

ENGLISH FORM I NOTES

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LISTENING AND SPEAKING.

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

Sound /ɜ:/

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

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

Sound /ɑ:/

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

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

Sound /ə/

- This sound (referred to as schwa) is a short vowel sound.
- It mostly found in words containing letter 'o', for example,
 - Confuse uous • Condolenc
 - Contempt • Continue e
- Also in words such as:

Business

Sound /ʌ/

Examples of words containing this sound include:

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

Sound /ɔ:/

- It is a long sound.
- The mouth doesn't move while saying this sound, and it can be pronounced as long as you have breath.
- It is said in words such as:

- | | | | | |
|--------|----------|--------|--------|-------|
| • Or | • Chores | • Pork | • Four | • Nor |
| • More | • Dorm | • Door | • Fore | • Law |

- Cord
- Horn
- Saw
- Chalk
- Scorn
- Form
- Lord
- Shore
- Jaw

Sound /p/

- 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/

busom

Sound /l:/

- 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	jet
Jeep	Teal	Blip	blink	
Creek	Hill	Fill	thrill	
Wet	Sit	Bed		
/i:/	/ɪ/	/e/		

PRONUNCIATION OF CONSONANT SOUNDS

The sound /tʃ/

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

Church

Teach

Crunch

Chips

Pinch

Much

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

Catch

Batch

Kitchen

Watch

Itch

witch

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

Century

Spatula

The Sound /dʒ/

➤ Pronounced the same way as /tʃ/. It is just that it is voiced.

➤ Letters representing this sound include:

(a) Letters 'DG'

- Fudge
- Budge
- Bridge
- Judge

(b) Letter 'J'

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

(c) Letters 'DU'

- Procedure
- Graduate
- Individual

(d) When letter 'G' represents the sound

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

(i) Letters 'GE', for example,

- Agent
- Gel
- Gentle
- e
- Germ
- Angel
- Bilge
- Large
- Gem
- Danger
- Urgent
- Singe
- Budget
- Emergency
- Knowledg
- Enlarge

- Challenge
- Ridge
- Emerge

(ii) Letters 'GI', for example,

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

(iii) Letters 'GY', for example,

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

The Sound /f/

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

(a) Letter 'F'

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

(b) Letters 'PH'

- Phone
- Paragraph
- Graph
- Phrase

(c) Letters 'GH'

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

The Sound /v/

- The same mouth shape as /f/ is formed when pronouncing the sound /v/.
- It is voiced.
- Your top teeth is put on your bottom lip.
- Words bearing this sound include:

- Van
- Voice
- Save
- Wolves
- Vehicle
- Obvious
- Jovial
- Knives
- Vice
- Previous
- Virtue
- Unvoiced
- Drive
- Care

The Sound /d/

- /d/ is voiced. The vocal cords vibrate.
- The flow of air is stopped at the front of the mouth by tongue.
- Practice speaking the words below:

- Mad Bad Loud
- Sad Done And

Sound /t/

- To make this sound, your tongue stops the flow of air at the front of your mouth.
- It is a voiceless/unvoiced sound.
- It said in words like:

- To • Hot • Later • Tuesday
- Top • Pot • What
- Get • Butter • Today

The sound /k/

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

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

- Sake
- Kitten
- Keep

➤ Letter 'C', for example,

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

➤ Letters 'CK' for example

- Kick
- Mock
- Truck
- Back etc.

➤ Letter 'Q' for example,

- Quack
- Quail
- Quartz
- Quarter
- Quick

➤ Letters 'CH', for example,

- Chaotic
- Character
- Ache

The Sound /g/

Found in words such as:

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

The Sound /j/

- This sound is unvoiced – only air passes through the mouth when said.
- The teeth are put together and the corners of the lips are brought

together towards the middle.

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

Shape

Shop

bishop

- There are words with letters 'CH' that say this sound, for example,

Brochure

Chute

Chicago

Quiche

Cache

Chef

Michigan

chaise

Cachet

Chiffon

Chevrolet

Chagrin

Niche

Fuchsia

Champagne

Ricochet

Cliché

Charade

Charlotte

Chivalry

- Some words with 'SU' also say it, for example,

Sugar

Sure

Pressure

Surmac

Issue

- There are yet those with letters 'TIO', for example,

Nation

Option

Motion

Caution

- Then there are those with letters 'SIO', for example,

Submission

Commission

Confession

Sound /θ/

- Pronounced with your tongue between your teeth.

➤ It is unvoiced.

➤ The words bearing this sound include:

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

Sound /ð/

➤ Unlike /θ/, it is voiced.

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

➤ It is found in such words as:

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

Sound /s/

➤ This is a hissing sound like a snake.

➤ It is voiceless.

➤ The few rules for some of the common spellings that say the sound /s/ are:

(a) Letter 'S', for example,

Sit	Say	Boss	Misty
Wise	Sad	This	Sunday
Dogs	Sound	Lips	

(b) Letter 'SC', for example,

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

(c) Letter 'X', for example,

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

(d) Letter 'C', for example,

Face	City	Fence
Practice	Circle	License

Sound /z/

- The /z/ is like the sound of buzzing bees.
- It is voiced.
- Most words with the letter 'Z' say /z/, for example,
 - Zoo
 - Zebra
 - Buzz
 - Doze
 - Zip
 - Quiz
 - Freeze
 - prize
- There are those words with letter 'S' saying this sound, for example,

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

➤ 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 /ʃ/ only that is voiced.

➤ The examples of words with this sound are:

Garage	Treasure	Casual	Division
Beige	Closure	Casually	Version
Massage	Seizure	Usual	Television
Sabotage	Leisure	Usually	Exposure
Genre	Persian	Amnesia	Occasion
Measure	Conclusion	Collision	Persuasion

Cashmere

Visual

Lesion

Caucasian

Asia

Vision

Decision

Practice in sentences

(a) Measure the beige door on the garage.

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

Sound /r/

- Raise the back of your tongue to slightly touch the back teeth on both sides of your mouth. The centre part of the tongue remains lower to allow air to move over it.
- It is voiced.
- It is found in words with letter 'R' e.g.
 - Red
 - Friday
 - Worry
 - Sorry
 - Marry
- It is also said in words with letters 'WR' e.g.
 - Write
 - Wrong
 - Wrath

- Wry
- Wring

Sound /w/

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

- Letter 'W'

Woman	New	Win	Towel
Wife	Sweet	Rewind	Wait

- Letters WH

Why	When	What	Whom	Whole
Where	While	White	Who	

- Letters 'QU'

Quit	Quite	Queer	Quota
Quick	Quiet	Queen	Quickly

- Others

One
Choir

Sound /m/

- Made by pressing the lips lightly.

➤ The words that follow contain the sound:

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

Exercise 1

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

*The **seven** **students** took the first **test** for their driver's licence on **Thursday**.*

/s/	/z/

Exercise 2

Considering the pronunciation of highlighted letters, pick the odd word out.

- (a) Judge, gesture, garage
- (b) Jump, gift, geological
- (c) Fungi, just, go

(d) Digit, game, gamble

(e) Hygiene, prodigy, entangle

(f) Gecko, gem, 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	Televisio	Precious
Caucasian	Leisure	Casual	n	Exposure
Division	Solution	Chef	Decision	
Passion	Pressure	Conclusio	Collision	
Ocean	Vision	n	Sure	

/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:

- /əʊ/

- /aʊ/

- /eɪ/

/əʊ/

In words like;

- Role
- Bone
- Phone
- Stone
- Close
- Note
- Notice
- Lonely
- Home
- Hope
- Open
- Ocean
- Remote
- Solar

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

/au/

Said in words such as:

... ..

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

/eɪ/

The words containing this diphthong are:

- | | | | | |
|--------|---------|----------|---------|----------|
| • wait | • bale | • bacon | • er | • Sail |
| • late | • sale | • paper | • Basis | • Rail |
| • bait | • gate | • April | • Lazy | • Raise |
| • date | • waste | • Danger | • Crazy | • Raid |
| • tale | • wade | • Angel | • Fail | • Afraid |
| • bail | • baby | • Strang | • Mail | • Wait |

- | | | | | |
|------------|-----------|-------------|---------|---------------|
| • Straight | • Lake | • Fatal | • Break | • Lay |
| • Faint | • Take | • Patriot | • Steak | • Day |
| • Paint | • Name | • Radio | • Age | • May |
| • Fate | • Ache | • Vacant | • Wage | • Pray |
| • Rate | • Rage | • Weight | • Save | • Convey |
| • Kate | • Patient | • Eight | • Cave | • Survey |
| • Race | • Racial | • Vein | • Wave | • Stain |
| • Base | • Nation | • Neighbour | • Ray | • Change etc. |
| • Place | • Nature | | • Gray | |
| | | | • Play | |

Exercise

Write another word pronounced the same way as:

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

MINIMAL PAIRS

Study the pairs of words below carefully.

Fit – feet

Let – late

Van – fan

Pun – pan

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

Minimal Pairs of Vowel Sounds

Sound /i/ and /i:/

- | | |
|---------------------|---------------------|
| 1. Bid – bead | 5. Chip – cheap |
| 2. Bit – beat | 6. Fit – feat/ feet |
| 3. Bitch – beach | 7. Fist – feast |
| 4. Bin – bean/ been | 8. Fizz – fees |

- | | |
|--------------------------|-------------------------|
| 9. Gin – gene | 14. Itch – each |
| 10. Sin – seen/ scene | 15. Risen – reason |
| 11. Still – steal/ steel | 16. Piss – piece/ peace |
| 12. Sick – seek | 17. Pick – peak/ peek |
| 13. Is – ease | 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 | 7. Fill – fell |
| 2. Disk – desk | 8. Bid – bed |
| 3. Built – belt | 9. Bill – bell |
| 4. Bit – bet | 10. Lit – let |
| 5. Lipped – leapt | 11. List – lest |
| 6. Middle – meddle | 12. Clinch – 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 | 7. Met - mate |
| 2. Bread - braid | 8. Lest - laced |
| 3. Fen - feign | 9. Tech - take |
| 4. Bed - bade | 10. West - waste/ waist |
| 5. Get - gate/ gait | 11. When - wane |
| 6. Let - late | 12. Edge - age |

13. Gel – jail

14. Lens – lanes

15. Breast – braced

16. Sent – saint

17. Test – taste

18. Best – based

19. Wren – rain/ reign

20. Led – laid

21. Bled – blade

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

(d) Sell

(g) Raid

(j) Stayed

(b) Pain

(e) Well

(h) Date

(k) Bet

(c) Hail

(f) Mate

(i) Men

(l) Jail

Sounds /æ/ and /ʌ/

1. Batter – butter

2. Cap – cup

3. Cat – cut

4. Back – buck

5. Brash – brush

6. Dabble – double

7. Rang – rung

8. Track – truck

9. Bad – bud

10. Began – begun

11. Bag – bug

12. Pan – pun

13. Drank – drunk

14. Fan – fun

15. Hat – hut

16. Badge – budge

17. Hang – hung

21. Ran – run

18. Massed – must

22. Swam – swum

19. Rash – rush

23. Ban – bun

20. Sank – sunk

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 /ɑ:/ and /ɜ:/

- | | | |
|-----------------------|-------------------|-----------------|
| 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 /ɑ:/ and /ɜ:/, write the minimal pair of:

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

Minimal Pairs of /b/ and /v/

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

Exercise 7

There is another word that will vary with the one written below with just one sound. Depending on the sounds /b/ and /v/, write that word.

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

Minimal pairs of /f/ and /v/

- | | | |
|---------------------|--------------------|----------------------|
| • Fan - van | • 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 | (b) Leaf | (c) Vast | (d) Fine |
|-----------|----------|----------|----------|

(e) Half

(g) Veil

(i) Calf

(k) Vile

(f) Proof

(h) Grief

(j) Fault

(l) Strive

Minimal Pairs of Sounds /s/ and /θ/

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

Sounds /t/ and /d/

- | | | | |
|--------------------|--------------------|------------------|-------------------|
| • Town -
down | • Tear - dare | • Tart - dart | • Toe - doe |
| • Touch -
Dutch | • Ten - den | • Tech -
deck | • Tough -
duff |
| | • Tongue -
dung | • Tin - din | • Tuck - |

duck	• Torn - dawn	• Tier - deer	• Toast - dosed
• Tab - dab	• Teal - deal	• Tint - dint	• Tomb - doom
• Tank - dank	• Teen - dean	• Sheet - she'd	• Tower - dour
• Tick - dick	• Tyre/tire - dire	• Wait - weighed	• Tux - ducks
• Tine - dine	• Toes - doze	• Tie - die	• Tamp - damp
• Hat - had	• Tout - doubt	• Try - dry	• Tell - dell
• Spent - spend	• Tug - dug	• Tear - dear	• Till - dill
• Too/ to/two - do	• Tale/ tail - dale	• Tip - dip	• Tusk - dusk
• Train - drain	• Teed - deed	• Tame - dame	• Sight - side
• Tide - dyed/died		• Team - deem	• Beat - bead
		• Tent - dent	

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	(d) And	(g) Bored	(j) Feet
(b) God	(e) At	(h) Eight	(k) Hit
(c) Write	(f) Bed	(i) Bet	(l) Hurt

(m) Mat	(o) Neat	(q) Set	(s) Sat
(n) Mend	(p) Nod	(r) Played	(t) Dead

Minimal Pairs of /k/ and /g/

Initial

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

Final

- | | | | |
|----------------|--------------|----------------|--------------|
| • Clock - clog | • Dock - dog | • Frock - frog | • Muck - mug |
|----------------|--------------|----------------|--------------|

- Brick - brig
- Puck - pug
- Stack - stag
- Lack - lag
- Broke - brogue
- Shack - shag
- Whack - wag
- Luck - lug
- Crack - crag
- Slack - slag
- Wick - wig
- Beck - beg
- Prick - prig
- Snuck - snug
- Jock - jog
- 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 | 8. Alms, arms |
| 2. Ad, add | 9. Altar, alter |
| 3. Ail, ale | 10. Ante, anti |
| 4. Air, heir | 11. Arc, ark |
| 5. Aisle, I'll, isle | 12. Aural, oral |
| 6. All, awl | 13. Away, aweigh |
| 7. Allowed, aloud | 14. Awe, oar, or, ore |

- | | |
|---------------------|--------------------------|
| 15. Axel, axle | 35. Beer, bier |
| 16. Aye, eye, I | 36. Bell, belle |
| 17. Bail, bale | 37. Berry, bury |
| 18. Bait, bate | 38. Berth, birth |
| 19. Baize, bays | 39. Bight, bite, byte |
| 20. Bald, bawled | 40. Billed, build |
| 21. Ball, bawl | 41. Bitten, bittern |
| 22. Band, banned | 42. Blew, blue |
| 23. Bard, barred | 43. Bloc, block |
| 24. Bare, bear | 44. Boar, bore |
| 25. Bark, barque | 45. Board, bored |
| 26. Baron, barren | 46. Boarder, border |
| 27. Base, bass | 47. Bold, bawled |
| 28. Bay, bey | 48. Boos, booze |
| 29. Bazaar, bizarre | 49. Born, borne |
| 30. Be, bee | 50. Bough, bow |
| 31. Beach, beech | 51. Boy, buoy |
| 32. Bean, been | 52. Brae, bray |
| 33. Beat, beet | 53. Braid, brayed |
| 34. Beau, bow | 54. Braise, brays, braze |

- | | |
|----------------------------|-------------------------------|
| 55. Brake, break | 75. Cheap, cheep |
| 56. Bread, bred | 76. Check, cheque |
| 57. Brews, bruise | 77. Choir, quire |
| 58. Bridal, bridle | 78. Chord, cord |
| 59. Broach, brooch | 79. Cite, sight, site |
| 60. Bur, burr | 80. Clack, claque |
| 61. But, butt | 81. Clew, clue |
| 62. Buy, by, bye | 82. Climb, clime |
| 63. Buyer, byre | 83. Close, cloze |
| 64. Call, caul | 84. Coarse, course |
| 65. Canvas, canvass | 85. Coign, coin |
| 66. Cast, caste | 86. Colonel, kernel |
| 67. Caster, castor | 87. Complacent, complaisant |
| 68. Caught, court | 88. Complement,
compliment |
| 69. Caw, core, corps | 89. Coo, coup |
| 70. Cede, seed | 90. Cops, copse |
| 71. Ceiling, sealing | 91. Council, counsel |
| 72. Censer, censor, sensor | 92. Cousin, cozen |
| 73. Cent, scent, sent | 93. Creak, creek |
| 74. Cereal, serial | |

94.	Crews, cruise	114.	Ewe, yew, you
95.	Cue, queue	115.	Faint, feint
96.	Curb, kerb	116.	Fair, fare
97.	Currant, current	117.	Farther, father
98.	Cymbol, symbol	118.	Fate, fete
99.	Dam, damn	119.	Faun, fawn
100.	Days, daze	120.	Fay, fey
101.	Dear, deer	121.	Faze, phase
102.	Descent, dissent	122.	Feat, feet
103.	Desert, dessert	123.	Ferrule, ferule
104.	Deviser, divisor	124.	Few, phew
105.	Dew, due	125.	File, phial
106.	Die, dye	126.	Find, fined
107.	Discreet, discrete	127.	Fir, fur
108.	Doe, dough	128.	Flair, flare
109.	Done, dun	129.	Flaw, floor
110.	Douse, dowse	130.	Flea, flee
111.	Draft, draught	131.	Flex, flecks
112.	Dual, duel	132.	Flew, flu, flue
113.	Earn, urn	133.	Floe, flow

134.	Flour, flower	154.	Grate, great
135.	Foaled, fold	155.	Greave, grieve
136.	For, fore, four	156.	Greys, graze
137.	Foreword, forward	157.	Groan, grown
138.	Fort, fought	158.	Guessed, guest
139.	Forth, fourth	159.	Hail, hale
140.	Foul, fowl	160.	Hair, hare
141.	Franc, frank	161.	Hall, haul
142.	Freeze, frieze	162.	Hangar, hanger
143.	Friar, fryer	163.	Hart, heart
144.	Furs, furze	164.	Haw, hoar, whore
145.	Gait, gate	165.	Hay, hey
146.	Gamble, gambol	166.	Heal, heel, he'll
147.	Gays, gaze	167.	Hear, here
148.	Genes, jeans	168.	Heard, herd
149.	Gild, guild	169.	He'd, heed
150.	Gilt, guilt	170.	Heroin, heroine
151.	Gnaw, nor	171.	Hew, hue
152.	Gneiss, nice	172.	Hi, high
153.	Gorilla, guerrilla	173.	Higher, hire

174.	Him, hymn	194.	Know, no
175.	Ho, hoe	195.	Knows, nose
176.	Hoard, horde	196.	Laager, lager
177.	Hoarse, horse	197.	Lac, lack
178.	Holey, holy, wholly	198.	Lade, laid
179.	Hour, our	199.	Lain, lane
180.	Idle, idol	200.	Lam, lamb
181.	In, inn	201.	Laps, lapse
182.	Indict, indite	202.	Larva, lava
183.	It's, its	203.	Lase, laze
184.	Jewel, joule	204.	Law, lore
185.	Key, quay	205.	Lay, ley
186.	Knave, nave	206.	Lea, lee
187.	Knead, need	207.	Leach, leech
188.	Knew, new	208.	Lead, led
189.	Knight, night	209.	Leak, leek
190.	Knit, nit	210.	Lean, lien
191.	Knob, nob	211.	Lessen, lesson
192.	Knock,nock	212.	Levee, levy
193.	Knot, not	213.	Liar, lyre

214.	Licker, liquor	234.	Mask, masque
215.	Lie, lye	235.	Maw, more
216.	Lieu, loo	236.	Me, mi
217.	Links, lynx	237.	Mean, mien
218.	Lo, low	238.	Meat, meet, mete
219.	Load, lode	239.	Medal, meddle
220.	Loan, lone	240.	Metal, mettle
221.	Locks, lox	241.	Meter, metre
.	Loop, loupe	242.	Might, mite
223.	Loot, lute	243.	Miner, minor
224.	Made, maid	244.	Mind, mined
225.	Mail, male	245.	Missed, mist
226.	Main, mane	246.	Moat, mote
227.	Maize, maze	247.	Mode, mowed
228.	Mall, maul	248.	Moor, more
229.	Manna, manner	249.	Moose, mousse
230.	Mantel, mantle	250.	Morning, mourning
231.	Mare, mayor	251.	Muscle, mussel
232.	Mark, marque	252.	Naval, navel
233.	Marshal, martial	253.	Nay, neigh

254.	None, nun	273.	Peer, pier
255.	Od, odd	274.	Pi, pie
256.	Ode, owed	275.	Place, plaice
257.	Oh, owe	276.	Plain, plane
258.	One, won	277.	Pleas, please
259.	Packed, pact	278.	Plum, plumb
260.	Pail, pale	279.	Pole, poll
261.	Pain, pane	280.	Practice, practise
262.	Pair, pare, pear	281.	Praise, prays, preys
263.	Palate, palette, pallet	282.	Principal, principle
264.	Paten, pattern,	283.	Profit, prophet
265.	Pause, paws, pores, pours	284.	Quarts, quartz
266.	Pawn, porn	285.	Quean, queen
267.	Pea, pee	286.	Rain, reign, rein
268.	Peace, piece	287.	Raise, rays, raze
269.	Peak, peek	288.	Rap, wrap
270.	Peal, peel	289.	Raw, roar
271.	Pearl, purl	290.	Read, reed
272.	Pedal, peddle	291.	Read, red
		292.	Real, reel

293.	Reek, wreak	313.	Saver, savour
294.	Rest, wrest	314.	Spade, spayed
295.	Retch, wretch	315.	Sale, sail
296.	Review, revue	316.	Sane, seine
297.	Rheum, room	317.	Satire, satyr
298.	Right, rite, write	318.	Sauce, source
299.	Ring, wring	319.	Saw, soar, sore
300.	Road, rode	320.	Scene, seen
301.	Roe, row	321.	Scull, skull
302.	Role, roll	322.	Sea, see
303.	Roux, rue	323.	Seam, seem
304.	Rood, rude	324.	Sear, seer, sere
305.	Root, route	325.	Seas, sees, seize
306.	Rose, rows	326.	Sew, so, sow
307.	Rota, rotor	327.	Shake, sheikh
308.	Rote, wrote	328.	Shear, sheer
309.	Rough, ruff	329.	Shoe, shoo
310.	Rouse, rows	330.	Sic, sick
311.	Rung, wrung	331.	Side, sighed
312.	Rye, wry	332.	Sign, sine

333.	Sink, synch	353.	Tale, tail
334.	Slay, sleigh	354.	Talk, torque
335.	Sloe, slow	355.	Tare, tear
336.	Sole, soul	356.	Taught, taut, tort
337.	Some, sum	357.	Tea, tee
338.	Son, sun	358.	Team, teem
339.	Sort, sought	359.	Teas, tease
340.	Spa, spar	360.	Tare, tear
341.	Staid, stayed	361.	Tern, turn
342.	Stair, stare	362.	There, their, they're
343.	Stake, stoak	363.	Threw, through
344.	Stalk, stork	364.	Throes, throws
345.	Stationary, stationery	365.	Throne, thrown
346.	Steal, steel	366.	Thyme, time
347.	Stile, style	367.	Tic, tick
348.	Storey, story	368.	Tide, tied
349.	Straight, strait	369.	Tire, tyre
350.	Sweat, sweet	370.	To, too, two
351.	Swat, swot	371.	Toad, toed, towed
352.	Tacks, tax	372.	Told, tolled

373.	Tole,toll	392.	We, wee
374.	Ton,tun	393.	Weak, week
375.	Tor,tore	394.	We'd, weed
376.	Tough,tuff	395.	Weal, we'll, wheel
377.	Troop,troupe	396.	Weather, whether
378.	Tuba,tuber	397.	Weir, we're
379.	Vain,vane,vein	398.	Were, whirr
380.	Vale,veil	399.	Wet, whet
381.	Vial,vile	400.	Weald, wheeled
382.	Wail,wale,whale	401.	Which, witch
383.	Wain, wane	402.	Whig, wig
384.	Waist, waste	403.	While, wile
385.	Waive, wave	404.	Whine, wine
386.	Wall, waul	405.	Whirl, whorl
387.	War, wore	406.	Whirled, world
388.	Warn, worn	407.	Whit, wit
		408.	White, wight
389.	Watt, what	409.	Who's, whose
390.	Wax, whacks	410.	Wood, would
391.	Way, weigh	411.	Yaw, yore, your, you're

412. Yoke, yolk

413. You'll, yule

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 | Romantically | Artistically |
| • Musically | Stoically | |

Letter 'B'

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

Letter 'C'

- | | | | |
|----------|-----------|----------|--------------|
| • Ascend | • Abscess | • Ascent | • Conscience |
|----------|-----------|----------|--------------|

- e
- Conscious
- Crescent
- Descend
- Descent
- Discipline
- Fascinate
- Fluorescent
- Isosceles
- Luminescent
- Muscle
- Obscene
- Resuscitate
- Scenario
- Scene
- Scent
- Scissors

Letter 'D'

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

Letter 'E'

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

Letter 'G'

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

Letter 'H'

- Honest
- Hour
- Heir
- Honour

- | | | | |
|--------------|-------------|------------|------------|
| • Ache | s | • Chemical | • Loch |
| • Anchor | • Chaos | • Chemist | • Shepherd |
| • Archeology | • Character | • Chorus | • Monarch |
| • Architect | • Cholera | • Choir | • Scheme |
| • Archive | • Charisma | • Echo | • psych |

Letter 'I'

- Business
- Parliament

Letter 'K'

- | | | | |
|------------|-----------|----------|-------------|
| • Knock | • Kneel | • Knight | • Knowledge |
| • Knapsack | • Knell | • Knit | • Knuckle |
| • Knave | • Knew | • Knob | |
| • Knead | • Knicker | • Knock | |
| • Knee | s | • Knot | |
| | • Knife | • Know | |

Letter 'L'

- | | | | |
|--------|--------|----------|----------|
| • Calm | • Talk | • Would | • Calf |
| • Half | • Walk | • Should | • Salmon |

- Yolk
- Folk
- Balk

Letter 'N'

- Autumn
- Column
- Condemn
- Damn
- Hymn
- Solemn

Letter 'O'

- Lesson

Letter 'P'

- Psychology
- Pneumonia
- Pseudo
- Psychiatrist
- Psychotherapy
- Psychotic
- Receipt
- Corps
- Coup

Letter 'S'

- Island
- Aisle
- Apropos
- Bourgeois

Letter 'T'

- Apostle
- Bristle
- Bustle
- Castle
- fasten
- glisten
- hustle
- jostle
- listen
- moisten
- mortgage
- nestle
- rustle
- thistle
- trestle
- whistle
- wrestle

Letter 'U'

- | | | | |
|------------|--------------|----------|--------------|
| • circuit | • guild | • guilty | • rogue |
| • disguise | • guile | • guilty | • silhouette |
| • guess | • guillotine | • guise | • colleague |
| • guide | • guilt | • guitar | • 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 | vii. patios | xii. listen | xiii. Aplomb |
| ii. isle | xiii. thyme | xiii. Christmas | xix. Ricochet |
| iii. mock | ix. handsome | xiv. Whether | xx. Clothes |
| iv. depot | x. sandwich | xv. Rapport | xi. Cupboard |
| v. acquit | xi. governmen
t | xvi. Ballet | xii. Faux |
| vi. womb | | vii. Chalet | xiii. Mnemonic |

- xxiv. Numb
- xxv. Rendezvous
- xxvi. Catalogue
- xxvii. Vegetable
- xxviii. Asthma
- xxix. months
- xxx. debris

RIDDLES

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

Riddling Process

- There are two parties involved: the audience (respondents) and the challenger(or the riddler).
- There are basically four stages of a riddling process, but at times six.
- The parts of the riddling process are:
 - (1) The riddler challenges the audience. The challenge differs from community to community. Some phrases used here include: riddle riddle!, I have a riddle! Etc.
 - (2) The respondents accept the challenge. The invitations include: riddle come! Throw it! Etc.

- (3) The riddler then poses the riddle.
- (4) The guess or guesses. The audience tries to come up with the solution. If they are unable, then the next part follows.
- (5) The challenger asks for a prize. The prize can be a town or city, or any other thing. The challenger accepts the prize.
- (6) Then the solution is given by the challenger.

Exercise

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

Challenger: I have a riddle!

Respondent: Throw it.

Challenger: What comes down but never goes up?

Respondent: Wind

Challenger: no, try again.

Respondent: Bird

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

Respondent: You will have the entire fire to yourself.

Challenger: The answer is rain.

FEATURES OF OGRE STORIES AND TRICKSTERS

(a) OGRE STORIES

- ❖ An ogre usually represents an evil.

- ❖ Ogre are usually destroyed at the end.
- ❖ They have happy ending.

Functions of Ogre Stories

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

(b) TRICKSTER STORIES

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

MASTERY OF CONTENT

DEBATE

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

- Neutral judge (s) then evaluate the persuasiveness of the arguments and offer constructive feedback.

Preparation Time

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

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

Points Delivery

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

1. Deliver your points in a confident and persuasive way.
2. Vary your tone to make you sound interesting. Listening to one tone is boring.
3. Speak quite loudly to be comfortably heard by everyone in the room. Shouting does not win debates.
4. Make eye contact with your audience, but keep shifting your gaze.

Don't stare at one person.

5. Concisely and clearly express your points to be understood by your audience members.
6. Provide a proof for each point you put across. If you don't you will not earn a point.
7. Speak slowly and enunciate your words. When you slow down your speech, you give your audience and the judge more time to process your strong points.
8. Use gestures to elaborate on your points.
9. Pause to divide your major points.

Heckling

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

They are meant to encourage the judge to heed a particularly strong

point being made by the speaker.

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

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

Exercise

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

ETIQUETTE

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

USE OF COURTEOUS LANGUAGE

- When one uses courteous language, he/she uses a language that is very polite and polished to show respect.
- At no time should you allow yourself be rude, ill-mannered, impolite, inconsiderate, or even thoughtless.
- Being and remaining polite will go a long way in building relationships.
- To show politeness and respect:
 - Use the word please in request;

- Say thank you to those who help or compliment you.
 - Start your requests or interrogatives beginning with words such as can, could, may, will, or would.
 - Say excuse me when you interrupt other people or intrude into their time or privacy.
 - Use question tags.
- In this section, we shall learn the words and phrases that show respect.

(a) Please

- We use it when you want someone to do something for you. For example: **Can you pass that cup, please?**
- also used when you want something from someone. For example: **Lend me ten shillings, please.**

(b) Thank you

- Use it whenever someone does something for you.
- Use it when someone commends you.

(c) Sorry

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

(d) Excuse me

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

Excuse me, can you show me where Amina lives?

(e) Pardon me

Almost as 'excuse me'

Exercise 1

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

Exercise 2

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

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

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

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

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

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

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

NON VERBAL SKILLS IN LISTENING AND SPEAKING

IMPORTANCE OF RESPECTING PERSONAL SPACE

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

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

The personal space varies depending on factors such as:

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

Why Respect People's personal Space?

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

General Personal Space Rules

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

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

Dealing with Space Intrusion

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

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

Exercise

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

LISTENING AND SPEAKING ANSWERS

PRONUNCIATION OF VOWEL SOUNDS

/ɪ/

- Hill
- Sit
- Still
- Blip

- Fill
- Blink
- Thrill

/i:/

- Jeep
- Creek
- Greased
- Teal
- cheat

/e/

- jet
- bed
- wet

PRONUNCIATION OF CONSONANT SOUNDS

Exercise 1

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

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

Exercise 2

(a) Garage

(c) Go

(e) Entangle

(b) Gift

(d) Digit

(f) Gecko

Exercise 3

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

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

Exercise 4

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

Sound /v/ :forgive, leftover

DIPHTHONGS

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

MINIMAL PAIRS

Exercise 1

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

Exercise 2

(a) Hid	(b) Mess	(c) Hem	(d) Led
---------	----------	---------	---------

(e) Fin

(f) Led

(g) Din

(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

(b) Leave

(c) Fast

(d) Vine

(e) Halve	(g) Fail	(i) Carve	(k) File
(f) Prove	(h) Grieve	(j) Vault	(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	iii. c	v. c
ii. s	iv. t	vi. b

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

RIDDLES

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

Exercise 2

aabcddbceecffccgghh

DEBATE

I could have:

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

USE OF COURTEOUS LANGUAGE

Exercise 1

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

Exercise 2

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

IMPORTANCE OF RESPECTING PERSONAL SPACE

He could have failed to:

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

READING FOR FORM ONE

READING SKILLS

SILENT READING

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

Bad Silent Reading Habits

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

(a) Moving your lips when you read

(b) Vocalizing

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

(c) Regressing out of habit

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

really slows you down.

(d) Reading one word at a time

(e) Moving of the head as one reads.

(f) Pointing the words as you read.

USING A DICTIONARY

Reasons for using a dictionary

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

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

To be a good dictionary user, however, it is not enough to know what to use the dictionary for. You must also decide which is the best dictionary for any of the purposes listed above.

Finding words quickly

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

Finding the right meaning of an English word

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

Finding the right spelling

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

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

USING THE LIBRARY

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

Different Types of Libraries to Use

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

The different types of libraries include:

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

- School library

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

Consulting the Librarian

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

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

COMPREHENSION SKILLS

SUMMARY AND NOTE-MAKING

SUMMARIES

SUMMARY

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

How to produce a summary:

1. Read the material to be summarized and be sure you understand it.

2. Outline the major points.

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

NOTE-MAKING

NOTE MAKING

How to Make Notes

The following tips will come in handy when making notes:

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

You should have in mind that a note:

1. Should be short and to the point.
2. Contain all the important and relevant information.
3. Should have information systematically divided and subdivided.

4. Should have a short title. Avoid long sentences as titles.

5. Must be written in points only.

Notes Template

TITLE

(a)

(b)

(c)

(d)

(e)

GRAMMAR FOR FORM ONE

PARTS OF SPEECH

NOUNS

(a) COMMON NOUNS

- They are simply words that name people, places, things, or ideas.
- They are not the actual names.
- The word 'teacher' is a common noun, but the word 'Halima' is not.
- A common noun identifies a thing, etc.

➤ Example of common nouns are:

- People: teacher, father, secretary, woman, girl, etc
- Animals: Tiger, Dog, Cow, etc
- Things: Chair, desk, cup, phone, etc
- Places: City, town, continent, etc
- Ideas: envy, hate, love, pride, etc

How to Capitalize Common Nouns

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

Examples in Sentences

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

Exercise

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

1. John and Nick were taught.
2. I have visited Asia.

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

(b) PROPER NOUNS

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

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

--	--	--

Exercise

Identify proper nouns in the sentences below.

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

(c) CONCRETE AND ABSTRACT NOUNS

Concrete Nouns

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

- Ball
- House
- Rice
- Water
- Wool

Abstract Nouns

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

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

Example in Sentences

- (i) Education is the key to life.
- (ii) All the teacher wanted was a proof.

- (iii) I will apply once the opportunity presents itself.
- (iv) They are calling for justice.
- (v) You need to change your behaviour.
- (vi) Love makes the world go round.

Exercise 1

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

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

Exercise 2

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

1. She asked for my _____ about this book. (advise)
2. The _____ in Kenya is not as good as it was 10 years ago. (educate)
3. The way she answers questions shows she has above average _____. (intelligent)
4. She explained the _____ of physical exercise. (important)

5. _____ means different things to different people. (happy)
6. _____ is all that will help. (confident)
7. It is _____ that comes before a fall. (proud)
8. His _____ led him to kill Ojwang. (angry)
9. The composition she wrote showed a high level of _____.
(imagine)
10. You will die out of _____. (lonely)

(d) COUNT AND NON COUNT NOUNS

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

Count Nouns

- A count noun can be expressed in plural form, normally with an “-s”, for example,
 - Season – seasons
 - Dog – dogs
 - Teacher – teachers
- When you look around the classroom, there are things that you can count. What are they? The list of things you can probably see are:
 - Chairs
 - Tables
 - Flag

- Textbooks
- Desks
- Cups

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

Non-Count Nouns

➤ Also referred to as **mass nouns**.

➤ Nouns falling under this category are those:

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

➤ Below are the examples of non-count nouns.

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

Examples in Sentences

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

(e) PLURAL NOUNS

- There are rules for spelling plural nouns.

General Rules for Spelling Plural Nouns

1. Most nouns add “-s”, for example
 - Book – books
 - Pen – pens
 - Phone – phones
2. Most nouns that end in “-ch”, “-sh”, “-s”, “-x”, or “-z” add “-ies”, for example,
 - Church – churches
 - Box – boxes
 - Prize – prizes
 - Bus – buses
3. Most nouns that end in a consonant and “-y” becomes “-ies”, for example,
 - Spy – spies

- Community - communities
- Activity - activities
- Country - countries

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

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

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

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

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

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

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

- Deer
- Species
- Fish
- Sheep

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

- Child - children
- Ox - oxen

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

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

ARTICLES

- An article is a kind of adjective.
- It is used with a noun and gives some information about that noun.
- There are two articles:
 - A
 - The
- The article “a” has a form “an”.
- Article “a” is known as the indefinite article. It is called indefinite since the noun it goes with is indefinite or general.
- The form “an” is used when the noun it precedes begins with a vowel.
- The article “a” has the same meaning as number “one”. For example, one can say:

I have bought a pen. Or

I have bought one pen.

- The article “the” is definite article.
- A definite article indicates a specific thing. Can you identify the difference between the pair of sentences below?

(i) I bought a pen.

(ii) I bought the pen.

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

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

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

Exercise

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

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

PRONOUNS

PERSONAL PRONOUNS

- They represent specific people or things.
- They are used depending on:

- (i) Number: whether singular or plural
- (ii) Person: whether first, second, or third persons
- (iii) Gender: whether male, female, or neuter
- (iv) Case : whether in the case of subject or object

Number versus Person

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

Gender versus Person

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

Case

- The pronouns used as subjects are:

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

➤ The pronouns below are used as objects:

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

Examples in Sentences

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

- (v) They are interviewing them.

Exercise 1

Fill the blanks with correct forms of pronouns in brackets.

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

Exercise 2

Replace the underlined words with an appropriate pronoun.

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

POSSESSIVE PRONOUNS

➤ We use possessive pronouns to refer to a specific person or people, or

thing or things that belong to a person or people, or things.

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

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

Number and Person

- In singular we use:
 - Mine – first Person
 - Yours -- second person
 - His/hers/its – third person
- In plural, use:
 - Ours – first person
 - Yours – second person
 - Theirs – third person

Gender

- For male gender, the pronoun below are used:
 - His
- For female gender use, hers

Case

A possessive pronoun can either be a subject or object.

Examples in Sentences

- (i) Mine is that one.
- (ii) This one is mine.
- (iii) The cars are yours.
- (iv) Yours are those ones over there.
- (v) Hers has been stolen.
- (vi) This building is ours.

Exercise

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

- 1. Martha did _____ homework in time.
- 2. Have you got _____ money.
- 3. I like your name. Do you like _____ ?
- 4. Hector and Emmy have seen your bag. Have you seen _____ ?
- 5. Jane, my flowers are dying. _____ are good.
- 6. I have come with my sister. _____ name is Alice.
- 7. Sophie and Gerges study Science. _____ teacher is kind.
- 8. We love _____ new boss.
- 9. He is in _____ house.
- 10. Are you and your friend enjoying _____ weekend?

11. The cat has bit _____ tail.

12. Right has a brother. _____ is 10 years old.

REFLEXIVE PRONOUNS

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

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

When Reflexive Pronouns are Used

Reflexive pronouns are used when:

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

- She bit **herself**.

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

- They betrayed **themselves**.

- Matthew likes **himself**.

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

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

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

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

Can you differentiate between the pair of sentences below?

She bought the pen herself.

She bought the dress for herself.

Exercise

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

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

FUNCTIONS OF PRONOUNS

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

(a) As the Subject of a Verb

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

He

She

I

They

We etc

Examples in Sentences

- i. **He** is my best friend.
- ii. **You** are the one I saw.
- iii. **They** are the school administrators.

(b) As the Object of A Verb

- An object is the recipient of the action.
- Some object pronouns include:

Me

You

Him

Her

Them

It etc

Examples in Sentences

- i. Richard escorted **him**.
- ii. He separated **them**.
- iii. I saw **her**.

(c) As the Object of a preposition

An object of preposition immediately follows the preposition.

Examples

- i. I will think about **it**.
- ii. I bought it **for** him.

VERBS

- A verb is a word that shows an action, state, or even an occurrence.
- There are two main verb types:
 - ❖ Lexical verbs
 - ❖ Auxiliary verbs

- In this section, we shall study Lexical verbs.

LEXICAL VERBS

- A lexical verb is the main verb in a sentence.
- It does not need a helping verb as it carries the meaning.
- The examples are:
 - ❖ Talk
 - ❖ Sing
 - ❖ Run
 - ❖ Jump
 - ❖ Eat
 - ❖ Go etc
- Depending on how they form their past tense and past participle forms, they are grouped as regular or irregular verbs.

Examples in Sentences

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

REGULAR AND IRREGULAR VERBS

- Verbs are subdivided into regular and irregular verbs depending on how their past tense and past participles are formed.

- A regular verb adds -ed or -d to the end of the base forms.

Examples of Regular Verbs

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

Examples In Sentences

1. He jumped over the fence.
2. He killed the cat.

- For Irregular verbs, there is no formula that predict their past tense and past participle forms.
- They include:

Verb	Past Tense	Past Participle
Sweep	Swept	Swept
Cut	Cut	Cut
Come	Came	Came

Go	Went	Went
Meet	Met	Met
Is/am	Was	Been

Examples in Sentences

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

TENSES

SIMPLE PRESENT TENSE

➤ The simple present tense is used to express:

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

Points to Remember on The Simple Present Third Person Singular

- The verb usually ends in -s, for example,
 - i. He runs
 - ii. She runs
 - iii. It runs
- Negative and question are “does”, for example,
 - i. He does not run.
 - ii. Does he run?
 - iii. She does not run.
 - iv. Does she run?
- In case of negative and question, the next verb after “does” does not add an -s

Present Simple Tense – Negative

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

Examples in Sentences

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

Present Simple Tense – Questions

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

Examples in Sentences

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

Exercise I

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

1. I live in Maragua. (*begin with: do*)
2. Right comes to school daily. (*begin: does*)
3. She does not play rugby. (*do not use: not*)
4. The train leaves at 8.00 am. (*use: 9.00 am*)
5. Does he forget his wallet? (*begin: he*)

Exercise 2

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

1. I _____ fifteen years old now. (be)

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

SIMPLE PAST TENSE

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

Examples

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

How to Form the Simple Past Tense

Simple Past in Negative Statement

The pattern here is:

Subject+Auxiliary+not

She did not call.

Simple Past in Interrogative

Did she call you?

Exercise

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

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

ADJECTIVES

COMPARATIVE AND SUPERLATIVE FORMS

Comparatives

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

He is quicker than Ngure.

Superlatives

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

He is the quickest of the three.

Ways of Making Comparative and Superlative Adjectives

(a) Adjectives with One Syllable

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

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

(b) Adjectives with Two Syllables

- There are those that simply add **-er** or **-r** for comparative, and **-est** or **-st** for superlative. Examples
 - i. Feeble Feebler Feeblest
 - ii.
- some use the word “more” for comparative, and “most” for superlative forms. Examples
 - i. famous more famous most famous
 - ii.
- There are those that can do with either **-er** or **-r**, or **more** for comparative and **-est** or **-st**, or **most** for superlative. They are special adjectives. Examples
 - i. Clever Cleverer (more clever) Cleverest (most clever)
 - ii. Simple Simpler (more simple) Simplest (most simple)
- Other **special adjectives** are:
 - Quiet
 - Polite
 - Pleasant
 - Likely
 - Commonly

- Sure

(c) Adjectives with Three or More Syllables

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

Interesting moreinteresting most interesting
Attractive more attractive most attractive

(d) Irregular adjectives

Some adjectives have Irregular comparative and superlative forms.

Examples

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

REGULAR AND IRREGULAR ADJECTIVES

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

Regular Adjectives

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

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

Irregular Adjectives

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

GRADABLE AND NON GRADABLE ADJECTIVES

Gradable Adjectives

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

- Warm
- Tall
- Nice etc

➤ There are grading adverbs that can be used with gradable adjectives. They include:

- A bit
- Very
- Extremely
- Quite
- Really
- So etc

Examples in Sentences

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

Non-Gradable Adjectives

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

❖ Excellent

❖ Impossible

❖ Digital

- | | | |
|--------------|------------|---|
| ❖ Domestic | ❖ Nearly | ❖ |
| ❖ Unique | ❖ Chemical | |
| ❖ Absolutely | ❖ Totally | |

- One cannot say “very dead” or “really dead”. The adjective “dead” is thus, a non-gradable adjective.
- A grading adverb cannot be used with the non-gradable adjectives.

Example in a Sentence

- i. The dead relative will be buried soon.

ADVERBS

ADVERBS OF MANNER

- They tell us the manner in which the action happened, happens, or will happen.
- The examples are:

- ❖ Carefully
- ❖ Slowly
- ❖ Loudly
- ❖ Easily etc

Examples in Sentences

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

ADVERBS OF TIME

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

- Two months time, etc

Examples in Sentences

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

ADVERBS OF FREQUENCY

- These are adverbs that answer questions “How frequently?” or “how often?”.
- They tell us how often something happens.
- There are two types of adverbs of frequency:
 - i. Adverbs of definite frequency, for example,
 - Monthly
 - Daily
 - Hourly
 - Weekly
 - Yearly
 - Every minute
 - Twice a month
 - Once

- Three times a day, etc

Examples in Sentences

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

ii. Adverbs of indefinite frequency, for example,

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

Examples in Sentences

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

PREPOSITIONS

SIMPLE PREPOSITIONS

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

I. In, on, at

He is in the house.

The cup is on the table.

He teaches at a school in Wajir.

2. Above, below

Most students scored above 50.

Few students scored below 40.

3. Over, under

Don't jump over the fence.

The cat is hiding under the bed.

4. Around, through

The flowers we planted around the house.

The spear went through his body.

5. Before, after

I will see him before lunch.

He is leaving after lunch.

6. To, from

I am coming from Limuru.

I am going to Nairobi.

7. About, by

Have you read the story about an ogre?

The story was written by Kendagor.

8. With, without

He didn't want to go with us.

We went without him.

9. Between, among

This is a secret between you and me.

There is no secret among many.

10. Inside, outside

The bottle is inside the box.

The spoon is outside the box.

PREPOSITIONS COMBINATIONS

Adjective+Preposition

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

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

ADJECTIVE	PREPOSITION
accustomed	To
Afraid	Of
Accused	Of
acquainted	With
Addicted	To
Annoyed	about/with/at
Allergic	To
Amazed	at/by
Anxious	About
appreciated	For
Ashamed	Of
associated	With
astonished	at/by

Aware	Of
Angry	With
Afraid	Of
Attached	To
Bad	At
Based	On
beneficial	To
Boastful	For
Bored	With
Brilliant	At
Busy	With
Capable	Of
Careful	with/about/of
Certain	About
characteristic	Of
Clever	At
connected	With
conscious	Of
Content	With
Crazy	About
Crowded	With
Curious	About
dissatisfied	With
Doubtful	About
Delighted	at/about
Derived	From
Different	From
disappointed	With
Eager	For
Eligible	For
enthusiastic	About
Excellent	in/at
Excited	About
experienced	In

Exposed	To
Envious	Of
Faithful	To
Familiar	With
Famous	For
fed up	With
Free	of/from
frightened	Of
Friendly	With
Fond	Of
Furious	About
Furnished	With
Full	Of
Generous	with/about
Guilty	of/about
Gentle	With
Good	At
Grateful	To
Happy	About
Hopeful	of/about
Identical	with/to
Immune	To
impressed	With
Inferior	To
indifferent	To
Innocent	Of
interested	In
Involved	With
Incapable	Of
Jealous	Of
Kind	To
Keen	On
Late	For
Limited	To

Lucky	At
Nervous	of/about
Notorious	For
Opposed	To
Patient	With
pessimistic	About
Pleased	With
Polite	To
Popular	With
Presented	With
Proud	Of
Punished	For
Puzzled	by/about
Qualified	For
Ready	For
Related	To
Relevant	To
respectful	For
responsible	For
Rid	Of
Sad	About
Safe	From
Satisfied	With
Scared	Of
Sensitive	To
Serious	About
Sick	Of
Similar	To
Shocked	By
Skilful	At
Slow	At
Sorry	for/about
successful	In
Suitable	For

Sure	of/about
Superior	To
Surprised	At
suspicious	Of
sympathetic	With
terrible	At
terrified	Of
tired	Of
thankful	to/for
trilled	With
troubled	With
typical	Of
unaware	Of
upset	About
used	To
wrong	with/about
worried	About

Examples in Sentences

1. It was nice of you to help me.
2. Why are you so angry about it? They were furious with me for not inviting them to my party.
3. I was disappointed with the book she bought me.
4. I was pleased with the present you gave me. Were you disappointed with your examination result
5. They have been astonished by something.
6. Everyone was surprised by /at the news.
7. Are you excited about going on holiday next week?

8. Are you afraid of dogs?
9. I'm not ashamed of what I did.
10. I'm not very good at driving big cars.
11. Your composition is full of errors.
12. Your name is similar to mine.

Verb +Preposition Combination

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

account for
accuse SO of ST
adapt to
add SO/ST to SO/ST
add to
adjust to
admit ST to SO
admit to
agree on
agree to
agree with
apologize to SO for ST
base on
be absent from (a place)

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

be accustomed to
be acquainted with

be addicted to ST	be divorced from SO
be afraid of	be done with ST
be angry at SO for ST	be dressed in
be angry with SO for ST	be encouraged with
be annoyed at SO for ST	be engaged in ST
be annoyed with SO for ST	be engaged to SO
be anxious about ST	be envious of
be associated with	be equipped with ST
be aware of	be excited about
be blessed with	be exposed to
be bored by	be faced with
be bored with	be faithful to
be capable of ST	be familiar with
be cluttered with ST	be famous for
be committed to	be filled with
be composed of	be finished with
be concerned about	be fond of
be connected to	be friendly to SO
be connected with	be friendly with SO
be content with	be frightened by
be convinced of ST	be frightened of
be coordinated with ST	be furnished with ST
be crowded in (a building or room)	be grateful to SO for ST
be crowded with (people)	be guilty of ST
be dedicated to	be happy about ST
be devoted to	be innocent of ST
be disappointed in	be interested in
be disappointed with	be involved in ST
be discouraged by	be involved with
be discouraged from (doing something)	be jealous of
be discriminated against	be known for ST
	be limited to

be made from ST	
be made of (material)	
be married to	care about
be opposed to	care for
be patient with SO	catch up with
be pleased with	cater to
be polite to SO	charge SO for ST
be prepared for	charge SO with ST
be protected from	choose between SO/ST and SO/ST
be proud of	chose ST from ST
be related to	collide with
be relevant to	come from
be remembered for ST	comment on
be responsible for	communicate with SO
be satisfied with	compare SO/ST to SO/ST
be scared of	compare SO/ST with SO/ST
be terrified of	compete with
be thankful for	complain about
be tired from (doing something)	compliment SO on ST
be tired of (doing something)	concentrate on
be worried about	concern SO with ST
beg for	confess to
begin with	confuse SO/ST with SO/ST
believe in	congratulate SO on ST
belong to	consent to ST
benefit from	consist of
blame SO for ST	contribute to ST
blame ST on SO	convict SO of ST
boast about	cope with
borrow ST from SO	correspond with SO
	count on
	cover with
	crash into

cure SO of ST

deal with

decide against

decide between SO/ST and SO/ST

decide on

dedicate ST to SO

demand ST from SO

depend on

derive ST from ST

deter SO from ST

devote ST to SO

differ from

disagree with

disapprove of

escape from (a place)

exchange SO/ST for SO/ST

exclude SO from ST

excuse SO for ST

expel SO from (a place)

experiment on

explain ST to SO

feel about

feel like

fight about

fight against

fight for

fight with

discourage SO from ST

discuss ST with SO

distinguish between SO/ST and SO/ST

distinguish SO/ST from SO/ST

distract SO from ST

dream about

dream of

dress SO in ST

drink to

elaborate on ST

emerge from ST

forget about

forgive SO for ST

gamble on

gawk at

gaze at

get back from (a place)

get married to SO

get rid of

get through with

get tired of

get used to

give ST to SO

glare at

gloat at
grieve for
gripe at SO
grumble at SO about ST

joke with SO about SO/ST
jot down ST

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

laugh about
laugh at
learn about
lend ST to SO
listen for
listen to
long for
look at
look forward to

meet with SO
mistake SO/ST for SO/ST

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

nod at
nod to

object to
operate on

jabber about
joke about

participate in ST
pay for
persist in
plan on

praise SO for ST
pray for
prefer SO/ST to SO/ST
prepare for
present SO with ST
prevent SO/ST from (doing something)
prohibit SO from (doing something)
provide for
provide SO with ST
provide SO/ST for SO
punish SO for ST

react to
recover from ST
refer to ST
relate to
rely on
remind SO of SO/ST
reply to
rescue SO from SO/ST
resign from ST
respond to
result in ST
retire from ST

save SO from ST
search for

sentence SO to ST
separate SO/ST from SO/ST
share ST with SO
shout at
show ST to SO
smile at SO
speak to SO about SO/ST
specialize in ST
spend (money/time) on
stand for
stare at
stem from
stop SO from (doing something)
subject SO to ST
subscribe to
substitute SO/ST for SO/ST
subtract ST from ST
succeed at ST
succeed in (doing something)
suffer from
suspect SO of ST

take advantage of
take care of
talk about
talk to
tell SO about ST
thank SO for ST
think about
think of
toast to

translate ST into (a language)

trust SO with ST

turn to

use ST for ST

vote against

vote for

wait for

warn about

waste (money/time) on

wish for

work for

work on

worry about

write about

write to SO

yap

about

yearn

for

Exercise I

Fill the blank spaces with the most appropriate prepositions.

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

9. Rich is still _____ vacation.

10. My daughter's birthday is _____ May.

Answers

1. On

5. In

9. On

2. To

6. For

10. In

3. In

7. With

4. At

8. From

Exercise 2

Complete the sentences with the most appropriate prepositions.

1. It was stupidher to go out without a coat.

2. Everyone was pleasedthe marks they scored.

3. I am boredsinging every morning.

4. Are you interestedsports?

5. Kenya is famous her athletes.

6. I will be happy to see married Gregory.

7. The town is crowded with people.

8. You will be held responsibleanything that happens.

9. She is sorry her behavior last night.

10. You should be sorrymissing the lesson.

11. Jemimah is fond dogs.

12. I am keen leave this school.

13. What are you excited?

14. It seems she is upsetsomething.

15. You shouldn't be worriedanything as long as I am around.

Answers

(1) Of

(6) To

(11) Of

(2) With

(7) With

(12) On

(3) With

(8) For

(13) About

(4) In

(9) About

(14) About

(5) For

(10) For

(15) About

CONJUNCTIONS

COORDINATING CONJUNCTIONS

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

Examples in Sentences

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

Functions of Coordinating Conjunctions

Conjunction	Function	Example in a Sentence
And	Joins two similar ideas	Jane and Mary are in form one.
But	Joins two contrasting ideas	He drives slowly, but sure.

Or	Joins two alternative ideas	We can go to Naivasha, or stay here and watch news.
So	Shows the second idea is the result of the first	I was sick, so I did not go to school.
Nor	Joins two negative alternatives.	He doesn't wake up early, nor do I.
For	Give a reason	I was punished, for I was late.
Yet	Joins two contrasting ideas (means "but")	I was punished, yet I arrived early.

Exercise

Join each pair of sentences with an appropriate coordinating conjunction.

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

Answers

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

PHRASES

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

NOUN PHRASES

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

Examples of Noun Phrases

The new car

My old shirt

The best car safety device

Constituents of a Noun Phrase

❖ A noun phrase consists of:

- ✓ A determiner, which can be an article, a number, or an adjective.
- ✓ Modifiers, which can be an adjective, or combinations of adjectives.

❖ Modifiers can either be premodifier if it comes before the main noun, or post modifier if it follows the noun.

❖ Determiners precede modifiers.

❖ Study the noun phrases.

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

Exercise

Underline the noun phrase in each of the sentences below.

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

SIMPLE SENTENCES

A simple sentence has one clause —independent

(a) SENTENCE STRUCTURE (SUBJECT, PREDICATE)

- A simple sentence has the formula:

Subject + Predicate

- Look at the example below.

This desk is mine.

✓ This desk – Subject

- ✓ Is mine – the predicate
- A subject is the one doing the action.
- Predicate is the part of the sentence which talks about the subject and which has a verb.
- The predicate must contain a verb. The other constituents of a predicate can be an adverb, adjective, pronoun, etc.
- Can you identify the subject and predicate in each of the sentences below?
 - ❖ She came to see me.
 - ❖ Njoroge was here.
 - ❖ I saw them dancing.
 - ❖ This is the cheapest dress in town.
 - ❖ You are a big fool.

(b) TYPES OF SENTENCES

INTERROGATIVE SENTENCES

- An interrogative sentence is used to ask questions.
- There are various question types:
 - ❖ Yes/no questions
 - ❖ Alternative questions
 - ❖ Tag questions

❖ w/h questions

Yes/No Questions

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

Alternative Questions

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

Tag Questions

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

W/H Questions

- ✓ The first word start with the two letters “w and h”.
- ✓ Those words used for asking these questions are: who, where, which, how, why, what

✓ Examples

❖ Who sent you?

❖ Where do you live?

Exercise

Form three different question types from the sentence:

You stole my cap.

Answer

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

IMPERATIVE SENTENCES

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

Examples

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

End Punctuation Marks with Imperative Sentences

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

Leave now!

Open the door!

- If the command is polite, or in the form of advice, put a period (.). examples,

Please get me my book.

Leave the door open.

EXCLAMATORY SENTENCES

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

Examples

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

Exercise

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

- I. He is a foolish man.

2. This is a pleasant day.
3. That is clever of you.
4. They are lovely flowers.
5. He came early

Answers

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

AFFIRMATIVE SENTENCES

There are two types:

- ❖ Declarative
- ❖ Negative

DECLARATIVE SENTENCES/

- Used to make statements.
- End with a full stop or period (.).
- Here are examples of declarative sentences.
 - ❖ My name is George.
 - ❖ He brings me chocolate.

- ❖ She visited last year.
- ❖ I will leave in the evening.

NEGATIVE SENTENCES

- A negative sentence states that something is untrue.
- A negative adverb is added to negate the validity of the sentence.
- A negative statement is formed by adding the word “not” to the first auxiliary verb. Examples
 - ❖ I did not abuse you.
 - ❖ This novel does not have a good ending.
 - ❖ You are not among the lucky ones.
 - ❖ Dan did not steal from me, it was you.

Exercise

Negate the following sentences.

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

Answers

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

ANSWERS

PARTS OF SPEECH

NOUNS

COMMON NOUNS

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

PROPER NOUNS

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

CONCRETE NOUNS ABSTRACT NOUNS

Exercise I

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

Man - concrete

Courage - abstract

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

Hope - abstract

- 3) My faith in God is very strong.

Faith - abstract

God - concrete

- 4) A person should buy a beautiful dress.

Person, dress – concrete

5) Have you seen the black dog?

Dog – concrete

6) Love is blind.

Love – abstract

Blind – concrete

Exercise 2

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

NUMBER

ARTICLES

(1) An

(2) A

(3) The

(4) No article

(5) A

(6) The

(7) The

(8) No article

(9) An

(10) An

PRONOUNS

PERSONAL PRONOUNS

Exercise 1

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

Exercise 2

- 1) The old gate doesn't look good.
It doesn't look good.
- 2) Tom and Mary went to school.
They went to school.
- 3) The dog bit the doctor and the chief.
It bit them.
- 4) Moses runs faster than Rebecca.
He runs faster than Rebecca.
- 5) Phiona and Ruth played doubles.
They played doubles.
- 6) Christine is clever.

She is clever.

7) I brought the dress.

I brought it.

8) Antony drove Junet and me.

Anthony drove us.

POSSESSIVE PRONOUNS

- 1) Her
- 2) Your
- 3) Mine
- 4) Theirs
- 5) Yours
- 6) Her
- 7) Their
- 8) Our
- 9) His
- 10) Your
- 11) Its
- 12) His

REFLEXIVE PRONOUNS

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

PHRASES

NOUN PHRASES

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

10. My best friend is Teris.

WRITING FOR FORM I

SPELLING

SPELLING RULES

The following rules will help you spell words correctly.

Rule 1: “/before *E* except after *C*”;

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

Exceptions

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

Rule 2: “Dropping Final *E*”

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

- advancing
- surprising

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

- advancement
- likeness

(However, if the silent *e* is preceded by another vowel, drop the *e* when adding any ending: *argument*, *argued*, *truly*.)

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

Rule 3: “Dropping Final *Y*”

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

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

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

- crying
- studying

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

- obeyed
- saying

Rule 4: “Doubling Final Consonants”

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

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

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

double the final *l* as in *dealer* and *dealing*. The same would apply, then, to *despair*: despairing, despaired.

PUNCTUATION

CAPITALIZATION

Capitalization Rules

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

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

Capitalize proper nouns—and adjectives derived from proper nouns.

Examples:

he is Brian's father

In Juja

Capitalization Checklist

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

the University of Nairobi

- Natural and artificial landmarks

the Fourteen Fall, the Mount Kenya

- Religions and names of deities

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

- Special occasions

the Olympic Games, the Cannes Film Festival

- Streets and roads

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

FINAL PUNCTUATION MARKS

The Period, Full Stop or Point

- The period (known as a full stop) is probably the simplest of the punctuation marks to use. You use it like a knife to cut the sentences to the required length.

- Generally, you can break up the sentences using the full stop at the end of a logical and complete thought that looks and sounds right to you.

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

Examples

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

Indicate an abbreviation

Examples

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

Period after a single word

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

Examples

- "Come."
- "Stop."

Periods in numbers

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

Examples

- Sh. 10.50 is its price.

- Her weight is 60.60

The Exclamation Mark

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

Examples

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

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

Examples

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

The Question Mark

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

Examples

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

Do not use a question mark for reported questions

Examples

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

The Comma

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

➤ *A series of independent clauses (sentences)*

Example

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

➤ *A series of nouns*

Examples

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

➤ *A series of adjectives*

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

Examples

- She was young, beautiful, kind, and intelligent.

- The house we visited was dark, dreary, and run-down.

➤ *A series of verbs*

Examples

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

➤ *A series of phrases*

Examples

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

More Uses

1. Enclosing details

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

Examples

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

2. Participial phrases

Examples

- Hearing the sad news, Fred fainted.

- Walking home from school, I met my old friend.

3. Tag questions

Examples

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

STUDY WRITING

MAKING NOTES

How to Make Notes

The following tips will come in handy when making notes:

5. Read the material carefully and thoroughly.
6. Underline the key sentences as you read. This will help in forming the title.

7. Make a rough note of the main points in a logical sequence.
8. Write the final notes.

You should have in mind that a note:

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

Notes Template

TITLE

(f).....

(g).....

(h)

(i)

TAKING NOTES

How to Take Notes

- There is no one "right" way to take notes. Very different approaches can be equally effective, depending on the context.
- The key thing is to ensure that you remain actively engaged with the material whilst taking notes.
- If all you do is copy down what you hear or read, then you won't actually be learning anything at all. You may not even understand your notes when you come back to review them later!
- Do the following:
 - (i) Be concise
 - (ii) be as neat as possible
 - (iii) use headings and numbered points
 - (iv) use abbreviations/shorthand
 - (v) Leave spaces in between your notes in case of any additions.
- Avoid the following:
 - copying out sentences or passages verbatim (i.e. word for word)
 - copying a mass of factual information
- After the lesson, rewrite the notes in a more organized way adding details left out.

I. CREATIVE WRITING

POEMS

Poem Writing Tips

There are a few things to think about before you start writing your poem.

The following tips on writing poems will help you get started.

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

IMAGINATIVE COMPOSITIONS

Elements of Imaginative Compositions

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

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

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

c) Plot: Refers to the series of actions that the characters go through as they try to solve a problem. In the plot, we have the:

1. *Introduction:* This is usually short. It presents the character, the situation or the problem, and part of the setting.
2. *Development:* This simply shows how the situation affects the

characters and what they do to try and solve the problem.

3. *Conclusion*: This shows the solution of a problem. It is usually short. It may lead to a happy, sad or surprise ending.

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

You can create suspense by:

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

2. PERSONAL WRITING

(a) Diaries

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

Diaries to Record what is planned to be done

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

MY DIARY

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

Monday	25 th April, 2015	7.30 am	Waking
		8.00 am	Shower
		8.30 am	Breakfast
		9.30am	Washing clothes
		11.30 am	Playing video games
		12.30 pm	Lunch
		3.00 pm	Reading Chemistry
		5.00 pm	Watching movies
		8.30 pm	Supper

Diaries for Recording the Daily Observation

MY DIARY

Calendar

April, 2016

Sun Mon Tue Wed Thur Frid Sat

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

ENTRY

Dear Diary,

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

(b) ADDRESSES

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

Addresses in Letters

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

Block Format

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

KILIMAMBOGO FOOD AND
BEVERAGE,

P.O. BOX 555-35400,

KILIMAMBOGO - KENYA.

Indented Format

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

KILIMAMBOGO FOOD AND
BEVERAGES,

P.O. BOX 555-35400,

KILIMAMBOGO - KENYA.

Exercise

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

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

(c) PACKING LISTS

- At times you find yourself forgetting something when packing for a trip.
- It is important to get organized. Writing a packing list will be key in ensuring no item intended to be carried during a trip is forgotten.
- A packing list is therefore a checklist for what to bring along with them.

- To make the most out of your trip you have to pack the right items.
- What you pack will highly depend on factors such as:
 - (a) The place you are visiting. If for example, you are visiting a place where it is hot, there will be no need of carrying heavy clothes.
 - (b) Means of transport. There is a limit to what one should carry depending on the weight.
 - (c) Number of days.
 - (d) The reason for visiting. For example if going on a camp, you need carry camping gear.

How to Start

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

Sample Packing List

TRIP TO MACHAKOS PACKING LIST				
DAYS: 3 Days				
NO.	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION
I.	CLOTHING LIST	Trousers	3	Purple one 2 white ones
		Shirts	3	The pink one The one printed “Newyork”. The newly

		Underpants	4	bought one. The black, yellow, red and indigo ones.
2.	ENTERTAINMENT LIST	CDs Laptop Earphone	3 1 1	Nigerian movies The one recently bought. Purple one.
3.	TOILETRIES	Bathing soap Washing soap Toothpaste	1-250gm ½ bar 50 gm	Fa Bathing soap. Jamaa Colgate
4.	DRINKS	Afya Soda	2-500 ml 2-500 ml	Guava flavored. Fanta

Exercise

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

3. SOCIAL WRITING

Informal Letters

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

How to Write Informal Letters

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

MAALIK AHMED

P.O. BOX 6454-90800

KITALE

(b) Date when the letter is written.

(c) Salutation. Example,

Dear Timothy,

(d) Body. Write the body of the text. Include greetings, news, other questions, etc.

(e) Closing. Sign of with your name. example,

See you soon,

Denis

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

The Format	Explanation
Address	At the top right hand corner, write your address. For example, Keicy Kimito P.O. Box 567 RONGO
Date	Below the writer's address, is the date. For example, 13 th December, 2015
Salutation	Written on the left hand side of the letter. Start with:

	<ul style="list-style-type: none"> • Dear , e.g. Dear Drinkwater, • Dearest....., or My Dear....., (for close friends and relatives) Example, Dearest Drinkwater, Or My Dear Drinkwater,
Opening Paragraph	<p>You may ask about the recipient's health. For example,</p> <ul style="list-style-type: none"> • How is your family? • How are you Njuguna? I hope that you and your family are in the pink. • I am fine and I hope you are as fit as a fiddle.
Content Paragraphs	<p>This is where:</p> <ul style="list-style-type: none"> • You mention your main reason for writing (paragraph 2) • Give the news • Ask questions <p>You can start with:</p> <ul style="list-style-type: none"> • I am writing this letter to...
Closing	It is proper to inform your recipient that you are

Paragraph	<p>ending the letter. Some phrases you can use are:</p> <ul style="list-style-type: none">• Do write me soon.• Please convey my warm regards to...• Allow me to pen off here.• Hope to receive a reply from you.• Bye/ Goodbye
Closing	<p>Sign off with your name. you can sign off using:</p> <ul style="list-style-type: none">• Your loving friend,• Yours lovingly,• Yours affectionately,• Your nephew,• Yours sincerely,• Keep in touch, <p>Your name should follow. Your first name is preferred.</p>

The Language of Informal Letters

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

Sample Friendly Letter

Brigit

Annabel

454-40400

MIGORI

P.O BOX

SUNA-

5TH

September, 2015

Dear James,

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

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

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

I'm now teaching at Sunsun in Migori and the kind of work I do suits me to the ground. I teach two candidate classes. The work here is not only

challenging, but it is rewarding as well. I know you will find it hard to believe... but you just have to.

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

Keep in touch,

Brigit

Exercise

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

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

4. INSTITUTIONAL WRITING

(a) PUBLIC NOTICES

- A public notice is a notice given to provide information for the public that is widespread in a wide geographical area via media.

- They are mostly placed in newspapers by businesses, county and national government, and individuals.
- They include:
 - (i) Unclaimed property
 - (ii) Wanted person
 - (iii) Dangerous person
 - (iv) Government contracts
 - (v) Auction
 - (vi) Foreclosures, etc.

Public Notice Format

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

Sample Public Notice

MAJI MACHAFU LANDS DEALERS COMPANY

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

PUBLIC NOTICE

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

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

Yours Sincerely

[sign]

Fredrick Wainaina

SALES MANAGER

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

(b) INVENTORIES

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

- A list of things possessed by a person or company.
- It is a good idea to keep the records of items owned by a person or company.
- An inventory will have the following basic elements:
 - (i) Name of the institution.
Name of the person, if individually possessed.
 - (ii) Date when the records are taken.
 - (iii) Item number
 - (iv) Item category
 - (v) Item
 - (vi) Quantity of items
 - (vii) Description of the item
 - (viii) Approximate value of the item
 - (ix) The name and designation of the person keeping the records.

➤ Here is a sample inventory.

KILIMANJARO MIXED DAY AND BOARDING HIGH SCHOOL					
INVENTORY OF THE EQUIPMENT AS AT 24 TH MARCH, 2016					
N O.	ITEM CATEGORY	ITEM	QUANTI TY	DESCRIPTI ON	APPROXIM ATE VALUE IN KSH.
1.	LABORAT ORY EQUIPMEN T	Test tubes	15	Good condition	1200
		Microscop es	2		9800
2	ELECTRONI CS	Computers	3	New ones	72 000
			4		12 000
3	FURNITURE	Radios	4	Damaged	6 800
			2		68 700
		Printers	6	Not working	14 600
			14		48 000
		Teachers' tables	22	Damaged	110 000
			22		Good Condition
		Staffroom Chairs	400	Newly Bought ones	200 000
			89		44 500
			500		250 000

4	GAMES EQUIPMEN T	Classroom chairs	6	Good Condition	60 000
			3		12 000
			300	Broken	600 000
		Students' Lockers		Good condition	
		Office Cupboards	3	New Ones	3 000
			2	New Ones	6 000
		Beds		Good Condition	
		Balls		Punctured	
		Volley ball nets		Good Condition	

RECORDS KEPT BY: Jeniffer Kwamboka

sign

School Store Keeper

Exercise

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

