranger
7. more curious
8. higher
9. more creative
10. simpler

Exercise 8

1. Best

6. Farther

- | | |
|----------|-------------------|
| 2. Bad | 7. Less or lesser |
| 3. Best | 8. Good |
| 4. Worse | 9. Better |
| 5. Least | 10. Most |

Exercise 9

- | | |
|----------|----------|
| 1. those | 6. these |
| 2. These | 7. those |
| 3. This | 8. This |
| 4. Those | 9. that |
| 5. Those | |

ANSWERS ON ADVERBS**Exercise 1**

Adverb	What it indicates
1. far	where
2. cheerful	how
3. downstairs	where
4. carefully, skilfully	how
5. extremely	how
6. curiously	how
7. soon	when
8. fully	to what extent
9. adorably	how
10. down	where

Exercise 2

Adverb	Adjective
1. highly	successful
2. extremely	cold
3. quite	difficult
4. barely	visible
5. very	old
6. mysteriously	secretive
7. horribly	mean
8. totally	exciting
9. completely	mad
10. never	punctual

Exercise 3

Adverb	Adverb
1. very	gradually

2. surprisingly
3. somewhat
4. extremely
5. totally

- quickly
closer
irresponsibly
carelessly

Exercise 4

1. quickly
2. gradually
3. good
4. rapidly
5. strange

6. odd
7. reasonable
8. rapidly
9. well
10. well

Exercise 5

1. more often
2. more slowly
3. quickly
4. more skilfully
5. the fastest

6. more swiftly
7. most accurately
8. the longest
9. gracefully
10. the most sweetly

ANSWERS ON PREPOSITIONS

Exercise 1

1. on – where
2. for – purpose
3. with – use
4. in – place
5. from – place

Exercise 2

1. for
2. In
3. In
4. down, for
5. by

Exercise 3

Preposition

1. in
2. to
3. In
4. On
5. across
6. to
7. at

Object/objects

- ways
people
cities
farms
river
side
place

- | | |
|----------|---------|
| 8. by | boat |
| 9. to | problem |
| 10. over | water |

Exercise 4

- | | |
|--------|---------|
| 1. her | 6. us |
| 2. me | 7. me |
| 3. us | 8. him |
| 4. her | 9. me |
| 5. us | 10. her |

Exercise 5

- | | |
|--------------------------|---------------------|
| 1. outside – preposition | 6. up – adverb |
| 2. inside – adverb | 7. down – adverb |
| 3. in – preposition | 8. outside – adverb |
| 4. over – preposition | 9. by – adverb |
| 5. above – preposition | 10. out – adverb |

Exercise 6

- | | | | |
|-----------|-------------|------------|----------|
| 1. have | 4. Anybody | 7. anybody | 10. ever |
| 2. anyone | 5. anywhere | 8. anyone | |
| 3. ever | 6. had | 9. Has | |

ANSWERS ON CONJUNCTIONS**Exercise 1**

- | | |
|--------|---------|
| 1. but | 6. but |
| 2. or | 7. and |
| 3. or | 8. or |
| 4. and | 9. and |
| 5. but | 10. but |

Exercise 2

1. They arrived late because it was raining heavily.
2. John worked hard as he wanted to buy a house.
3. I won't carry the umbrella for you need it.
4. I drove the car madly since I was late for the meeting.
5. He will come before the meeting ends.

Exercise 3

1. The vehicles either stopped for repairs or for fuel.
2. The drivers knew they had either to travel more than fifty kilometres or endure harsh storms.
3. Many people not only build their own homes but also grow their own food.
4. Both men and women wanted to buy the pictures.
5. Both maize and meat are important parts of a Kenyan's diet.

ANSWERS ON INTERJECTIONS

Exercise 1

1. Say – wonderment
2. Wow! – joy
3. All right! – urgency
4. Boy! – fear
5. Oh – surprise

CHAPTER TWO

Exercise 1

- | | |
|----------|----------|
| 1. crack | 6. quack |
| 2. roar | 7. pop |
| 3. tick | 8. lap |
| 4. growl | 9. boom |
| 5. chime | 10. hiss |

Exercise 2

1. Lima bean – a broad, flat, pale-green or white bean used as a vegetable – named after Lima, the capital of Peru where it was grown first.
2. Cardigan – a kind of a pullover or sweater that buttons down the front – named after J.T. Brudwell, the 7th Earl of Cardigan.
3. Bloomer – a woman's baggy and long garment for the lower body – named after Amelia Bloomer, an American women rights and temperance advocate.
4. Canary birds – yellow songbirds – named after Canary Islands, Spain, where they are found in large numbers.
5. Ferris wheel – a special wheel for an amusement park – named after the inventor G.W. Ferris.
6. Guppy – the most popular freshwater tropical fish – named after R.J.L. Guppy, the man who introduced it in England.
7. Cheddar – A firm Cheese – named after the English village of Cheddar, where it was first made.
8. Quisling – a person who treacherously helps to prepare for enemy occupation of his own county, a traitor – named after Vidkun Quisling, a Norwegian politician.
9. Silhouette – an outline portrait or profile – named after a French minister of finance, Etienne de Silhouette.
10. Marxism – the political and economic theories of Karl Marx and Friedrich Engels – named after Karl Marx.
11. Guillotine – a device used for carrying out executions – named after Dr. Joseph Guillotine, the designer.

12. Macadam – small, broken stones that are used for making roads – named after John L. McAdam, a Scottish engineer who invented this kind of a road.
13. Pasteurisation – the process of heating milk, wine, beer, or other liquids hot enough to kill harmful bacteria and to prevent or stop fermentation – named after Louis Pasteur, a French chemist, who invented the process.
14. Watt – Unit of measuring electric power – named after James Watt, a Scottish engineer, who pioneered in the development of the steam engine.
15. Ohm – a measure of electrical resistance – named after George S. Ohm, a German physicist.

Exercise 3

1. slithy – lithe + slimy
2. chortle – chuckle + short
3. galumph – gallop + triumph
4. bash – bang + smash
5. blog – web + log
6. breathalyser – breath + analyser
7. cablegram – cable + telegram
8. camcorder – camera + recorder
9. edutainment – education + entertainment
10. email – electronic + mail

Exercise 4

- | | | |
|------------|-----------------------|----------------------------|
| 1. ultra – | beyond | – ultraviolet, ultrasonic |
| 2. syn – | in union | – synchronize, symmetry |
| 3. sub – | at a lower position | – submarine, subsoil |
| 4. peri – | round, about | – perimeter |
| 5. out – | surpassing, exceeding | – outperform |
| 6. infra – | below | – infrared, infrastructure |
| 7. hypo – | under | – hypodermic, hypothermia |
| 8. hemi – | half | – hemisphere |
| 9. ex – | previous | – ex-wife, ex-policeman |
| 10. dia – | across, through | – diagonal |

Exercise 5

- | | |
|---|---|
| 1. hopeful – full of hope | 6. greenish – having green colour |
| 2. reader – a person who reads | 7. weary – tired |
| 3. childish – having manners of a child | 8. fearless – lacking fear |
| 4. greyish – having grey colour | 9. kindness – the quality of being kind |
| 5. playful – fond of playing | 10. washable – can be washed |

Exercise 6

1. Pen – a device for writing
– an enclosure for sheep
2. Tire – to make weary
– the rubber material on the wheel of an automobile or bicycle.
3. Dove – past tense of dive
– a bird

4. Wound – past tense of wind
– an injury.
5. Mean – stingy
– average
6. Act – a dramatic performance
– doing something
7. Arms – upper limbs
– weapons
8. Block – a building
– obstruct
9. Box – a carton
– fight with gloves
10. Bank – edge of a river
– a money depository

Exercise 7

- | | |
|-------------------|-------------------|
| 1. in – inn | 6. knight – night |
| 2. heard – herd | 7. knows – nose |
| 3. horse – hoarse | 8. tick – tic |
| 4. key – quay | 9. rung – wrung |
| 5. need – knead | 10. sees – seize |

Exercise 8

- | | |
|-----------------------|----------------------|
| 1. start – begin | 6. collect – gather |
| 2. come – arrive | 7. assist – help |
| 3. lengthy – long | 8. build – construct |
| 4. shattered – broken | 9. reply – answer |
| 5. fix – repair | 10. purchase – buy |

Exercise 9

- | | |
|-----------------------|-------------------------|
| 1. easy – hard | 6. sweet – sour |
| 2. whisper – yell | 7. stationary – mobile |
| 3. triumph – fail | 8. strength – weaken |
| 4. dull – interesting | 9. precious – worthless |
| 5. dangerous – safe | 10. naked – clothed |

Exercise 10

1. at sea – confused
2. has his hands full – is busy
3. have a bone to pick with me – have a quarrel
4. make heads or tails – make sense
5. as easy as pie – very easy
6. sick and tired – can't stand, hate

7. broke – to have no money
8. dropped me a line yesterday – sent me a letter or email
9. filled in for her – did her work while she was away
10. in the red – losing money, not profitable

CHAPTER THREE

Exercise 1

1. a TV show – object
2. Playful animals – subject
3. a thrilling adventure – object
4. an exciting activity – complement
5. Twenty university students – subject
6. a certified public health officer – complement
7. Many of the soldiers – subject
8. The old woman – subject, a heavy load – object
9. a very complicated man – complement
10. A devastating earthquake – subject

Exercise 2

- | | |
|--------------------------|---------------------|
| 1. should have taken | 6. must have seen |
| 2. must have seen | 7. do fear |
| 3. should have been told | 8. have made |
| 4. would have told | 9. would stampede |
| 5. must've visited | 10. could have read |

Exercise 3

1. in Mombasa – adverbial modifying the verb found.
2. around the country – adjectival modifying the noun companies.
3. of the dog – adjectival modifying the noun barking.
4. for hard work – adverbial modifying the verb bred.
5. over water – adverbial modifying the verb built.
6. of travel – adjectival modifying the noun miles.
7. by bus – adverbial modifying the verb went.
to the market – adverbial modifying the verb went.
8. At the market – adjectival modifying the noun.
9. of colours clothes – adjectival modifying the noun display.
10. with professional expertise – adverbial modifying the phrasal verb took through.

Exercise 4

1. golfing – complement
2. protecting their status – object of the preposition in.
3. Playing golf with a commoner – subject

4. playing the game – direct object
5. Training thoroughly – subject
6. playing the game- object of preposition
7. contesting with junior golfers – subject
8. playing with the professionals – direct object
9. Participating in international tournaments – subject
10. Winning an international title – complement

Exercise 5

1. Defying all odds – present participial phrase – Kiso Munyao
2. Failing each time – present participial phrase – he
3. Seeing his passion to scale the peak – present participial phrase - government
4. making steady progress - present participial phrase – climber
5. Pleased with his progress – past participial phrase – he
6. determined to hast the Kenya flag - past participial phrase – climber
7. Slipping on the snow - present participial phrase – Munyao
8. worn from too many climbs - past participial phrase – rope
9. slipping to the bottom of the cliff- present participial - bottles
10. overcome with joy - past participial phrase – Munyao

Exercise 6

1. To climb Mt. Kenya –noun
2. to climb the mountain – noun
3. to try this risky climb – adjective modifying the noun Kenyans
4. to make rapid progress – adverb modifying the verb helped
5. with very limited climbing gear – adverb modifying the verb reach
6. To reach Point Batian – noun
7. to listen to Munyao – noun
8. to finance much of his expedition – adverb modifying the verb forced
9. to achieve his dream of hasting the flag – adverb modifying the verb worked
10. to scale the tallest mountain in Kenya – adverb modifying the verb made.

CHAPTER FOUR

Exercise 1

1. A huge storm was coming. – sentence
2. Behind the wattle tree- sentence fragment
3. After the earthquake – sentence fragment
4. The wind broke several houses. – sentence
5. Surprised by a loud noise – sentence fragment
6. Winds of high speed – sentence fragment
7. Rescue workers arrived. – sentence

8. From different parts of the world – sentence fragment
9. Many people were injured. – sentence
10. In the weeks after the earthquake – sentence fragment

Exercise 2

1. pop music – object
2. sweetly – adverb
3. very quietly – adverbial phrase
4. that book – object, three times – adverbial phrase
5. to the bank- adverbial phrase
6. her – indirect object, a present – direct object
7. bitterly – adverb
8. on his heels – adverbial phrase
9. a list of the items to buy – object
10. help – object

Exercise 3

1. a German citizen – subject complement
2. a very arrogant lady – subject complement
3. tired – subject complement
4. green – object complement
5. the queen – object complement
6. stealing the mango – participial complement
7. senseless – object complement
8. a kind person – subject complement
9. crying – participial complement
10. trembling – participial complement

Exercise 4

1. Simple sentence
2. Compound sentence
3. Compound sentence
4. Complex – whoever broke the mirror – noun clause
5. Simple sentence
6. Complex sentence – whom I met – adjectival clause
7. Complex sentence – who stole the cow – adjectival clause
8. Simple sentence
9. Complex sentence – as though it affects their lives – adverbial clause
10. Complex sentence - when people felt helpless about the world around them – adverbial clause.
11. Complex sentence – that was designed for skiing – adjectival clause
12. Simple sentence

13. Simple sentence
14. Complex sentence – because my dog loves crusts – adverbial clause
15. Complex sentence – whenever lazy students whine – adverbial clause
16. Complex sentence – whom Mrs. Ndegwa hit in the head with pieces of chalk – adjectival clause
17. Complex sentence – who loves bread crusts – adjectival clause
18. Complex sentence – that drinks too much milk – adjectival clause
19. Complex sentence – what Aunt Lucy adds to her stew – noun clause
20. Compound sentence

Exercise 5

- | | |
|------------------|----------------------------|
| 1. Declarative | 11. Declarative |
| 2. Imperative | 12. Imperative/conditional |
| 3. Exclamatory | 13. Interrogative |
| 4. Conditional | 14. Interrogative |
| 5. Interrogative | 15. Declarative |
| 6. Exclamatory | 16. Exclamatory |
| 7. Exclamatory | 17. Conditional |
| 8. Declarative | 18. Imperative |
| 9. Imperative | 19. Declarative |
| 10. Conditional | 20. Exclamatory |

Exercise 6

1. John said, “There was a terrible accident in Nairobi.”
2. Petro added, “It happened in Umoja Estate.”
3. “It involved a train and a bus,” added John.
4. Sarah asked, “Did anyone die?”
5. “No one died, but the railway line was destroyed,” answered Peter.
6. “Over the months,” said John, “the railway line has been rebuilt.”
7. “How lucky that no one died!” exclaimed Sarah.
8. “I think they should put a railway-crossing sign board,” Petro said. “It would help bus drivers a lot.”
9. “Or they should put bumps on both sides of the railway line to slow down the buses,” John suggested.
10. “Who knows what might happen next?” wondered Sarah.

Exercise 7

1. Joel asked him if he saw the fire at the West Gate Mall.
2. Njagi said that ten fire-engines had arrived in fifteen minutes.
3. Patty exclaimed that it had destroyed an entire building.
4. Joel said that one fire fighter had been slightly injured.
5. Njagi said that several people working in the building had escaped unhurt.

6. Patty wanted to know what would happen to them.
7. Joel replied that other people were giving them food and clothes.
8. Njagi added that they were resting in the school at that time.
9. Patty exclaimed that those terrorists would finish them.
10. Joel told them not to worry; they would be apprehended the following day.

Exercise 8

Supply the appropriate question tags in the following sentences.

1. The marriage caused a rupture in her relationship with her mother, **didn't it?**
2. She didn't think anyone would be interested in a woman like her, **did she?**
3. The troops are on standby in case chaos erupts, **aren't they?**
4. The Prime Minister must take a firm stand against extremists in his party, **mustn't he?**
5. I am the best so far, **am I not?**
6. The amendments will strengthen the bill, **won't they?**
7. The new tax is tantamount to stealing from the poor, **isn't it?**
8. Please send all your remarks to Prof Kibwana as soon as possible, **will you?**
9. She raised the gun and pulled the trigger, **didn't she?**
10. We need to learn to prioritize, **don't we?**
11. Get out of this room now, **will you?**
12. We've made a reservation for next week, **haven't we?**
13. They couldn't conceal the secret any more, **could they?**
14. We shall not accept anything less, **shall we?**
15. I am not a conman, **am I?**
16. Jonny wanted to pursue a career in theatre, **didn't he?**
17. Sharon's parents claim that the house is legally theirs, **don't they?**
18. I haven't told you my name, **have I?**
19. Come and visit us tomorrow, **will you?**
20. Time will tell whether he made the right choice, **won't it?**

CHAPTER FIVE

Exercise 1

1. This play is a revision of Shakespeare's earlier play, The Merchant of Venice.
2. John Kiriamiti wrote My life in Crime.
3. I admire women who vie for parliamentary seats.
4. Bernard Mathenge and his wife travelled to America.
5. My grandmother grew up in Witemere.
6. The Nile River is one of the largest rivers in Africa.
7. Each year tourists visit Maasai Mara National Park.

8. The TV show Papa Shirandula has attracted many viewers.
9. Uganda and Kenya have signed an agreement over the ownership of Migingo Islands.
10. Our country got independence in December, 1963.
11. On Christmas Day, all my relatives gathered at my home.
12. Waiyaki is a fictional character in Ngugi wa Thiongo's novel, *The River Between*.
13. The city of Mombasa gets its water from River Tana.
14. I would like to become a famous writer like Sidney Sheldon.
15. They captured the stark beauty of Hell's Gate National Park in their movie.

Exercise 2

1. He earned about three million dollars that year.
2. You know who Jomo Kenyatta was, don't you?
3. What a wonderful and inspired leader he was!
4. He was also a person who helped many people.
5. Some people write stories, but other write poems.
6. Try to write a concise, informative, and interesting letter.
7. Also make sure that your letter has a heading, an inside address, a salutation, a body, a closing, and your signature.
8. One of the most exciting modern developments, I believe, is the computer.
9. Today is July 2, 2011. I will never forget this date.
10. I have lived in Sagana, Kirinyaga County, since 2008
11. Try submitting your work to the following publishers: Longhorn Publishers, Jomo Kenyatta Foundation, or Oxford University Press.
12. Remember, a writing career requires the following traits: confidence, perseverance, and a thick skin!
13. Long ago, people used hand-sharpened straws and reeds as pens.
14. Fountain pens were invented in our great-grandparents' time.
15. Soft-tip pens and rolling-ball pens were invented twenty-five years ago.
16. What would you do if you couldn't build a house for yourself?
17. You'd find someone who could build it for you, wouldn't you?
18. These archives are important to modern historians' research.
19. In his play *Shreds of Tenderness*, John Ruganda said, "People who have never lived through a coup d'etat have romantic ideas about it."
20. Mr. Mureithi said, "A short letter to a friend is an insult."

ORAL SKILLS

PRONUNCIATION

PRONUNCIATION OF VOWEL SOUNDS

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

Sound /æ/

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

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

Sound /ɜː/

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

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

Sound /ɑː/

- 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
- Farm
- Guard
- Heart
- Hard
- Bar
- Bard
- Cart
- Car
- Dart
- Card
- 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 /ʌ/

Examples of words containing this sound include:

- Sun
- Son
- Some
- Pun
- Fun
- Cum
- Cup
- But
- Much
- Begun

- Fun
- Bug
- Hum
- Stunned
- Fund
- Sung
- Bunk
- Rung
- Drum
- Swum
- Brush
- Truck
- Dumb

Sound /ɔː/

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

Sound /ɒ/

- It is a short sound.
- The mouth doesn't move.
- Each of the words below bear this sound:

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

Sound /ʊ/

bosom

Sound /uː/

Sound /ɪː/

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

Sound /ɪ/

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:/	/ʌ/	/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 /ʃ/. 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
- Angel
- Urgent
- Challenge
- Germ
- Danger
- Knowledge
- Ridge
- Gem
- Emergency
- Large
- Emerge
- Budget
- Gentle
- Singe
- Gel
- Bilge
- Enlarge

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

(b) Letters 'PH'

- Phone
- Graph
- Paragraph
- Phrase

(c) Letters 'GH'

- Cough
- Rough
- Laugh
- Enough
- Tough
- 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 | Dog | Bad | And |
| • Do | Mad | Done | |
| • Did | Sad | Loud | |

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
- 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 /ʃ/

- 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
- There
- Clothing
- These
- Thence
- Then
- Their
- 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
- Zip
- Zebra
- Quiz
- Buzz
- Freeze
- Doze
- prize

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

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

- Shoes
- Visit
- Those
- 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 /s/ 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 /l/

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 licenc**es**on **Thurs**day.*

/s/	/z/

--	--

Exercise 2

Considering the pronunciation of highlighted letters, pick the odd word out.

- (a) Judge, **g**esture, **g**arage
- (b) **J**ump, **g**ift, **g**eological
- (c) Fungi, **j**ust, **g**o
- (d) **D**igit, **g**ame, **g**amble
- (e) Hygiene, prodigy, entangle
- (f) **G**ecko, **g**em, zoology

Exercise 3

Pronounce each word correctly and then group it under the column containing the sound that the highlighted letter(s) bear.

Tissue	Cautious	Persian	Decision
Caucasian	Leisure	Casual	Collision
D ivision	S olution	C hef	S ure
Passion	P ressure	C onclusion	P recious
Ocean	V ision	T elevision	E xposure

/ʃ/	/ʒ/

Exercise 4

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/
- /aʊ/
- /eɪ/
- /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 | |

/aʊ/

Said in words such as:

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

/eɪ/

The words containing this diphthong are:

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

Exercise

Write another word pronounced the same way as:

- | | | | | |
|---------|---------|----------|---------|----------|
| a) Gait | c) Mail | e) Pain | g) Sale | i) Vain |
| b) Made | d) Pale | f) Plain | h) Tale | j) Waist |

- | | | |
|----------|--------|----------|
| k) Wait | m) Sew | o) Toe |
| l) Eight | n) No | 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 | (d) Peach | (g) Kip | (j) Pill |
| (b) Sheet | (e) Lip | (h) Eel | (k) Skied |
| (c) Tin | (f) Neat | (i) Greed | (l) Skim |

Sounds /i/ and /e/

- | | |
|-----------------|--------------------|
| 1. Did – dead | 4. Bit – bet |
| 2. Disk – desk | 5. Lipped – leapt |
| 3. Built – belt | 6. Middle – meddle |

7. Fill – fell
8. Bid – bed
9. Bill – bell

10. Lit – let
11. List – lest
12. Clinch – clench

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 | 12. Edge – age |
| 2. Bread – braid | 13. Gel – jail |
| 3. Fen – feign | 14. Lens – lanes |
| 4. Bed – bade | 15. Breast – braced |
| 5. Get – gate/ gait | 16. Sent – saint |
| 6. Let – late | 17. Test – taste |
| 7. Met – mate | 18. Best – based |
| 8. Lest – laced | 19. Wren – rain/ reign |
| 9. Tech – take | 20. Led – laid |
| 10. West – waste/ waist | 21. Bled – blade |
| 11. When – wane | 22. Fed – fade |

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 (b) Pain (c) Hail (d) Sell

(e) Well
(f) Mate

(g) Raid
(h) Date

(i) Men
(j) Stayed

(k) Bet
(l) Jail

Sounds /æ/ and /ʌ/

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

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/

- bat – vat
- beer – veer
- bowl – vole
- bow – vow

5. gibbon – given
6. bale – veil
7. bane – vein
8. curb – curve
9. bolt – volt
10. bowl – vole
11. broom – vroom
12. dribble – drivel
13. dub – dove
14. jibe – jive
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 | • Fie – vie | • Feel – veal |
| • Off – of | • Foal – vole | • Staff – starve |
| • Fat – vat | • Guff – guv | • Feign – vain/ vein |
| • Fee – v | • Waif – waive | • Foist – voiced |
| • Foul – vowel | • Gif – give | • Fox – vox |
| • Fender – vendor | • Life – live | • Reef – reeve |
| • Serf/Surf – serve | • Safe – save | |
| • Duff – dove | • Belief – believe | |

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 | • Sing – thing | • Face – faith | • Force – fourth |
|-----------------|----------------|----------------|------------------|

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

Sounds /t/ and /d/

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

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

Final

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

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 | 26. | Baron, barren |
| 2. Ad, | add | 27. | Base, bass |
| 3. Ail, | ale | 28. | Bay, bey |
| 4. Air, | heir | 29. | Bazaar, bizarre |
| 5. Aisle, | I'll, isle | 30. | Be, bee |
| 6. All, | awl | 31. | Beach, beech |
| 7. Allowed, | aloud | 32. | Bean, been |
| 8. Alms, | arms | 33. | Beat, beet |
| 9. Altar, | alter | 34. | Beau, bow |
| 10. | Ante, anti | 35. | Beer, bier |
| 11. | Arc, ark | 36. | Bell, belle |
| 12. | Aural, oral | 37. | Berry, bury |
| 13. | Away, aweigh | 38. | Berth, birth |
| 14. | Awe, oar, or, ore | 39. | Bight, bite, byte |
| 15. | Axel, axle | 40. | Billed, build |
| 16. | Aye, eye, I | 41. | Bitten, bittern |
| 17. | Bail, bale | 42. | Blew, blue |
| 18. | Bait, bate | 43. | Bloc, block |
| 19. | Baize, bays | 44. | Boar, bore |
| 20. | Bald, bawled | 45. | Board, bored |
| 21. | Ball, bawl | 46. | Boarder, border |
| 22. | Band, banned | 47. | Bold, bawled |
| 23. | Bard, barred | 48. | Boos, booze |
| 24. | Bare, bear | 49. | Born, borne |
| 25. | Bark, barque | 50. | Bough, bow |

- | | | | |
|-----|------------------------|------|-------------------------|
| 51. | Boy, buoy | 86. | Colonel, kernel |
| 52. | Brae, bray | 87. | Complacent, complaisant |
| 53. | Braid, brayed | 88. | Complement, compliment |
| 54. | Braise, brays, braze | 89. | Coo, coup |
| 55. | Brake, break | 90. | Cops, copse |
| 56. | Bread, bred | 91. | Council, counsel |
| 57. | Brews, bruise | 92. | Cousin, cozen |
| 58. | Bridal, bridle | 93. | Creak, creek |
| 59. | Broach, brooch | 94. | Crews, cruise |
| 60. | Bur, burr | 95. | Cue, queue |
| 61. | But, butt | 96. | Curb, kerb |
| 62. | Buy, by, bye | 97. | Currant, current |
| 63. | Buyer, byre | 98. | Cymbol, symbol |
| 64. | Call, caul | 99. | Dam, damn |
| 65. | Canvas, canvass | 100. | Days, daze |
| 66. | Cast, caste | 101. | Dear, deer |
| 67. | Caster, castor | 102. | Descent, dissent |
| 68. | Caught, court | 103. | Desert, dessert |
| 69. | Caw, core, corps | 104. | Deviser, divisor |
| 70. | Cede, seed | 105. | Dew, due |
| 71. | Ceiling, sealing | 106. | Die, dye |
| 72. | Censer, censor, sensor | 107. | Discreet, discrete |
| 73. | Cent, scent, sent | 108. | Doe, dough |
| 74. | Cereal, serial | 109. | Done, dun |
| 75. | Cheap, cheep | 110. | Douse, dowse |
| 76. | Check, cheque | 111. | Draft, draught |
| 77. | Choir, quire | 112. | Dual, duel |
| 78. | Chord, cord | 113. | Earn, urn |
| 79. | Cite, sight, site | 114. | Ewe, yew, you |
| 80. | Clack, claque | 115. | Faint, feint |
| 81. | Clew, clue | 116. | Fair, fare |
| 82. | Climb, clime | 117. | Farther, father |
| 83. | Close, cloze | 118. | Fate, fete |
| 84. | Coarse, course | 119. | Faun, fawn |
| 85. | Coign, coin | 120. | Fay, fey |

- | | | | |
|------|--------------------|------|---------------------|
| 121. | Faze, phase | 156. | Greys, graze |
| 122. | Feat, feet | 157. | Groan, grown |
| 123. | Ferrule, ferule | 158. | Guessed, guest |
| 124. | Few, phew | 159. | Hail, hale |
| 125. | File, phial | 160. | Hair, hare |
| 126. | Find, fined | 161. | Hall, haul |
| 127. | Fir, fur | 162. | Hangar, hanger |
| 128. | Flair, flare | 163. | Hart, heart |
| 129. | Flaw, floor | 164. | Haw, hoar, whore |
| 130. | Flea, flee | 165. | Hay, hey |
| 131. | Flex, flecks | 166. | Heal, heel, he'll |
| 132. | Flew, flu, flue | 167. | Hear, here |
| 133. | Floe, flow | 168. | Heard, herd |
| 134. | Flour, flower | 169. | He'd, heed |
| 135. | Foaled, fold | 170. | Heroin, heroine |
| 136. | For, fore, four | 171. | Hew, hue |
| 137. | Foreword, forward | 172. | Hi, high |
| 138. | Fort, fought | 173. | Higher, hire |
| 139. | Forth, fourth | 174. | Him, hymn |
| 140. | Foul, fowl | 175. | Ho, hoe |
| 141. | Franc, frank | 176. | Hoard, horde |
| 142. | Freeze, frieze | 177. | Hoarse, horse |
| 143. | Friar, fryer | 178. | Holey, holy, wholly |
| 144. | Furs, furze | 179. | Hour, our |
| 145. | Gait, gate | 180. | Idle, idol |
| 146. | Gamble, gambol | 181. | In, inn |
| 147. | Gays, gaze | 182. | Indict, indite |
| 148. | Genes, jeans | 183. | It's, its |
| 149. | Gild, guild | 184. | Jewel, joule |
| 150. | Gilt, guilt | 185. | Key, quay |
| 151. | Gnaw, nor | 186. | Knave, nave |
| 152. | Gneiss, nice | 187. | Knead, need |
| 153. | Gorilla, guerrilla | 188. | Knew, new |
| 154. | Grate, great | 189. | Knight, night |
| 155. | Greave, grieve | 190. | Knit, nit |

- | | | | |
|------|----------------|------|-------------------|
| 191. | Knob, nob | 226. | Main, mane |
| 192. | Knock, nock | 227. | Maize, maze |
| 193. | Knot, not | 228. | Mall, maul |
| 194. | Know, no | 229. | Manna, manner |
| 195. | Knows, nose | 230. | Mantel, mantle |
| 196. | Laager, lager | 231. | Mare, mayor |
| 197. | Lac, lack | 232. | Mark, marque |
| 198. | Lade, laid | 233. | Marshal, martial |
| 199. | Lain, lane | 234. | Mask, masque |
| 200. | Lam, lamb | 235. | Maw, more |
| 201. | Laps, lapse | 236. | Me, mi |
| 202. | Larva, lava | 237. | Mean, mien |
| 203. | Lase, laze | 238. | Meat, meet, mete |
| 204. | Law, lore | 239. | Medal, meddle |
| 205. | Lay, ley | 240. | Metal, mettle |
| 206. | Lea, lee | 241. | Meter, metre |
| 207. | Leach, leech | 242. | Might, mite |
| 208. | Lead, led | 243. | Miner, minor |
| 209. | Leak, leek | 244. | Mind, mined |
| 210. | Lean, lien | 245. | Missed, mist |
| 211. | Lessen, lesson | 246. | Moat, mote |
| 212. | Levee, levy | 247. | Mode, mowed |
| 213. | Liar, lyre | 248. | Moor, more |
| 214. | Licker, liquor | 249. | Moose, mousse |
| 215. | Lie, lye | 250. | Morning, mourning |
| 216. | Lieu, loo | 251. | Muscle, mussel |
| 217. | Links, lynx | 252. | Naval, navel |
| 218. | Lo, low | 253. | Nay, neigh |
| 219. | Load, lode | 254. | None, nun |
| 220. | Loan, lone | 255. | Od, odd |
| 221. | Locks, lox | 256. | Ode, owed |
| 222. | Loop, loupe | 257. | Oh, owe |
| 223. | Loot, lute | 258. | One, won |
| 224. | Made, maid | 259. | Packed, pact |
| 225. | Mail, male | 260. | Pail, pale |

- | | | | |
|------|---------------------------|------|--------------------|
| 261. | Pain, pane | 296. | Review, revue |
| 262. | Pair, pare, pear | 297. | Rheum, room |
| 263. | Palate, palette, pallet | 298. | Right, rite, write |
| 264. | Paten, pattern, | 299. | Ring, wring |
| 265. | Pause, paws, pores, pours | 300. | Road, rode |
| 266. | Pawn, porn | 301. | Roe, row |
| 267. | Pea, pee | 302. | Role, roll |
| 268. | Peace, piece | 303. | Roux, rue |
| 269. | Peak, peek | 304. | Rood, rude |
| 270. | Peal, peel | 305. | Root, route |
| 271. | Pearl, purl | 306. | Rose, rows |
| 272. | Pedal, peddle | 307. | Rota, rotor |
| 273. | Peer, pier | 308. | Rote, wrote |
| 274. | Pi, pie | 309. | Rough, ruff |
| 275. | Place, plaice | 310. | Rouse, rows |
| 276. | Plain, plane | 311. | Rung, wrung |
| 277. | Pleas, please | 312. | Rye, wry |
| 278. | Plum, plumb | 313. | Saver, savour |
| 279. | Pole, poll | 314. | Spade, spayed |
| 280. | Practice, practise | 315. | Sale, sail |
| 281. | Praise, prays, preys | 316. | Sane, seine |
| 282. | Principal, principle | 317. | Satire, satyr |
| 283. | Profit, prophet | 318. | Sauce, source |
| 284. | Quarts, quartz | 319. | Saw, soar, sore |
| 285. | Quean, queen | 320. | Scene, seen |
| 286. | Rain, reign, rein | 321. | Scull, skull |
| 287. | Raise, rays, raze | 322. | Sea, see |
| 288. | Rap, wrap | 323. | Seam, seem |
| 289. | Raw, roar | 324. | Sear, seer, sere |
| 290. | Read, reed | 325. | Seas, sees, seize |
| 291. | Read, red | 326. | Sew, so, sow |
| 292. | Real, reel | 327. | Shake, sheikh |
| 293. | Reek, wreak | 328. | Shear, sheer |
| 294. | Rest, wrest | 329. | Shoe, shoo |
| 295. | Retch, wretch | 330. | Sic, sick |

- | | | | |
|------|------------------------|------|--------------------|
| 331. | Side, sighed | 366. | Thyme, time |
| 332. | Sign, sine | 367. | Tic, tick |
| 333. | Sink, synch | 368. | Tide, tied |
| 334. | Slay, sleigh | 369. | Tire, tyre |
| 335. | Sloe, slow | 370. | To, too, two |
| 336. | Sole, soul | 371. | Toad, toed, towed |
| 337. | Some, sum | 372. | Told, tolled |
| 338. | Son, sun | 373. | Tole, toll |
| 339. | Sort, sought | 374. | Ton, tun |
| 340. | Spa, spar | 375. | Tor, tore |
| 341. | Staid, stayed | 376. | Tough, tuff |
| 342. | Stair, stare | 377. | Troop, troupe |
| 343. | Stake, stoak | 378. | Tuba, tuber |
| 344. | Stalk, stork | 379. | Vain, vane, vein |
| 345. | Stationary, stationery | 380. | Vale, veil |
| 346. | Steal, steel | 381. | Vial, vile |
| 347. | Stile, style | 382. | Wail, wale, whale |
| 348. | Storey, story | 383. | Wain, wane |
| 349. | Straight, strait | 384. | Waist, waste |
| 350. | Sweat, sweet | 385. | Waive, wave |
| 351. | Swat, swot | 386. | Wall, waul |
| 352. | Tacks, tax | 387. | War, wore |
| 353. | Tale, tail | 388. | Warn, worn |
| 354. | Talk, torque | 389. | Wart, wort |
| 355. | Tare, tear | 390. | Watt, what |
| 356. | Taught, taut, tort | 391. | Wax, whacks |
| 357. | Tea, tee | 392. | Way, weigh |
| 358. | Team, teem | 393. | We, wee |
| 359. | Teas, tease | 394. | Weak, week |
| 360. | Tare, tear | 395. | We'd, weed |
| 361. | Tern, t urn | 396. | Weal, we'll, wheel |
| 362. | There, their, they're | 397. | Weather, whether |
| 363. | Throw, through | 398. | Weir, we're |
| 364. | Throes, throws | 399. | Were, whirr |
| 365. | Throne, thrown | 400. | Wet, whet |

- | | |
|---------------------|------------------------------|
| 401. Weald, wheeled | 409. White, wight |
| 402. Which, witch | 410. Who's, whose |
| 403. Whig, wig | 411. Wood, would |
| 404. While, wile | 412. Yaw, yore, your, you're |
| 405. Whine, wine | 413. Yoke, yolk |
| 406. Whirl, whorl | 414. You'll, yule |
| 407. Whirled, world | |
| 408. Whit, wit | |

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 | • Crumb | • Limb | • Succumb |
| • Bomb | • Debt | • Numb | • Thumb |
| • Climb | • Jamb | • Plumb | • Tomb |
| • Comb | • Lamb | • Subtle | • Womb |

Letter 'C'

- | | | | |
|--------------|--------------|---------------|---------------|
| • Ascend | • Crescent | • Fluorescent | • Resuscitate |
| • Abscess | • Descend | • Isosceles | • Scenario |
| • Ascent | • Descent | • Luminescent | • Scene |
| • Conscience | • Discipline | • Muscle | • Scent |
| • Conscious | • Fascinate | • Obscene | • Scissors |

Letter 'D'

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

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
- Half
- Talk
- Walk
- Would
- Should
- Calf
- Salmon
- Yolk
- Folk
- Balk

Letter ‘N’

- Autumn
- Column
- Condemn
- Damn
- Hymn
- 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 | • wreak | • wriggle | • wrong |
| • playwright | • wreath | • wring | • writhe |
| • sword | • wreck | • wrinkle | • wrong |
| • wrangle | • wreckage | • wrist | • wrought |
| • wrap | • wren | • writ | • wrung |
| • wrapper | • wrench | • write | • wry |
| • wrath | • wretched | • wrote | |

Exercise

Identify the silent letter(s) in:

- | | | | |
|-------------|----------------|---------------|----------------|
| i. debtor | ix. handsome | vii. Chalet | xv. Rendezvous |
| ii. isle | x. sandwich | iii. Aplomb | vi. Catalogue |
| iii. mock | xi. government | ix. Ricochet | vii. Vegetable |
| iv. depot | xii. listen | xx. Clothes | iii. Asthma |
| v. acquit | iii. Christmas | xi. Cupboard | ix. months |
| vi. womb | iv. Whether | xii. Faux | xx. debris |
| vii. patios | xv. Rapport | iii. Mnemonic | |
| viii. thyme | vi. Ballet | iv. Numb | |

STRESS

Not all syllables in a word are given equal emphasis. By the same token, not all words in a sentence are said with equal length.

The relative emphasis that may be given to certain syllables in a word, or certain words in a sentence is what we refer to as **stress**.

You say a syllable or a word is stressed when it is said louder or longer than the rest.

Stress is studied in two levels:

- (a) Word level; and
- (b) Sentence level.

Stress at the Word Level

A part of a certain word when said louder or longer than it is stressed.

Rules of Word Stress

1. For two-syllable nouns and adjectives, stress the first, for example
Cloudy carton table
2. For verbs with two syllables and prepositions, emphasize the second syllable, for example
3. Words with three syllables.
 - (a) Those ending in -er, -ly, emphasis put on the first syllable, for example,
 - (b) Stress the first, for those ending in consonants and in -y, for example,
 - (c) Stress the last syllable if the word ends in -ee, -ese, -eer, -ique, -ette, for example,
 - (d) Look at the ones with the suffixes below, where stress is placed on the second,

- ary: **library**
- Cial: **judicial, commercial**
- cian: **musician, clinician**
- tal : **capital, recital**

Stress is important in studying the heteronyms. A pair, or group of words is referred to as heteronym when those words are spelled the same way but have different pronunciation and meaning. We have two main categories of heteronyms:

- (a) Noun- verb pairs; and
- (b) Verb -and-adjective pairs.

We stress the first syllable if noun and the second if verb.

Examples of noun-and-verb pairs are included in the table below:

Noun	Verb	Noun	Verb
Abuse		Graduate	
Record		Cement	
Convert		Wind	
Abuse		Sin	
Contest		Produce	
Duplicate		Excuse	
Polish		Insult	
Rebel		Permit	

In sentences;

- (a) Many factories **produce** the **produce** we import.
- (b) Allan became a **convert** after deciding to **convert** to christianity.

Sentence Stress

Sentence stress is accent on certain words within a sentence.

Most sentences have two basic word types:

- (a) **Content words** which are the key words carrying the sense or meaning-message.
- (b) **Structure words** which just make the sentence grammatically correct. They give the sentence its structure.

Look at the sentence below:

Buy milk feeling tired.

Though the sentence is incomplete, you will probably understand the message in it. The four words are the content words. Verbs, nouns, adjectives, are content words. You can add words to the sentence to have something like:

Will you buy me milk since I am feeling tired?

The words: will, you, me, since, I, are just meant to make the sentence correct grammatically. They can also be stressed to bring the intended meaning.

Now let's study the sentence below:

Joan doesn't think Akinyi stole my green skirt.

Each word in the sentence can be stressed to bring the meaning as illustrated in the table.

Sentence	Meaning
Joan doesn't think Akinyi stole my green skirt.	She doesn't think that, but someone else does.
Joan doesn't think Akinyi stole my green skirt.	It is not true that Joan thinks that.
Joan doesn't think Akinyi stole my green skirt.	Joan doesn't think that, she knows that.
Joan doesn't think Akinyi stole my green skirt.	Not Akinyi, but someone else. Probably Njuguna or Adhiambo.
Joan doesn't think Akinyi stole my green skirt.	Joan thinks Akinyi did something to the green skirt, may be washed it.
Joan doesn't think Akinyi stole my green skirt.	Joan thinks Akinyi stole someone else's green skirt, but not mine.
Joan doesn't think Akinyi stole my green skirt.	She thinks Akinyi stole my red skirt which is also missing.
Joan doesn't think Akinyi stole my green skirt .	Joan thinks Akinyi stole my green shirt. She mispronounced the word.

Exercise 1

1. The words that follow can be nouns or verbs depending on the stressed syllable.

Use each as both the verb and noun in a single sentence.

(a) Cement (b) Address (b) Permit (c) Content

2. Underline the part of the word in boldface you will stress in each of the following sentences.

(a) The boy has been asked to **de.sert** the **de.sert**.

- (b) My handsome **es.cortwilles.cort** me to the dance.
 (c) After updating my **re.sume**, I will **re.sume** my job search.
 (d) They have to **con.testin** the annual Math **con.test**.
 (e) If you **con.vict** me, I will remain a **con.vict** for 5 years.

Exercise 2

Each word in the sentences below can be stressed to bring the meaning. What will be the meaning when each word is stressed?

- (a) I love your sister's handwriting.
 (b) You came late today.

INTONATION

- It is the rise and fall of voice in speaking.
- Intonation is crucial for communication.
- In English there are basically two kinds of intonation: **rising** and **falling**.
- We can use arrows to show the intonation – whether rising or falling. \sphericalangle represents falling intonation while \nearrow represents the rising one.

Falling Intonation

- Falling intonation is when we lower our voice at the end of a sentence.
- This usually happens in:

(a) **Statements**, for example,

- I like \sphericalangle bananas.
- It is nice working with \sphericalangle you.
- She travelled to \sphericalangle Eldoret.

(b) **W/H Questions**

- What is your \sphericalangle name?
- Where do you \sphericalangle live?
- How old are \sphericalangle you?
- Who is this young \sphericalangle man?

(c) **Commands**

- Get out \sphericalangle now.
- Give me the \sphericalangle money.
- Close your \sphericalangle books.

(d) **Exclamatory sentences e.g.**

- What a wonderful ∨present!
- How ∨nice of you

Rising intonation

➤ When we lower our voice.

➤ Used in:

- **General Questions** e.g.
Do you visit them ↗ often?
Have you seen ↗ her?
Are you ready to ↗ start?
Could you give me a ↗ pen, please?
- **Alternative questions** e.g.
Do you want ↗ coffee or ∨ tea?
Does he speak ↗ Kiswahili or ∨ English?
- **Before tag questions** e.g.
This is a beautiful ∨ place, ↗ isn't it?
She knows ∨ him, ↗ doesn't she?
- **Enumerating** e.g.
↗ One, ↗ two, ↗ three, ↗ four, ∨ five.
She bought ↗ bread, ↗ cheese, ↗ oranges, and ∨ apples.

Exercise

Using an arrow, determine whether rising or falling intonation is used in the sentences.

- This music sounds good.
- I love watching horror movies.
- My sister's name is Amina.
- Blue is my favourite colour.
- Is that tv good?
- Do you like that movie?
- Are you hungry?
- Get me my shoes.
- Study your lessons now.
- Are you insane?
- How many more hours before you are done with your work?
- Which novel is the best for you?

- (m) He is a little bit nervous, isn't he?
- (n) You should listen to your parents' advice.
- (o) Did you finish your homework?
- (p) Water is good for the body.
- (q) This is good!
- (r) What a crazy show.

SHORT FORMS

PUNS/WORD PLAY

A pun is a form of word play that suggests several meanings, by either exploiting the multiple meanings of a word, or substituting a word for another similar sounding word, the result of which is humorous.

A pun is also known as paronomasia.

There are two main types of puns:

(a) Homophonic puns

This is where a word is substituted for another similar sounding word or word pronounced almost in the same way. For example,

Fishermen are reel men.

Explanation: There is a twist on the word 'reel' which is originally supposed to be spelt 'real'.

Can you now explain the pun in the following homophonic puns?

1. What do sea monsters eat for lunch? Fish and ships.
2. I am on a seafood diet. Every time I see food, I eat it.
3. Did you about the Italian chef with terminal illness? He past away.
4. Beauty is in the eye of the beer holder.
5. What tea do hockey players drink? Penalttea
6. What do ghosts serve for dessert? I scream.
7. What did the tree sya to the autumn? Leaf me alone.
8. What did the boy cat say to the girl cat on valentine's day? You're purr-fect for me.
9. What day does an Easter egg hate the most? Fry-days.

10. Why did the scientist install a knocker on his door? He wanted to win the No-bell prize!

(b) **Homographic puns**

Homographic pun is formed by using a word that has multiple meanings. You might not tell what exactly what the speaker means.

For example;

Rose is the flower of my life.

Explanation: The word 'Rose' is a female name. it could be the person the speaker loves.

It is also a type of flower.

The other examples are;

1. My math teacher called me average. How mean!
2. What do prisoners use to call each other? Cell phones.
3. No matter how much you push the envelope, it'll remain stationery.
4. Have you ever tried to eat a clock? It's very time consuming.
5. A waist is a terrible thing to mind.
6. I am reading a book about anti-gravity. It's impossible to put down.
7. What part of football ground is never the same? The changing room.
8. I want to tell you a chemistry joke but I know I will not get a reaction.
9. Why did the bee get married? Because he found his honey.
10. Did you hear about the guy who got hit in the head with a can of soda? He was lucky it was a soft drink.

Features of Puns

Puns are characterized by;

1. They are short.
2. They are humorous.

Functions of Puns

They serve functions such as:

- (a) Teaching pronunciation. For example, homophones.
- (b) Enhancing creativity. One has to think in order to form their puns.
- (c) Entertaining. When said one wonders what the speaker intends, the audience will laugh.

Exercise

Explain the pun in:

- (a) I used to be a banker but I lost interest.
- (b) A bicycle can't stand on its own because it is two-tired.
- (c) I don't trust these stairs because they are always up to something.
- (d) Santa's helpers are known as subordinate clauses.
- (e) The man who drank battery acid got charged.

TONGUE TWISTERS

- A phrase or a sentence which is hard to speak fast because of alliteration or a sequence of nearly similar sounds is the **tongue twister**.
- It is worth noting that there is usually the use of mnemonic feature (sound devices or sound patterns) in the tongue twisters.
- Let us read the following tongue twisters fast.
 - She sells sea shells on the sea shore.
 - Any noise annoys an oyster but noisy noise annoys an oyster more.
 - Kindly kittens knitting mittens keep kazooing in the king's kitchen.

Sound Patterns in Tongue Twisters

1. Read the tongue twister below fast.

She saw a fish on the seashore and I am sure the fish she saw on the sea shore was a saw-fish.

In the words: she, shore and sure, there is the repetition of the consonant sound /ʃ/ at the beginning of the words. This is **alliteration**.

Alliteration is the repetition of the initial consonant sound in the nearby words.

Can you identify any other instance of alliteration in the above tongue twister?

2. **Read this other tongue twister and take note of the highlighted letters.**

A skunk sat on a stump and thank the stump stunk, but the stump thank the skunk stunk.

The sound pattern here is **consonance**.

Consonance is the repetition of the inner consonant sound in the nearby words. An inner sound is that which comes after the first.

There is another instance of consonance. Can you illustrate it?

3. **Repetition**

- In most tongue twisters, there is repetition of words or phrases. In (1) above, the words ‘saw’, ‘fish’, etc. have been repeated.
- Now pick out the words and phrases repeated in these tongue twisters.
 - (a) If you tell Tom to tell a tongue twister, his tongue will be twisted as tongue twister twists tongues.
 - (b) The sixth sick Sheik’s sixth sheep’s sick.

4. Assonance

Let’s look at:

How much wood could a wood chopper chop, if a wood chopper could chop wood?

There is repetition of the /u:/ in the words; **wood, could**. This is **assonance**.

Assonance is the repetition of vowel sounds in the nearby words.

Features of Tongue Twisters

A tongue twister will have the following features:

- (1) it is short and brief.
- (2) It is alliterative.

Functions of Tongue Twisters

1. They entertain. When one confuses the pronunciation of sounds, the audience will laugh.
2. They teach pronunciation. We can, for example, learn the pronunciation of the sounds /f/ and /v/, /s/ and /ʃ/ etc.
3. Enhance creativity.

Exercise 1

With illustrations, identify the sound patterns in:

- (a) It’s not the cough that carries you off, it’s the coffin they carry you off in!
- (b) If two witches were watching two watches, which witch would watch which watch?
- (c) If a black bug bleeds black blood, what colour of blood does a blue bug bleed?
- (d) I wish to wash my Irish watch.

Exercise 2

Read the item below and then answer questions after it:

We surely shall see the sun shine soon.

- (a) Identify the genre.
- (b) Which two sounds has the item been used to teach?

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**.

SOUND PATTERNS IN POEMS

ASSONANCE AND ALLITERATION IN POEMS

Assonance and alliteration are sound patterns used in the poem. While assonance makes use of vowel sounds, alliteration makes use of consonant sounds. These sounds are repeated in the words close to one another.

Now read the poem below aloud by Steven Henderson.

Path Choices

Best, Boy, Believe

That, There, Two

Placed, Possible, Paths

Willing, Wanting, Waiting

Appraising, Asking, Applying

Lessons, Learned, Leads

Compass, Chosen, Course

Fools, Find, Fate

Sin, Street, Set

Driven, Determine, Destiny

Searching, Seeking, Seeing

Offering, Openly, Often

In the poem you realize there is repetition of the beginning consonant sounds. Look at the illustrations:

- Best, Boy, Believes – sound /b/ has been repeated.
- Placed, Possible, Paths – sound /p/ is repeated

This repetition of initial consonant sounds is **alliteration**. Illustrate other instances of alliteration in the poem.

There is also repetition of vowel sounds in the words close to each other. Examples we have seen are:

- Seeking, seeing – the sound /i:/ has been repeated.
- Openly, Often – the sound /e/ has been repeated.

This repetition on vowel sounds in the nearby words is **assonance** .

Further Practice

Pick out all the instances of assonance and alliteration in the poem that follows.

My Puppy Punched Me in the Eye

My puppy punched me in the eye

My rabbit whacked my ear

My ferret gave a frightful cry

And roundhouse kicked my rear

My lizard flipped me upside down

My kitten kicked my head

My hamster slammed me to the ground

And left me nearly dead

So my advice? Avoid regrets;

No matter what you do

Don't ever let your family pets

Take lessons in kung Fu

CONSONANCE

Just like alliteration, consonance makes use of consonant sounds, only that these sounds are in the inner parts of the words (middle or end, but not beginning).

There are illustrations for this in the two poems we have read. In the poem ‘**My Puppy Punched me in the Eye**’ there are the illustrations as follow.

- rabbit, wacked – the sound /t/ has been repeated.

- hamster slammed – there is repetition of the sound /m/

Note: Alliteration, assonance, and consonance don't have to have the same letters – it is the sound that must be repeated.

Role Played by Alliteration, Assonance, and Consonance

1. Provide musical rhythm.
2. Make poem interesting.
3. Make the poem easier to memorize.

Exercise

Read the poem below and then identify, with illustrations, instances of alliteration, assonance and consonance.

BLACK BREWERIES BRAVENES

By John Chizuba

*Black breweries braveness
In ink incorporative individualism
Those tinny tracers ticking Time
Be-little black braveness baselessly
Mirror my motion moves momentarily
Directed diagonal deeply
Hurt humans heart heavy
Because better black believes
Dedication, determined destinies
Of our oddity, obviously occupied
We welcome world words with warrant
Blacks built braveness buxom butterflies
Enlightment enchanting ego enlarged
Decade braveness debut delightfully.*

RHYME

- Rhyming words are the words that sound the same at the ends. Examples of rhyming words are:
- When a poem has rhyming words at the end of its lines, these are called ‘**end rhymes**’. Look at these two lines:
That keep me locked up tight
All of the things that make me feel not right
The words ‘**tight**’ and ‘**right**’ rhyme.

- By contrast, **internal rhyme/ middle rhyme**, is a rhyme that occurs either when:
- Two or more rhyming words occur within the same line;
 - Two or more rhyming words appear in the middle of two separate lines, or sometimes more;
 - A word at the end of a line rhymes with one or more in the middle of the following line.
- **Read the poem below and then try to identify the instances of rhyme in it.**

Mystic Travel

Mystic travel time

Too endless islands in your mind

Tiny lights majestic and free

Open the skies soar me

Travel your minds unseen road

To mysterious lands secrets untold

The mountains valley lay quiet

As a shower carries away

The warmth of an evening breeze

Built from within a day

Heat dances shadows on the lakes fiery bay

Constructing temples where gods could play

Today is the finest piece

For tranquil emptiness

Suggestions of fluent sensations

Congregated illusions of masturbations

Sympathize the richness of the truth

Energize the expected thoughts of youth

Reading the poem aloud, we can point out several rhyming couplets. They include among others:

- Free and me
- Away and day
- Sensations and masturbations
- Truth and youth

Internal Rhyme in Separate Lines

Here is are two examples of pairs of lines with middle rhymes in separate lines.

I see a red boat that has a red flag

Just like my red coat and my little red pail

The words 'boat' and 'coat' rhyme.

I'd like to jump into the ocean

But don't dump me instead.

The rhyming words are '**jump**' and '**dump**'.

Now read the stanza below from the poem 'The Raven' and identify all the pairs of rhyming words.

Once upon a midnight dreary, while i

Pondered, weak and weary

Over many a quaint and curious volume of

Forgotten lore.

While I nodded, nearly napping, suddenly

There came a tapping

As if someone gently rapping, rapping at

My chamber door

'Tis some visitor,' I muttered, 'tapping at

My chamber door;

Only this, and nothing more.'

Rhyme Scheme

- This is a way of describing the pattern of the end rhymes in a poem.
- The points below will help you in reading and notating the rhyme scheme.
 - Each new sound at the end of a line is given a letter.
 - The letters start with 'a', then 'b', and so on.
 - If an end sound repeats the end sound of an earlier line, it gets the same letter as that earlier line.

➤ Here are four different stanzas, each with a different rhyme scheme, that can help you understand rhyme scheme.

1. From Voices in My Head, by Ivor Davies

*Suddenly a voice appears
I hear it in my mind
Within my head not in my ears
Not of the normal kind*

The rhyme scheme is: **abab**

It is regular rhyme scheme as it is easy to predict when the sound will next appear.

2. From Falling Raindrops' Prayer for the Broken

*I pray for the crying
For the hurt and the dying
For those burned and screaming
For each helper crying*

The rhyme scheme is **aaaaa**

This too is regular.

3. From the poem by Robert Broadbent.

*Early or late,
Patient ...can't wait
Lost or your found
The world goes around*

The rhyme scheme here is **aabb**. This is a **Regular scheme**

4. From Happy Holidays by John Lumber

*Christmas Eve
Oh how supreme!
When Santa comes
Every night!
Then, next day,
I just can't wait,
When the tree is all alight.*

The rhyme scheme is **abcdedd**. This is irregular.

The irregular rhyme scheme occurs when you can't predict when the end sound will be repeated.

Why Rhyme?

(a)Rhyme creates rhythm in the poem.

- (b) It also makes reading or reciting the poem interesting.
 (c) The poem is also made easy to memorize.

Exercise 1

Describe the rhyme scheme of the poem below by Robert Broadbent.

One Day at a Time

Happy or sad

Good days or bad

Cherry or down

The world goes around

Give up or try

Out going or shy

A smile or a frown,

The world goes around

Early or late,

Patient ...can't wait,

Lost or your found,

The world goes around

Angry, serene

Out spoken, unsent

Tense or unwound,

The world goes around

All future days,

Are hidden in haze,

Don't worry, just learn,

To let the world turn.

Exercise 2

The incomplete poem below has the rhyme scheme: *aabccbdddebfe*. Complete it with appropriate words.

Death did not take Paris silently

Rumbled the grave screaming _____

No child slept easy that _____

Twenty minutes of terror waking

Wee ones from sleep in cold sweats _____
 Stealing their peaceful birthright.

Indelible imprints of _____
 Ingrained in young psyches forever;
 Post traumatic stress syndrome.
 They may age, but they will not _____
 The bloody death that evil begets
 Shadows lurk in dreaming's gloam.
 (By *Catie Lindsey*)

RHYTHM IN POETRY

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?

INTERVIEWS

Have you ever attended the formal meetings where you are asked questions and are expected to respond to them? More than once you will be invited to attend interviews. You can also invite someone to interview. For this reason, you should some interview tips.

The two participants in an interview are the interviewer (at times a panel of interviewers), and the interviewee.

Tips for the Interviewees**Job Interview Preparations**

If you really want to be considered for a particular job following an interview, you have to adequately prepare to succeed. The following are the preparations the interviewee would put in place before the interview:

- (a)Contact your referees to alert them that you will be interviewed and they are likely to receive a call.
- (b) Prepare your documents. Make sure they are neat and well arranged.
- (c)Know the location where you are having the interview. It will help you know how long it will take you to reach there.
- (d) Do some research about the organization.
- (e)Prepare what to wear and how to groom.
- (f)Anticipate potential questions and prepare answers correctly.
- (g) Arrive early enough for the interview.

- (h) Prepare questions to ask the interviewer at the end. It will show how much you are interested in working there.

During the Interview;

- (a) Greet the interviewer.
 (b) Knock on the door and wait for response before you enter. Shut the door behind you quietly.
 (c) Wait until you are offered the seat before sitting.
 (d) Sit or stand upright and look alert throughout.
 (e) Make good eye contact with the interviewer to show you are honest.
 (f) Explain your answers whenever possible and avoid answering questions with yes/no as answers.
 (g) Answer questions honestly. Don't ever lie!

Common Blunders you MUST Avoid

Avoid falling foul of the following:

1. Turning up late for the interview.
2. Dressing and grooming inappropriately.
3. Giving simple yes/no as answers.
4. Speaking negatively about your previous employer.
5. Sitting before invited.
6. Discussing time-off or money.

As an Interviewer

Before the Interview:

1. Write down questions to ask.
2. Call the prospective employee's referees.
3. Prepare the place for the interview.
4. Alert the interviewee about the interview. Mention the time and place.
5. Arrive early for the interview.

During the Interview:

1. Allow them enough time to respond to questions.
2. Encourage them to speak by, for example, nodding your head when they answer questions.
3. Speak and ask questions politely. Be friendly but formal as much as you can.

4. Make eye contact with the interviewee to show you are listening to them.

Exercise 1

you are the secretary of journalism Club at Maembe Dodo Mixed School. On Friday you would like to interview your school Deputy Principal on the issue of Students' Discipline.

(a) **Write down any three questions you would ask him/her.**

(b) **Other than writing down questions to ask, how else would you prepare prepare for this day?**

(c) **State four things you would do as you interview him.**

Exercise 2

Read the conversation below and then answer questions after it.

Ms Naomi: Welcome to our Doctor's office.

Mr. Josh: Nice to be here.

Ms Naomi: I see from your resume that you are a cardiologist with 10 years of practice.

Mr. Josh: That's right.

Ms Naomi: This interview is just to get to know you a little and then there are follow up interviews. So what do you do in your free time?

Mr. Josh: I like golfing and swimming. I also like to read newspapers.

Ms Naomi: Why did you want to be a doctor?

Mr. Josh: Actually I love helping people get well. I think cardiology has made great strides recently and I would like to share my findings with others.

Ms Naomi: Have you written in any scientific journals so far?

Mr. Josh: Not yet. But hopefully soon.

Ms Naomi: OK, we'd like to learn more about you. Let's go for lunch with our colleagues, if that's OK.

Mr. Josh: That's fine, I am free.

(a) What two things qualify Ms Naomi as a good interviewer?

(b) Identify two evidences of interview tips displayed by Mr. Josh.

SPEECHES

Have you ever stood in front of a big group of people to present your talk? Well here we shall learn how to prepare your speech and deliver it effectively.

Preparation for Speech Delivery

There are steps any speaker should follow in preparation for presentation of speech. They include:

1. Doing some research on the topic to present. Get the facts about the topic. If you do enough research, your confidence level will be boosted.
2. Practice in front of a group of friends or relatives. This can also be done in front of a mirror, or videotaping your rehearsals. You will be able to correct your gestures, postures etc.
3. Write down the points about the topic on a note pad. You can refer to them when giving the speech.
4. Plan on how to groom and dress decently. You should appear presentable to feel confident.

Grabbing and Keeping Audience Attention

Your opening determines how long your audience will listen to your presentation. Of they are bored from the beginning; the chance that your message will effectively get across is very little.

The most commonly used methods are:

1. Asking a question. The question should make them think about the topic. For example, ‘*How many of you would like to be millionaires?*’
2. Stating an impressive fact connected to the topic of your presentation. For example: ‘*About 30% of Kenyans are millionaires.*’
3. Telling a story closely connected to the topic. It should neither be too long nor intended to try to glorify the speaker. For example: “**Dear audience, before I begin I would like to tell you a short story about Maina Wa Kamau became a millionaire. Don’t worry, it’s not too long.**”

Other methods of beginning a speech are:

- Using humour
- Starting with a quote that ties with your topic.
- Using sound effect.

Presentation of Speech

There are various techniques of delivering speech. They are what will ensure understanding of your message. Some of these techniques include:

1. Use gestures effectively to reinforce the words and ideas you are trying to communicate to your audience. For example, when talking about love, you can use your hands to form a cup shape to indicate how tiny something is.
2. Make eye contact with your audience members to study their reactions to you. If you sense boredom, you need to improve and if you sense enthusiasm, it will help pump you up.
3. Use movements to establish contact with your audience. Getting closer to them physically increases their attention and interest, as well as encouraging response if you are asking questions.
4. Your posture should be upright. The way you conduct yourself on the platform will indicate you are relaxed and in control. Do not lean or slouch.
5. Wear appropriate facial expressions to show feelings and emotions. Smile to show happiness, for example.
6. Speak loud enough to be heard by all your audience members.
7. Pronounce the words correctly and speak clearly for your message to be understood.
8. Pause at key points to let the message sink.

Stage Fright

Almost all speakers are nervous. Even the most experienced do. Fear of addressing a group is not wrong, but how we deal with it is what is possibly not good enough. Those speakers who seem relaxed and confident have learnt how to handle anxiety.

Symptoms of Nervous Speakers

An anxious speaker can be identified in case of:

- | | |
|-------------------|---------------------|
| ➤ Shaking hands | ➤ Knocking knees |
| ➤ Sweating palms | ➤ Facial flushes |
| ➤ Dry mouth | ➤ Watery eyes |
| ➤ Rapid heartbeat | ➤ Mental confusions |
| ➤ Squeaky voice | ➤ jitters |

Causes of Fear

1. Past failures during presentation. Plan to succeed instead.
2. Poor or insufficient preparation. Nothing gives you more confidence than being ready.
3. Discomfort with your own body and movement.

Dealing with Anxiety

A speaker can try the suggestions below to deal with anxiety before and on the day of speech.

Before the day;

1. Know your topic by doing adequate and thorough research. You will be sure of presenting accurate information and be able to answer questions asked by audience members.
2. Practice delivering your speech several times. This helps you be sure of your organization of the main points.

On that day;

1. Do some physical exercises like press ups, push walls, etc. to reduce anxiety.
2. Use simple relaxation techniques like taking deep breath, tightening and relaxing your muscles, etc.
3. Wear clothes that you feel confident in. when you feel good about of you feel, your confidence level is boosted. You don't need to adjust your clothes or hair during your speech.
4. Spot friendly faces in the crowd. These are people who give you positive feedback (e.g. nodding, smiling). Such faces give you encouragement to speak.
5. Come up with ways to hide your anxiety. For example,
 - When mouth goes dry, drink some water
 - In case of excessive sweating, wear clothes that will not allow your audience detect
 - If your hands shake, use gestures to mask the shaking.

Exercise 1

In the next three days, you are presenting a speech on the topic: **Effects of HIV/AIDS.**

- (a) Write down any three ways you would prepare for the speech delivery.
- (b) State the techniques you would employ to ensure your audience listens to you throughout and that they understand the message during the presentation.

Exercise 2

Makufuli is presenting his speech. Your friend, Makwere claims that Makufuli is not confident.

- (a) What could have warranted this claim?
- (b) State four reasons that could be behind Makufuli's state?

DISCUSSION

- Discussion is a process where exchange of ideas and opinions are debated upon in a group.
- A group which comprises a small number of people is given a topic to discuss.

Preparation for Group Discussion

Do the following before you start the discussion:

1. Select/choose group leaders. Choose the secretary to write the points down and the chair to lead the discussions.
2. Research round the topic to make sure you have the points. You can get the points from the sources including:
 - Newspapers and magazines
 - Friends, relatives and teachers
 - Text books
 - Internet
 - Television
3. Arrive early for discussions. It is advisable you do so so that you start early and finish early.
4. Gather writing materials – pen and note book.
5. Prepare with questions to ask.

Participating in a Group Discussion

Remember the tips below for success during the discussion:

1. Learn to listen to each other and respond to what other people have to say.
2. Speak with moderation. What you say is usually more important than how much you say. Quality is needed rather than the quantity.
3. Back up each point you put across. You can explain your points in a number of ways including:
 - Providing facts or statistics to support it;
 - Quoting expert opinion;
 - Explain why said what you said; and
 - Referring to your own experience.
4. Stay calm and polite. Use polite words like ‘May I?, please, etc.’
5. Take notes of important words and ideas.
6. Speak clearly.

7. Speak loud enough to be heard by all the group members.

The Common Discussion Mistakes

Having learnt what you should do during the discussion, let us now learn what under no circumstances you do. You should never:

- Dominate the discussion;
- Interrupt abruptly;
- Be inaudible;
- Carry out mini-meetings; or
- Talk over each other.

Exercise

You and your group members have been assigned the topic: ‘**Responsibilities of a Good Citizen**’ by your teacher of History and Government. You are supposed to discuss this before you give the presentation in two days.

- (a) State three ways in which you would prepare before you start discussing the topic.
- (b) How would you ensure your group members and yourself benefit from this discussion?

ORAL REPORTS

- From the heading, an oral report is spoken, not written.
- Being oral, it doesn’t mean writing is not involved. As part of preparation, you have to write notes on the topic or at least an outline of points.
- When asked to present an oral report you get the opportunity to practice your speaking skills.
- A spoken report has various elements including an introduction, body and conclusion.

Preparation for Oral Reports

You can prepare by:

1. Researching on the topic. Get all the facts about what is known and unknown by your audience.

2. Take notes on the facts about the topic. Choose your words appropriately in the process.
3. Practice the report before presenting it. You may
 - Practice in front of a mirror.
 - Practice in front of friends or relatives.
 - Videotape your rehearsals.More practice is required if it has to be memorized.
4. Plan on how to dress and groom.
5. Prepare the visual aids if you plan to use the them. Select the appropriate chart, picture, etc. that will make abstract ideas concrete.

Reporting

1. Stand up straight. Your upper body should be held straight, but not stiff. Do not fidget.
2. Make eye contact in order to look surer of yourself and to ensure your audience listens better.
3. Vary your tone appropriately and speak clearly.
4. Use gestures to make your points well understood and to keep the audience interested.
5. Pause at key points to let the point sink.
6. Speak loud enough for everyone to hear you.
7. If you have visual aids use them appropriately.

Exercise

You have seen thieves robbing your neighbor's house. During this time you have your phone that you have used to capture one of the two robbers. The next day you are called at the police station to report on what occurred.

- (a) State any three ways you would prepare to deliver this oral report.
- (b) What three details would you include in your report?
- (c) How would you deliver the report to ensure the information is understood?

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.

TELEPHONE ETIQUETTE

Telephone etiquette are the rules that demonstrate the proper and polite way to use your phone/telephone.

It starts from how you prepare for phone calls to when you end the call.

Preparation for Phone Call

The following should be done before placing a call:

- Ensure you have enough time. It will not auger well to suddenly end the conversation because of insufficient airtime.
- Go to a place where there is silence. Too much noise will distract your attention.
- Think through exactly what you want to say. Write it down if possible so you don't forget what to say or ask and look as though you didn't have anything to say.

Tips to Display When Making a Call

Whether at work, at home, or on your mobile phone, remember to display the tips below at all times:

1. Identify yourself at the beginning of the call.
2. Speak clearly and slowly especially when leaving the message.
3. Speak with a low tone of voice. Be sure to know how loud you may be.

4. Always end with a pleasantry, for example, ' **Have a nice day.**'
5. Let the caller hang up first.
6. Stay away from others while talking on the phone. They don't need to hear your private conversation.

What to Avoid

1. Avoid being distracted by other activities while speaking. Some of these activities include:
 - Rustling papers
 - Chewing
 - Driving
 - Speaking with someone
 - Shopping
 - Working on the computer
2. Avoid allowing interruptions to occur during the conversation.
3. Do not engage in an argument with the caller.
4. Talking too loudly.

Not at these Places

The following are places you should not make a call. You should even have your cell phone in a silent mode or switch it off altogether.

- Bathrooms
- Hospitals
- Waiting rooms
- Meetings
- Museums
- Places of worship
- Lectures
- Live performances
- Funerals
- Weddings

Telephone Conversations

Here we shall focus on majorly business telephone conversations. It should be noted that there are patterns that are followed; but not all will follow this rigid pattern. The six patterns include:

1. The phone is answered by someone who asks if he/she can help.
2. The caller makes a request either to be connected to someone or for information.
3. The caller is connected, given information or told that that person is not present at the moment.
4. The caller is asked to leave a message if the person who is requested for is not in.
5. The caller leaves a message or asks other questions.
6. The phone call finishes.

Exercise 1

Read the telephone conversation below and then answer questions that follow.

Pauline: (a form two student, Wajanja School) ring ring... ring ring ...

Secretary: Hello, Wajanja School, this is Ms Esther speaking. How may I be of help to you?

Pauline: Yes, this is Pauline Karanja a form two student calling. May I speak to the principal, please?

Secretary: I am afraid MsKaluma is not in the office at the moment. Would you like to leave a message?

Pauline: I would really want, thanks. When she comes back, tell her I wanted to ask for one day permission. My brother is sick and I would like to request her that I report one day after the opening day. It is I who will be left with my siblings as the brother goes to the hospital. That is all.

Secretary: Sorry for that, I wish him quick recovery. I would give her the message as soon.

Pauline:I would be grateful madam. Thanks again.

Pauline:Welcome Pauline. Just ensure you report as stated here.

Secretary: Ok have a nice day madam.

Pauline:You too have a perfect day. Goodbye

(a) **With examples, outline the patterns of telephone conversation in above.**

(b) **Identify evidences of telephone etiquette tips displayed by Pauline in the conversation above.**

Exercise 2

Your sibling is very sick. You are planning to make a doctor a phone call to come to your home to provide medication.

- (a) State any three preparations you would put in place before making this important call.
- (b) Give four bad habits you would avoid when making this call.

Exercise 3

Joan has just called the parent to ask them to pay the school fee. Unfortunately, the parent is not happy with the way she has made the call. Identify any four telephone etiquette tips she could have failed to display.

APPROPRIATE CHOICE OF REGISTER

- Register denotes the choice of language, whether that be formal or informal.
- It is the choosing of appropriate language for the context.
- There are factors that determine the language we use.
- It is important to select the right language for the right situation.
- The choice of register is affected by:
 - (a) The setting of the speech;
 - (b) The topic of the speech;
 - (c) The relationship that exists between the speakers; and
 - (d) The age.

The Setting

There are words we use depending on the field. There are those we use in the field of medicine, in the field of law etc. they are also those that we use at home when talking to family members. A chemist, for example, will ask for ‘sodium chloride’ while at the laboratory, while at home she will request for ‘salt’. At work place, people tend to use formal language while informal language at home.

Topic

- If, for example, you want to ask for something valuable from a brother you would say: ‘*I was wondering if you could lend me....*’. This is a formal language even though it is your family member you are talking to.
- When offering your boss tea or coffee, you will still use formal language for example: ‘*Would you mind being served tea or coffee?*’ and to a friend you will say: ‘*Tea or coffee?*’

Relationship

There are words you use when speaking to different people in different situations. More often than not, an intimate couple will use words like ‘**darling**’, ‘**honey**’, etc. These words cannot be used to address your colleague at work place; or even your pastor.

Age

There are ways to speak to a child and those of speaking to adults. To a baby, we use words like ‘popopoo’ while to an adult ‘long call’, etc.

The Words used in Different Fields

Field of Medicine

Some words used in the hospitals, clinics and other health stations include: X-ray, syringe, paracetamol, doctor, nurse, mortuary, patient, etc.

Police Station

Lockup, cell, bond, etc.

Airport

Aircraft, flight, air hostess, etc.

Information Technology

Computer, laptop, CPU, Monitor, software, hardcopy, hard disk, etc.

School

The words used by the teachers, students and others at school are: chalk, ruler, blackboard, senior teacher, deputy principal, dean of studies, etc.

Law

Technical terms used by lawyers and in the courts of law include: adult probation, affidavit, alimony, Amicus Curiae brief, annulment, appeal, appellant, appellee, arrest, plaintiff, defendant, dismissal, oath, revocation hearing, learned friend, etc.

Exercise

Read the conversation below and then answer question that follow.

Caller:Is this the Credex?

Receptionist:Yes, how may I be of help to you?

Caller:It’s Dorothy calling.

Receptionist:Oh, Dorothy! How is the going?

Caller: Lunch today?

Receptionist: Of course..

Caller: what time then?

Receptionist: After I have seen the deputy principal. There are packets of chalk I am supposed to deliver.

- (a) Giving the reasons, where is the Credex?
- (b) What is the relationship between the caller and the receptionist?
- (c) Explain the formality of the language the receptionist and the caller use.
- (d) Give illustrations for (c) above.

TURN-TAKING

Being a cyclical process, turn taking starts with one person speaking, and continues as the speaker gives control to the next individual. This is then offered to another person and then back to the original speaker. Orderly conversation has to take place.

A turn is a crucial element within turn taking. Each person takes turn within the conversation – either in person or on phone.

Achieving Smooth Turn Taking

It is achieved with:

1. Using specific polite phrases, for example, those for,
 - Interrupting
 - Accepting the turn when offered it
 - Keeping your turn
 - Getting other people speaking, etc.
2. Using gestures to indicate you have completed what you are saying or that you want to say something. You drop your arm when you have completed and raise it when you want to say something.
3. Varying the intonation to show you have or have not finished speaking.
4. Use noises like ‘uming’ and ‘ahing’ while thinking so as not to lose your turn.

Turn Taking Cues

There are various ways of signaling a finished turn. They might be indicated when the current speaker:

1. Asks a question, for example, ‘*Did you want to add anything?*’
2. Trails off (his/her voice becomes weaker to the extent you may not hear his words)
3. Indicates they are done speaking with a closing statement, for example, ‘*That’s all I wanted to say.*’ or ‘*I think I have made my point.*’
4. Uses marker words (those that allow the other a chance to speak), for example, ‘well...’ or ‘so...’

5. Drops the pitch or volume of their voice at the end of their utterance. This is the use of falling intonation.
6. Uses gestures to signal that another can contribute.

Violations in Turn-Taking

There are **five** well known turn-taking violations in a conversation. They are: interruptions, overlaps, grabbing the floor, hogging the floor, and silence. Do you know what they really are? If you don't, read the explanations for the violations in that order.

1. Inhibiting the speaker from finishing their sentences during their turn.
2. Talking at the same time as the current speaker. This is interruptive overlap. However, cooperative overlap is encouraged as it shows you are interested in the message.
3. Interrupting and then taking over the turn before being offered it.
4. Taking over the floor and ignoring other people's attempt to take the floor.
5. Remaining without saying anything for quite some time.

The List of Turn-Taking Phrase

To interrupt;

- Before I forget, ...
- I don't like to interrupt, but
- I wouldn't usually interrupt, but ...
- I'm afraid I have to stop you there.
- I will let you finish in a minute/second/moment
- May I interrupt?

To accept the turn when offered it;

- Thanks. I won't take long.
- What I wanted to say was ...

To stop other people from interrupting you during your turn use;

- I have just one more point to make
- I have nearly finished
- Before you have your say ...
- I haven't quite finished my point yet
- I know you're dying to jump in, but....

To offer the turn to another use;

-, right?
- But that's enough from me.
- Can you give me your thoughts on ...?
- Does anyone want to say anything before I move on?
- How about you?

To take the turn back after being interrupted;

- As I was saying (before I was interrupted)
- To get back on topic...
- Carrying on from where we left on...

Note: The list is endless, and you can come up with other appropriate phrases.

INTERRUPTING AND DISAGREEING POLITELY

- English is a polite language. For this reason, it is advisable to indirectly contradict a person. It is rude to do it directly.
- Although conversation is a two way street, interrupting a speaker is usually regarded as rude. However, at times you need to interrupt. When then can one interrupt?
- You can only interrupt to:
 - (a) Ask a question;
 - (b) Make a correction;
 - (c) Offer an opinion; and
 - (d) Ask for clarification.

In this section, we shall learn how to interrupt and disagree politely.

Steps to Interrupting

It is important to take note of the following steps when interrupting a speaker during a conversation or during a discussion:

1. Signal to the speaker that you have something to contribute by implementing the body language such as:
 - (a) Making eye contact;
 - (b) Slightly raising your hand;
 - (c) Sitting forward on your seat;
 - (d) Quietly clearing your throat; or
 - (e) Coughing quietly.

2. Wait patiently until the speaker pauses or in case of a lull in the conversation.
3. Speak clearly using polite phrases. These phrases will be learnt later.
4. Wait for the speaker to acknowledge your request to speak before you do so.
5. After you have spoken, thank the speaker and allow them continue.
6. Take a deep breath and calm yourself before interrupting when you feel angry or annoyed.
7. Take care to use low tone of voice.

Avoid:

1. Unnecessary interruptions.
2. Finishing speaker's sentences.
3. Interrupting to correct the speaker unnecessarily.
4. Speaking harshly or using disparaging comments.

Phrases used in Interruption

Below is the list of phrases which you can use to politely interrupt someone:

- May I say something here?
- I am sorry to interrupt, but ...
- Excuse me, may I add to that...?
- Do you mind if I jump in here?
- Before we move on to the next point, may I add ...?
- Sorry, I didn't catch that, is it possible to repeat the last point?
- I don't mean to intrude
- Sorry to butt in, but ...
- Would this be a good time to?
- Excuse the interruption, but ...
- I hate to interrupt, but ...
- I know it is rude to interrupt, but ...

How to Disagree Politely

The tips that follow will help you handle disagreements without annoying the other person in a discussion or discussion:

1. Actively listen to the other person's point of view. This helps in showing respect and understanding of the other person's perspective.
2. Stay calm even if you feel angry.
3. Acknowledge the other person's point of view before the but.
4. Disagree only with the person's idea but not the person.

5. Use polite phrases to respectfully disagree.
6. Speak in a low tone.
7. Give some credence to the other person's point of view before challenging it.
For example, say: **It's partly true that I bought this phone at a cheap price, but ...**

Disagreeing Politely Expressions

- I agree up to a point, but ...
- I see your point, but ...
- That's partly true, but ...
- I'm not so sure about that.
- That's not entirely true
- I am sorry to disagree with you, but ...
- I'm afraid I have to disagree
- I must take issue with you on that
- It's unjustifiable to say that..

NEGOTIATION SKILLS

- This is the process of discussion between two or more disputants, aimed at finding the solution to a common problem.
- It is a method by which people settle their differences.
- It is also the process by which a compromise or agreement is reached while avoiding argument.
- There could be a difference between people with different aims or intentions, especially in business or politics. When this happens, they have to reach an agreement.
- Negotiation skills will be helpful when:
 - Haggling over the price of something;
 - Negotiating with your employer e.g. for higher salary;
 - Negotiating for peace/ solving conflict;
 - Negotiating for better services; etc.

Stages Of Negotiation

1. Preparation comes first. During this time, ensure all the pertinent facts of the situation is known in order to clarify your own position. It will help in avoiding wasting time unnecessarily.
2. Discussion then follows. This is the time to ask questions, listen and make things easier to understand. At times, it is helpful to take notes to record all points put forward.
3. Negotiate towards a win-win outcome. Each party has to be satisfied at the end of the process.
4. Agreement comes after understanding both sides' viewpoints and considering them.
5. Implement the course of action. If for example, paying the amount, it has to be paid.

Points Every Negotiator Should Consider

1. Ask questions, confirm and summarise. These three activities ensure that there is no confusion on what each party wants.
2. Acknowledge each other's point of view. Show that you have listened to and understood their perspective. Show appreciation of the other person's point of view.
3. Listen attentively to the other person.
4. Respond to negative comments and complaints. Avoid confrontational language.
5. Behave in a confident way, but don't be rude. Make polite but firm requests.
6. Give options/alternatives. You can both win if you recognise that you share a common ground.

Exercise

You are planning to buy a new model car.

- (a) Write down three relevant facts you would want to know before going to buy the car.
- (b) State any three hints for the negotiators you would consider when haggling over the price of that car.

PAYING ATTENTION (LISTENING)

Listening is different from hearing. When you listen, you understand both the verbal and non verbal information.

Why should you listen? You listen:

- To obtain information
- To understand the message
- For enjoyment
- To learn

In this section, we shall learn the techniques of active listening.

Techniques of Paying Attention

In order to benefit from a talk as the listener, you should take note of the following key tips:

1. keep an open mind. Listen without judging the speaker or mentally criticizing their message they pass. You just have to hold your criticism and withhold judgment.
2. Familiarize yourself with the topic under discussion. Audience tend to listen more if they have idea of the topic being discussed. How then can one familiarize himself/ herself with the subject? They can do this by:
 - (a) Reading from the books.
 - (b) Reading from the internet.
 - (c) Asking for ideas from those who know.
3. Use the speaker responses to encourage the speaker to continue speaking. You will also get the information you need if you do so. Some of the speaker responses we use include:
 - (a) Slightly nodding the head, but occasionally.
 - (b) Smile occasionally.
 - (c) Using small verbal comments like yes, uh huh, mmmh, I see, etc.
 - (d) Reflecting back e.g. you said ...
4. Take notes on the important points. This can in itself be a distractor. You should therefore know when to and when not to take notes.
5. Listen for the main ideas. These are the most important points the speaker wants to get across and are repeated several times.
6. Wait for the speaker to pause before asking a clarifying question. Just hold back.
7. Avoid distractions. Don't let your mind wander or be distracted by other people's activities. If the room is too cold or too hot get the solution to that situation if possible.
8. Sit properly. Sit upright

9. Make eye contact with the speaker. when you do this you will be able to understand the non verbal messages too.

Signs of Inactive Audience

You can easily tell whether your audience listens or not. The inattentive listeners tend to possess the following characteristics:

- (a) Fidgeting
- (b) Doodling
- (c) Playing with their hair
- (d) Looking at a clock or watch
- (e) Picking their fingernails
- (f) Passing small pieces of paper to one another
- (g) Shifting from seat to seat
- (h) Yawning

Barriers to Effective Listening

There are many things that get in the way of listening and you should avoid these bad habits so as to become a more effective listener. These factors that inhibit active listening include;

1. Lack of interest in the topic being discussed.
2. Unfamiliarity with the topic under discussion.
3. Fear. One might fear being asked a question and in the process fail to look at the speaker.
4. Noise. In case of noise the listeners might not get what the speaker is saying.

Exercise 1

Mwangi Mwaniki, the author of one of the set text you study, is coming to your school to give a talk on the themes in his novel.

- (a) How would you prepare for this big day?
- (b) State what you would do to ensure you benefit from the talk during the presentation.

ORAL NARRATIVES

FEATURES OF ORAL NARRATIVES

Oral narratives have many features. The main ones include:

- Use of opening formula. This is used to indicate the beginning of a story. It also remove the audience from the world of reality and take them to the world of fantasy. A world of fantasy is where bones speak, a king is the lion, etc. some commonly used opening formula phrases are ‘ **a long time ago...**’, ‘**once upon a time**’, ‘**there once was**’, and ‘**long, long ago...**’
- Use of Closing formula. It makes the end of a story. It also removes the audience from the world of fantasy and take them back to the world of reality. Here are examples of closing formulae:
 - And that is why ...
 - And there ends my story.
 - From then onwards ...
 - To come to the end of my story ...
- Use of idiophones. There is the use of words that imitate the movement or sounds made by characters in the story. For example,
 - The bees flew buzz buzzbuzz.
 - The woman laughed hahahahaha.
 - The branch was cut kacha.
- Repetition. A word, phrase, a song, or even a sentence can occur more than once in a story. The repetition is meant to bring out the meaning.
- Use of songs. Many narratives have songs. The songs perform the following functions:
 - (a) Brings out the character traits.
 - (b) Brings out the theme.
 - (c) To entertain.
- Fantasy.
- Use of suspense. Here the audience is left wondering what will happen next.
- There is also the use of dialogue. A character speaks directly to the other. Dialogue is used to bring out the theme, character traits as well as to develop the plot of the story.

TECHNIQUES OF STORY TELLING

- There are several story telling devices a narrator can decide to use when delivering an oral narrative.
- The techniques a narrator can use include:
 - **Use of gestures.** Gestures are meant to reinforce the idea. For example when talking about a character going, you can stretch your arm to show that.
 - **Altering your facial expressions** according to the emotion and feelings in the story. Do not frown when the emotion happy.
 - **Varying the tone of your voice** depending on what you are saying and who is saying it. The tone should be low when for example a small animal talks, and high when a big one speaks.
 - **Changing the pace of narration.** There are those unimportant details that can be said faster.
 - **Involving the audience in the narration.** Asking them to join you when singing will be okay.
 - **Use of mimicry.** Here a narrator imitates the walking style of a character, etc.

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?

FACIAL EXPRESSIONS

- The face you wear is a great component of emotion and feeling.
- The various facial expressions represent various feelings. A smile for example, represents joy, while a scowl, anger.

- When speaking or listening, flex your facial muscles as appropriate. You can't smile when the speaker is talking about incidence of tragedy. Doleful face will do.
- Remember your face is like a switch and will keep changing depending on the feelings and emotions.

Some words for Describing Facial Expressions

Emotion/ Feeling	Facial Expression
Approval/ agreement	Appealing
Happy and peaceful	Beatific
Angry or unhappy	Black, grave
Worried	Bug-eyed
Sad	Doleful
Confused	Quizzical
Surprised	Wide-eyed, quizzical
Extremely happy	Radiant
Embarrassed	Withering

GESTURES

- A speaker will always move part of their body especially a hand, arm or the head when speaking.
- This is done to express the idea or meaning.
- As a speaker you can use illustrators of what you are saying using your hands. They will add mental image to what is being conveyed. For example,
 - Headshake to mean 'no'.
 - Use hands to form the shape of heart to express love.
 - Use the hands to form the bow shape to show the big belly. Etc.

EYE CONTACT

- Did you know you can use your eyes to listen? We use the eyes to listen to another person's body language – gesture included.
- An eye is a powerful tool of effective communication.
- Let us learn some situations that demand different uses of the eyes. For example:
 - (a) When arguing, hold your gaze.
 - (b) When deferring, lower your eyes.
 - (c) When loving someone, stare in the pool of their eyes.

- Making eye contact is very vital as you can get the feedback from your listeners, on your message. When you notice they are bored you know you have to make adjustments and when they show enthusiasm then this will help in pumping you up.
- Too much eye contact by the listener indicate they have interest in either you or the information you are putting across.
- Speakers tend to look up:
 - (a) At the end of their utterances.
 - (b) To indicate to the others to have their turn.
- Speakers tend to look away when:
 - (a) Talking non-fluently.
 - (b) Thinking
 - (c) Not sure of the topic.

BOWING/CURTSYING

- A curtsy is a polite gesture of respect or reverence made chiefly by women and girls.
- It is the female equivalent of males' bowing.

When to Bow or Make Curtsy

- To end a performance.
- To show respect.

How to Curtsy

- Lower your head.
- Hold your skirt at the edges with both hands.
- Place your right foot behind the left.
- Bend your knees outward

APPEARANCE AND GROOMING

How you look when speaking in front of an audience or when going for an interview is very crucial. It both boosts your confidence level and build respect.

Your appearance involves the clothes you wear as well as how you groom.

Grooming on the hand involves what you do to your body other than the clothing.

Your personal hygiene is the simplest term that can replace the term grooming.

Clothing

The kind of clothe you wear will depend on such factors as:

- (a) Your occupation;

- (b) Weather;
- (c) Location; and
- (d) Your preference.

Guidelines for Clothing

1. Your cloth should fit comfortably.
2. The cloth should also be neat and clean.
3. Wear the right cloth for appropriate occasion.

Grooming

Read the grooming checklist below.

1. Your hair should be lean, trimmed and neatly arranged.
2. If you are a man, ensure your facial hair is freshly shaved.
3. Fingernails should be neat, clean and trimmed.
4. Teeth should be brushed and with fresh breath.
5. Body should be freshly showered.
6. If a woman, use make up sparingly and be natural looking.
7. Use perfumes/aftershave/colognes sparingly or even use none at all.

Exercise

Ayub has been invited to an interview. State four grooming mistakes he should be careful to avoid.

INSTRUCTIONS TO FRIENDS AND RELATIVES GIVING AND RECEIVING INSTRUCTIONS

Giving clear instructions is one of those things that seems easy to do but actually are more complex.

The tips that follow will help you in giving clear instructions:

1. Get the attention of the other person. Be sure you have the attention of the person, or people, you are giving instruction. This is one way in which you will tell whether they are listening. Do you know ways to get the attention of a child or even a group of people in some noisy place? Here are some suggestions;

- Ring the bell
 - Bang the table/door
 - Switch off the lights
 - Clear your throat
 - Blow the whistle, and many others.
2. Use simple language that can be understood. Avoid using too much vocabulary.
 3. Break instructions down and deliver them in steps. Give one instruction at any given time to avoid any confusion.
 4. Repeat instructions to them.
 5. Be loud enough.
 6. Give instruction beginning with a verb i.e. use the imperative forms. For example:
Take three cups...
 7. Ask them repeat instructions to you in their own words.
 8. Make eye contact.

Exercise

You are a mother. On a certain day, very early in the morning, you want to go to pay your friend a visit. Before you leave, you have decided to leave your 6-year old son instructions on how to prepare his lunch.

- (a) Make a list of methods you would use to get his attention before giving instructions.
- (b) Other than getting his attention, how else would you ensure you leave him clear and understandable instructions?

GIVING DIRECTIONS

Once in a while people will ask you to lead them to their destination. If it is not possible to do this then the best thing to do will be to give them directions to those places. The most important thing to do is to be brief and clear.

Let us learn the steps to giving the clear directions.

Steps to Giving Clear Directions

1. Give the direction with few turns. Remember shortcuts may be faster, but at times are complicated especially in the case of many turns.
2. Indicate the turns—whether left or right. Tell them to turn a left or a right. For those who know cardinal points, you can use north, south, west, or east.
3. Mention the landmarks, for example, a large clock, a school, a river, e.t.c. Tell them: `you will see a blue church...

4. Specify distance. Offer the Ballpark Figures (rough estimates of the time and length of travel). The three ways of specifying the distance are:
 - (a) Telling them how many streets or buildings to pass;
 - (b) Giving them distance in kilometres, metres, or miles; and
 - (c) Telling them how much time in minutes or hours it will take them to reach their destination.
5. Warn them about any confusing parts of the route. For example, let them know of a narrow road that people normally miss.
6. Say which side of the street or road their destination is on. There could be two houses that look alike on either sides of road. Tell them: My house is on the right.
7. Repeat directions to them and allow them repeat back directions to you.
8. Draw a simplified map if paper and pencil or pen are available.
9. Give them a drop-dead point. This is the place when if you reach you know you are lost and have to make a U-turn. For example, tell them: if you see a big black billboard you have gone too far.

Exercise

Your church is in the same estate you live. Your mother goes to a different church. On this particular Sunday she has decided to join you later in your church. For that reason, she asks you to give her the direction to the church.

- (a) Mention three ways you would specify her the distance from your home to the church.
- (b) Apart from specifying the distance, how else would you ensure she reaches the church when giving her the direction?

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

STRESS

Exercise 1

1.

- (a) Bamburi cement was used to cement the bridge.
- (b) After leaving us his address, he will address those students over there.
- (c) He had to permit us to do business since we had a business permit.
- (d) The content of the letter will content the man.

2.

- (a) Sert, de
- (b) es, cort
- (c) re, sume
- (d) test, con
- (e) vict, con

Exercise 2

(a)

- I – no one else loves your sister's handwriting.
- Love – I don't hate your sister's handwriting
- Your – Not any other person's sister
- Sister's – not your brother's or your uncle's
- Handwriting – It I only your sister's handwriting I love, not her walking style or her cooking.

(b)

- You – all the others came early
- Came – you did not leave late
- Late – Not early
- Yesterday – the rest of the days you came early

INTONATION

(a) Falling

(b) Falling

(c) Falling

(d) Falling

(e) Rising

(f) Rising

(g) Rising

(h) Falling

(i) Falling

(j) Rising

(k) Falling

(l) Falling

(m) Rising

(n) Falling

(o) Rising

(p) Falling

(q) Falling

(r) Falling

PUNS

- (a) Interest has multiple meanings. Interest is the state of wanting to do something. It is also amount paid at a particular rate for money borrowed from the bank.
- (b) There is a twist on the word ‘tired’ which is originally supposed to be spelt ‘tyred.’
- (c) Up to something means doing something wrong. It also means the stairs could be leading him to another floor.
- (d) The word ‘Santa’s’ has been twisted. It is supposed to be spelt ‘sentence’.
- (e) Charged means passing electric current. It also means being formally accused in the court.

TONGUE TWISTERS

Exercise 1

- (a)
- Alliteration: **cough, carries, coffin, carry**
 - Consonance: **cough, off, coffin, off**
 - Repetition: **off**
- (b)
- Alliteration: **witches, were, watching, watches, which, witch, would, watch, which, watch**
 - Consonance: **witches, watching, watches, which, witch, watch, which, watch**
 - Repetition: **watch, which, two**
- (c)
- Alliteration: **black, bug, bleeds, black, blood, blue, bug, bleed**
 - Consonance: **bleeds, blood, bleed**
 - Repetition: **black, blood, bug repeated**
- (d)
- Sibilance: **wish, wash, Irish** Or consonance
 - Alliteration: **wish, wash, watch**

Exercise 2

- (a) It is a tongue twister.
- (b) The sound /s/ and /ʃ/

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

RHYME

Exercise 1

- (a) Violently
- (b) Day
- (c) shaking
- (d) terror
- (e) Forget

Exercise 2

aabcddbceeccffccgghh

ALLITERATION AND ASSONANCE IN POEMS

Alliteration

- **Black Breweries braveness** /b/
- Tracers ticking Time /t/
- Black braveness baselessly /b/
- Mirror, my emotion moves momentarily /m/
- And others

Assonance

- In ink incorporative individualism
- Directed diagonal
- Etc.

Consonance

- Little, black, baselessly /l/
- Black believes /l/
- Determined, destinies /t/

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

INTERVIEWS

Exercise 1

(a) Questions

- How would you handle cases of indiscipline among the students?
- Will you appoint prefects in charge of discipline?
- What punishment will you mete out on those who are indiscipline? Etc.

(b) I would;

- Inform him about the interview.
- Arrive early for the interview.
- Prepare the place to interview him..

(c) I would;

- Allow him enough time to respond to the questions.
- encourage him to speak by slightly nodding my head.
- Make eye contact with him.

Exercise 2

(a) Ms Naomi is a good interviewer because;

- She warmly welcomes Mr. Josh, hence making him feel free to speak.
- She also offers to take Mr. Josh along with her for lunch.

(b) Mr. Josh:

- Explains her answers well.
- Is honest. When asked whether he has written in any scientific journal he says not yet.

SPEECHES

Exercise 1

(a) I would;

- Do some research on the topic.
- Practice adequately.

- Write down my points.
 - Dress and groom well.
- (b) **I would;**
- Effectively use gestures to reinforce my ideas.
 - Make eye contact with my audience.
 - Wear appropriate facial expressions.
 - Speak loud enough to be heard by all.
 - Pronounce my words correctly.
 - Pause at key points to let the information sink.
 - Speak slowly to allow my points be processed.

Exercise 2

(a) Makufuli could have:

- Had shaking hands
- Sweating palms
- Dry mouth
- Rapid heartbeat
- Squeaky voice
- Knocking knees, etc

(b) Makufuli probably:

- Could have dressed uncomfortably.
- Could have failed to research on the topic.
- Could have failed the first time and could have feared to fail again.
- Could not have rehearsed his speech.

DISCUSSION

(a)

- Choose group leaders.
- Do research on the topic to get facts.
- Write the points.
- Arrive early for the discussion.
- Gather writing materials to use.

(b)

- Ensure each point given is backed up.
- Ensure members speak with moderation.
- Speak clearly.
- Take notes on what is discussed.

- Ensure members listen to each other.

ORAL REPORTS

(a)

- Prepare the photo to show the police.
- Ask the neighbours questions to get more facts.
- Practice how to report.

(b) **I would:**

- Vary my tone appropriately.
- Make eye contact with the officer.
- Use gestures effectively.
- Pause at key points.
- Speak loud enough enough.
- Speak slowly.

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.

TELEPHONE ETIQUETTE

Exercise 1

(a) The patterns include;

- Answering of the phone – Hello, ...
- Request -- May I speak to the principal, please?
- The caller is told the principal is not in the office at the moment.
- Pauline is asked to leave a message.
- Pauline leaves the message for the principal.
- The call finishes with pleasantries – have a nice day.

(b) Evidences:

- She introduces herself to the secretary.
- She ends the call with pleasantries.
- She speaks politely to the secretary.

Exercise 2

(a) I would:

- Ensure I have adequate airtime.
- Go to a quiet place.
- Jot down what to tell the doctor.
- Ensure the place to make the call has network.

(b) I would avoid:

- Talking too loudly
- Engaging in an argument with the doctor.
- Interrupting the doctor.
- Being distracted by other activities.

Exercise 3

Joan could have failed to:

- Identify herself at the beginning of the call.
- Speak clearly and slowly.
- Speak with a low tone of voice.
- End the call with a pleasantry.

APPROPRIATE CHOICE OF REGISTER

(a) Credex is a school. There is the use of words such as ‘pieces of chalk’, and the ‘deputy principal’.

(b) The two are friends .

(c) At first it is formal. But when the receptionist realizes it is Dorothy calling it becomes informal.

(d)

Formal

Is this the credex?

Informal

How is the going?

Lunch today?

NEGOTIATION SKILLS

(a)

- Know the prices elsewhere
- Whether I can get discount
- Whether the purchase of the car comes with any offer
- Whether the car is in high demand

- Whether the car is readily available. Etc.
- (b) I would:
- Make polite but firm requests.
 - Ask questions and summarise to avoid confusions.
 - Respond to negative comments from the seller.
 - Give alternatives.
 - Show appreciation of the seller's viewpoint.
 - Listen attentively to the seller.
 - Ensure we arrive at a clear agreement acceptable to both of us.

PAYING ATTENTION

(a) I would:

- Read the set book to remind myself of the themes.
- Ensure I sit where I would be comfortable.
- Prepare questions to ask him.

(b) I would:

- Take down the main points.
- Make eye contact with the author.
- Hold back until the speaker pauses before I interrupt.
- Encourage the speaker to continue speaking by using some responses.
- Avoid interruptions.

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.

APPEARANCE AND GROOMING

I would avoid:

- Dirty unarranged hair
- Dirty fingernails
- Foul breath teeth
- Unbathed body
- Excess make up
- Excess perfumes or colognes

GIVING AND RECEIVING INSTRUCTIONS

(a)

- Switch off the lights in his room
- Call his name
- Bang the table beside him
- Clap my hands

(b)

- Use simple language
- Give one instruction at a time
- Be loud enough
- Repeat the instruction.
- Ask him if he has any question
- Ask him repeat instructions back to me.
- Make eye contact.

GIVING DIRECTIONS

(a)

- Giving the distance in metres.
- Telling her time in minutes.
- Telling her the number of streets to pass.

(b)

- I would give her the route with minimal turns.
- I would indicate the turns.
- Mention the landmarks.
- Warn her about any confusing part of the route.
- Have her repeat directions back to me.
- Draw a simplified map.

