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ENGLISH NOTES FORM 1 WORK

***SIMPLIFIED VERSION
OF ENGLISH REVISION
CLASS 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
- Contemptuous
- Continue
- Condolence

Also in words such as:

Business

Sound /ʌ/

Examples of words containing this sound include:

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

Sound /ɔ:/

It is a long sound.

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

It is said in words such as:

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

Sound /ʊ/

It is a short sound.

The mouth doesn't move.

Each of the words below bear this sound:

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

Sound /ʊ/

bosom

Sound /I:/

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		
Wet	Sit	Bed	thrill	

/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 Chips Pinch

There are those with letters 'TCH' for example,

Catch Batch Watch Itch

Some are with letters 'TU', for example,

Century

Spatula

Crunch

Much

Kitchen

witch

The Sound /dʒ/

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

Letters representing this sound include:

Letters 'DG'

- Fudge
- Budge
- Bridge
- Judge

Letter 'J'

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

(c) Letters 'DU'

- Procedure
- Graduate
- Individual

When letter 'G' represents the sound

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

Letters 'GE', for example,

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

Letters 'GI', for example,

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

- Original
- Vigilant
-

Letters 'GY', for example,

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

Letter 'F'

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

(b) Letters 'PH'

- Phone
- Graph
- Paragraph
- Phrase

Letters 'GH'

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

The Sound /v/

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

It is voiced.

Your top teeth is put on your bottom lip.

Words bearing this sound include:

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

The Sound /d/

/d/ is voiced. The vocal cords vibrate.

The low of air is stopped at the front of the mouth by tongue.

Practice speaking the words below:

- Dad
- Do
- Did
- Dog
- Mad
- Sad
- Bad
- Done

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- Loud
- And

Sound /t/

To make this sound, your tongue stops the flow of air at the front of your mouth.

It is a voiceless/unvoiced sound.

It said in words like:

- To
- 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
- Game
- Gate
- Gibbon
- Give
- Goat
- Gazelle
- Gecko
- Gold
- Gown
- Girl
- Ghost
- Geyser
- Garbage

The Sound /ʃ/

This sound is unvoiced – only air passes through the mouth when said.
The teeth are put together and the corners of the lips are brought together towards the middle.
Most words with letters 'sh' this sound. For example,

Shape

Shop

bishop

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

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

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

Sugar	Sure	Pressure
Surmac	Issue	

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

Nation	Option
--------	--------

Motion	Caution
--------	---------

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

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

Sound /θ/

Pronounced with your tongue between your teeth.

It is unvoiced.

The words bearing this sound include:

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

Sound /θ/

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
-----	-----	------	-----

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 Zip • Quiz | • Buzz | • Doze |
| | • Freeze | • prize |

There are those words with letter 'S' saying this sound, for example,

- | | | | |
|----------|-------------|----------|-----------|
| • Is | • Frogs | • Reason | • Because |
| • Was | • Girls | • Rise | • Shoes |
| • His | • Friends | • Eyes | • Visit |
| • Hers | • Lies | • These | • Those |
| • Nose | • Busy | • Days | • Bananas |
| • Noise | • Tuesday | • Says | • cows |
| • Noises | • Wednesday | • Ties | |
| • Rose | • Sounds | • Has | |
| • Roses | • Pose | • 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 /ʒ/ only that is voiced.

The examples of words with this sound are:

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

Practice in sentences

Measure the beige door on the garage.

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 | • Mine | • Morning | • Farmer | • Meat |
| • 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.

Judge, gesture, garage
 Jump, gift, geological
 Fungi, just, go
 Digit, game, gamble
 Hygiene, prodigy, entangle
 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	Decision
Caucasian	Leisure	Casual	Collision
Division	Solution	Chef	Sure
Passion	Pressure	Conclusion	Precious
Ocean	Vision	Television	Exposure

/f/	/s/

Exercise 4

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

Please forgive me for forgetting the leftover food.
 Save the four wolves that live in the cave.

DIPHTHONGS

A diphthong is a combination of two vowel sounds.

Some of the diphthongs include:

/əv/

/aʊ/

/eɪ/

/əv/

In words like;

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

/aʊ/

Said in words such as:

- | | | | | |
|---------|---------|----------|---------|----------|
| • How | • Down | • Powder | • Shout | • Mouse |
| • Cow | • Town | • Browse | • About | • Mouth |
| • Now | • Clown | • Loud | • Doubt | • South |
| • Allow | • Drown | • Proud | • Foul | • Couch |
| • Owl | • Crown | • Cloud | • Noun | • Found |
| • Brown | • Crowd | • Out | • House | • Ground |

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- | | | | | |
|----------|------------|------------|----------|----------|
| • Around | • Amount | • Allowing | • Tower | • Our |
| • Pound | • Mountain | • Towel | • Flower | • Sour |
| • Sound | • Announce | • Bowel | • Shower | • Flour |
| • Count | • Bounce | • Power | • Hour | • coward |

/eɪ/

The words containing this diphthong are:

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

Exercise

Write another word pronounced the same way as:

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

MINIMAL PAIRS

Study the pairs of words below carefully.

Fit – feet

Let – late

Van – fan

Pun – pan

What do you notice? You realize that only one sound makes the pronunciation of one word distinct from the other. Each pair is called a *minimal pair*.

A minimal pair is therefore a pair of words that vary by only one sound especially those that usually confuse learners, such as /l/ and /r/, /b/ and /p/, and many others.

Minimal Pairs of Vowel Sounds

Sound /i/ and /i:/

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

Exercise

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

- | | | | |
|-----------|-----------|-----------|-----------|
| (a) Hit | (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 – clenc |

Exercise

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

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

Sounds /e/ and /ei/

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

- | | |
|-------------------------|------------------------|
| 1. Wet – wait | 12. Edge – age |
| 2. Bread – braid | 13. Gel – jail |
| 3. Fen – feign | 14. Lens – lanes |
| 4. Bed – bade | 15. Breast – braced |
| 5. Get – gate/ gait | 16. Sent – saint |
| 6. Let – late | 17. Test – taste |
| 7. Met – mate | 18. Best – based |
| 8. Lest – laced | 19. Wren – rain/ reign |
| 9. Tech – take | 20. Led – laid |
| 10. West – waste/ waist | 21. Bled – blade |
| 11. When – wane | 22. Fed – fade |

Exercise

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

- | | | | |
|----------|----------|----------|------------|
| (a) Fell | (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 | 3. Cat – cut |
| 2. Cap – cup | 4. Back – buck |

- | | |
|--------------------|-------------------|
| 5. Brash – brush | 15. Hat – hut |
| 6. Dabble – double | 16. Badge – budge |
| 7. Rang – rung | 17. Hang – hung |
| 8. Track – truck | 18. Massed – must |
| 9. Bad – bud | 19. Rash – rush |
| 10. Began – begun | 20. Sank – sunk |
| 11. Bag – bug | 21. Ran – run |
| 12. Pan – pun | 22. Swam – swum |
| 13. Drank – drunk | 23. Ban – bun |
| 14. Fan – fun | 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/
Marry		

(b)		Blend
Cattle		
Vat		
Sacks		
(f)		Trek
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 – drivell |
| 3. bowl – vole | 8. curb – curve | 13. dub – dove |
| 4. bow – vow | 9. bolt – volt | 14. jibe – jive |
| 5. gibbon – given | 10. bowl – vole | 15. rebel – revel |

Exercise 7

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

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

Minimal pairs of /f/ and /v/

- | | | |
|-------------|---------------------|----------------|
| • Fan – van | • Foul – vowel | • Fie – vie |
| • Off – of | • Fender – vendor | • Foal – vole |
| • Fat – vat | • Serf/Surf – serve | • Guff – guv |
| • Fee – v | • Duff – dove | • Waif – waive |

- Gif – give
- Life – live
- Safe – save
- Belief – believe
- Feel – veal
- Staff – starve
- Feign – vain/ vein
- Foist – voiced
- Fox – vox
- Reef – reeve

Exercise 8

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

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

Minimal Pairs of Sounds/s/ and /θ/

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

Sounds /t/ and /d/

- | | | | |
|---------------|---------------------|-------------------|---------------|
| Town – down | Tick – dick | Toes – doze | Tame – dame |
| Touch – Dutch | Tine – dine | Tout – doubt | Team – deem |
| Tear – dare | Hat – had | Tug – dug | Tent – dent |
| Ten – den | Spent – spend | Tale/ tail – dale | Toast – dosed |
| Tongue – dung | Too/ to/two –
do | Teed – deed | Tomb – doom |
| Tart – dart | Train – drain | Tier – deer | Tower – dour |
| Tech – deck | Tide –
dyed/died | Tint – dint | Tux – ducks |
| Tin – din | Torn – dawn | Sheet – she’d | Tamp – damp |
| Toe – doe | Teal – deal | Wait – weighed | Tell – dell |
| Tough – duff | Teen – dean | Tie – die | Till – dill |
| Tuck – duck | Tyre/tire – dire | Try – dry | Tusk – dusk |
| Tab – dab | | Tear – dear | Sight – side |
| Tank – dank | | Tip – dip | Beat – bead |

Exercise 9

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

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

Minimal Pairs of /k/ and /g/

Initial

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

Final

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

Exercise 10

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

	/k/	/g/
(a)	Tack	
(b)		Flog
(c)	Tuck	
(d)		Gum
(e)		Gash
(f)	Jack	

(g)	Cave	
(h)		Sag
(i)	Leak	
(j)	Crab	
(k)	Class	
(l)		Good
(m)		Goat
(n)		Blog
(o)	Kill	
(p)		Dug
(q)		Gut
(r)		Log
(s)	Rack	
(t)	Cot	

HOMOPHONES

Words pronounced the same way but have different spellings and meanings are the homophones. The list below is English homophones.

- | | |
|------------------------|-----------------------|
| 1. Accessary accessory | 24. Bare, bear |
| 2. Ad, add | 25. Bark, barque |
| 3. Ail, ale | 26. Baron, barren |
| 4. Air, heir | 27. Base, bass |
| 5. Aisle, I'll, isle | 28. Bay, bey |
| 6. All, awl | 29. Bazaar, bizarre |
| 7. Allowed, aloud | 30. Be, bee |
| 8. Alms, arms | 31. Beach, beech |
| 9. Altar, alter | 32. Bean, been |
| 10. Ante, anti | 33. Beat, beet |
| 11. Arc, ark | 34. Beau, bow |
| 12. Aural, oral | 35. Beer, bier |
| 13. Away, aweigh | 36. Bell, belle |
| 14. Awe, oar, or, ore | 37. Berry, bury |
| 15. Axel, axle | 38. Berth, birth |
| 16. Aye, eye, I | 39. Bight, bite, byte |
| 17. Bail, bale | 40. Billed, build |
| 18. Bait, bate | 41. Bitten, bittern |
| 19. Baize, bays | 42. Blew, blue |
| 20. Bald, bawled | 43. Bloc, block |
| 21. Ball, bawl | 44. Boar, bore |
| 22. Band, banned | 45. Board, bored |
| 23. Bard, barred | 46. Boarder, border |

47. Bold, bawled	90. Cops, copse
48. Boos, booze	91. Council, counsel
49. Born, borne	92. Cousin, cozen
50. Bough, bow	93. Creak, creek
51. Boy, buoy	94. Crews, cruise
52. Brae, bray	95. Cue, queue
53. Braid, brayed	96. Curb, kerb
54. Braise, brays, braze	97. Currant, current
55. Brake, break	98. Cymbol, symbol
56. Bread, bred	99. Dam, damn
57. Brews, bruise	100. Days, daze
58. Bridal, bridle	101. Dear, deer
59. Broach, brooch	102. Descent, dissent
60. Bur, burr	103. Desert, dessert
61. But, butt	104. Deviser, divisor
62. Buy, by, bye	105. Dew, due
63. Buyer, byre	106. Die, dye
64. Call, caul	107. Discreet, discrete
65. Canvas, canvass	108. Doe, dough
66. Cast, caste	109. Done, dun
67. Caster, castor	110. Douse, dowse
68. Caught, court	111. Draft, draught
69. Caw, core, corps	112. Dual, duel
70. Cede, seed	113. Earn, urn
71. Ceiling, sealing	114. Ewe, yew, you
72. Censer, censor, sensor	115. Faint, feint
73. Cent, scent, sent	116. Fair, fare
74. Cereal, serial	117. Farther, father
75. Cheap, cheep	118. Fate, fete
76. Check, cheque	119. Faun, fawn
77. Choir, quire	120. Fay, fey
78. Chord, cord	121. Faze, phase
79. Cite, sight, site	122. Feat, feet
80. Clack, claque	123. Ferrule, ferule
81. Clew, clue	124. Few, phew
82. Climb, clime	125. File, phial
83. Close, cloze	126. Find, fined
84. Coarse, course	127. Fir, fur
85. Coign, coin	128. Flair, flare
86. Colonel, kernel	129. Flaw, floor
87. Complacent, complaisant	130. Flea, flee
88. Complement, compliment	131. Flex, flecks
89. Coo, coup	132. Flew, flu, flue

133.	Floe, flow	176.	Hoard, horde
134.	Flour, flower	177.	Hoarse, horse
135.	Foaled, fold	178.	Holey, holy, wholly
136.	For, fore, four	179.	Hour, our
137.	Foreword, forward	180.	Idle, idol
138.	Fort, fought	181.	In, inn
139.	Forth, fourth	182.	Indict, indite
140.	Foul, fowl	183.	It's, its
141.	Franc, frank	184.	Jewel, joule
142.	Freeze, frieze	185.	Key, quay
143.	Friar, fryer	186.	Knave, nave
144.	Furs, furze	187.	Knead, need
145.	Gait, gate	188.	Knew, new
146.	Gamble, gambol	189.	Knight, night
147.	Gays, gaze	190.	Knit, nit
148.	Genes, jeans	191.	Knob, nob
149.	Gild, guild	192.	Knock,nock
150.	Gilt, guilt	193.	Knot, not
151.	Gnaw, nor	194.	Know, no
152.	Gneiss, nice	195.	Knows, nose
153.	Gorilla, guerrilla	196.	Laager, lager
154.	Grate, great	197.	Lac, lack
155.	Greave, grieve	198.	Lade, laid
156.	Greys, graze	199.	Lain, lane
157.	Groan, grown	200.	Lam, lamb
158.	Guessed, guest	201.	Laps, lapse
159.	Hail, hale	202.	Larva, lava
160.	Hair, hare	203.	Lase, laze
161.	Hall, haul	204.	Law, lore
162.	Hangar, hanger	205.	Lay, ley
163.	Hart, heart	206.	Lea, lee
164.	Haw, hoar, whore	207.	Leach, leech
165.	Hay, hey	208.	Lead, led
166.	Heal, heel, he'll	209.	Leak, leek
167.	Hear, here	210.	Lean, lien
168.	Heard, herd	211.	Lessen, lesson
169.	He'd, heed	212.	Levee, levy
170.	Heroin, heroine	213.	Liar, lyre
171.	Hew, hue	214.	Licker, liquor
172.	Hi, high	215.	Lie, lye
173.	Higher, hire	216.	Lieu, loo
174.	Him, hymn	217.	Links, lynx
175.	Ho, hoe	218.	Lo, low

219.	Load, lode	262.	Pair, pare, pear
220.	Loan, lone	263.	Palate, palette, pallet
221.	Locks, lox	264.	Paten, pattern,
222.	Loop, loupe	265.	Pause, paws, pores, pours
223.	Loot, lute	266.	Pawn, porn
224.	Made, maid	267.	Pea, pee
225.	Mail, male	268.	Peace, piece
226.	Main, mane	269.	Peak, peek
227.	Maize, maze	270.	Peal, peel
228.	Mall, maul	271.	Pearl, purl
229.	Manna, manner	272.	Pedal, peddle
230.	Mantel, mantle	273.	Peer, pier
231.	Mare, mayor	274.	Pi, pie
232.	Mark, marque	275.	Place, plaice
233.	Marshal, martial	276.	Plain, plane
234.	Mask, masque	277.	Pleas, please
235.	Maw, more	278.	Plum, plumb
236.	Me, mi	279.	Pole, poll
237.	Mean, mien	280.	Practice, practise
238.	Meat, meet, mete	281.	Praise, prays, preys
239.	Medal, meddle	282.	Principal, principle
240.	Metal, mettle	283.	Profit, prophet
241.	Meter, metre	284.	Quarts, quartz
242.	Might, mite	285.	Queen, queen
243.	Miner, minor	286.	Rain, reign, rein
244.	Mind, mined	287.	Raise, rays, raze
245.	Missed, mist	288.	Rap, wrap
246.	Moat, mote	289.	Raw, roar
247.	Mode, mowed	290.	Read, reed
248.	Moor, more	291.	Read, red
249.	Moose, mousse	292.	Real, reel
250.	Morning, mourning	293.	Reek, wreak
251.	Muscle, mussel	294.	Rest, wrest
252.	Naval, navel	295.	Retch, wretch
253.	Nay, neigh	296.	Review, revue
254.	None, nun	297.	Rheum, room
255.	Od, odd	298.	Right, rite, write
256.	Ode, owed	299.	Ring, wring
257.	Oh, owe	300.	Road, rode
258.	One, won	301.	Roe, row
259.	Packed, pact	302.	Role, roll
260.	Pail, pale	303.	Roux, rue
261.	Pain, pane	304.	Rood, rude

305.	Root, route	348.	Storey, story
306.	Rose, rows	349.	Straight, strait
307.	Rota, rotor	350.	Sweat, sweet
308.	Rote, wrote	351.	Swat, swot
309.	Rough, ruff	352.	Tacks, tax
310.	Rouse, rows	353.	Tale, tail
311.	Rung, wrung	354.	Talk, torque
312.	Rye, wry	355.	Tare, tear
313.	Saver, savour	356.	Taught, taut, tort
314.	Spade, spayed	357.	Tea, tee
315.	Sale, sail	358.	Team, teem
316.	Sane, seine	359.	Teas, tease
317.	Satire, satyr	360.	Tare, tear
318.	Sauce, source	361.	Tern, turn
319.	Saw, soar, sore	362.	There, their, they're
320.	Scene, seen	363.	Threw, through
321.	Scull, skull	364.	Throes, throws
322.	Sea, see	365.	Throne, thrown
323.	Seam, seem	366.	Thyme, time
324.	Sear, seer, sere	367.	Tic, tick
325.	Seas, sees, seize	368.	Tide, tied
326.	Sew, so, sow	369.	Tire, tyre
327.	Shake, sheikh	370.	To, too, two
328.	Shear, sheer	371.	Toad, toed, towed
329.	Shoe, shoo	372.	Told, tolled
330.	Sic, sick	373.	Tole, toll
331.	Side, sighed	374.	Ton, tun
332.	Sign, sine	375.	Tor, tore
333.	Sink, synch	376.	Tough, tuff
334.	Slay, sleigh	377.	Troop, troupe
335.	Sloe, slow	378.	Tuba, tuber
336.	Sole, soul	379.	Vain, vane, vein
337.	Some, sum	380.	Vale, veil
338.	Son, sun	381.	Vial, vile
339.	Sort, sought	382.	Wail, wale, whale
340.	Spa, spar	383.	Wain, wane
341.	Staid, stayed	384.	Waist, waste
342.	Stair, stare	385.	Waive, wave
343.	Stake, stoak	386.	Wall, waul
344.	Stalk, stork	387.	War, wore
345.	Stationary, stationery	388.	Warn, worn
Steal, steel			
Stile, style			

389.	Watt, what	403.	While, wile
390.	Wax, whacks	404.	Whine, wine
391.	Way, weigh	405.	Whirl, whorl
392.	We, wee	406.	Whirled, world
393.	Weak, week	407.	Whit, wit
394.	We'd, weed	408.	White, wight
395.	Weal, we'll, wheel	409.	Who's, whose
396.	Weather, whether	410.	Wood, would
397.	Weir, we're	411.	Yaw, yore, your, you're
398.	Were, whirr	412.	Yoke, yolk
399.	Wet, whet	413.	You'll, yule
	Weald, wheeled		
	Which, witch		
	Whig, wig		

Exercise

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

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

SILENT LETTERS

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

Letter 'A'

- Logically
- Musically
- Romantically
- Stoically
- Artistically

Letter 'B'

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

Letter 'C'

- | | | | |
|--------------|--------------|---------------|---------------|
| • Ascend | • Crescent | • Fluorescent | • Resuscitate |
| • Abscess | • Descend | • Isosceles | • Scenario |
| • Ascent | • Descent | • Luminescent | • Scene |
| • Conscience | • Discipline | • Muscle | • Scent |
| • Conscious | • Fascinate | • Obscene | • Scissors |

Letter 'D'

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

Letter 'E'

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

Letter 'G'

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

Letter 'H'

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

Letter 'I'

Business
Parliament

Letter 'K'

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

Letter 'L'

- Calm
- Half
- Talk
- Walk
- Would
- Should
- Calf
- 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'

- baguette
- biscuit
- build
- built
- circuit

- disguise
- guess
- guide
- guild
- guile

- guillotine
- guilt
- guilty
- guilty
- guise

- guitar
- rogue
- silhouette
- colleague
- tongue

Letter 'W'

- awry
- playwright
- sword
- wrangle
- wrap
- wrapper
- wrath

- wreak
- wreath
- wreck
- wreckage
- wren
- wrench
- wretched

- wriggle
- wring
- wrinkle
- wrist
- writ
- write
- wrote

- wrong
- writhe
- wrong
- wrought
- wrung
- wry

Exercise

Identify the silent letter(s) in:

- i. debtor ii. isle iii. mock iv. depot

acquit
womb
patios
thyme
handsome
sandwich
government
listen
Christmas
Whether
Rapport
Ballet
Chalet
Aplomb
Ricochet
Clothes
Cupboard
Faux
Mnemonic
Numb
Rendezvous
Catalogue
Vegetable
Asthma
months
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:

The riddler challenges the audience. The challenge differs from community to community.

Some phrases used here include: riddle riddle!, I have a riddle! Etc.

The respondents accept the challenge. The invitations include: riddle come! Throw it! Etc.

The riddler then poses the riddle.

The guess or guesses. The audience tries to come up with the solution. If they are unable, then the next part follows.

The challenger asks for a prize. The prize can be a town or city, or any other thing. The challenger accepts the prize.

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

OGRE STORIES

An ogre usually represents an evil.

Ogre are usually destroyed at the end.

They have happy ending.

Functions of Ogre Stories

They warn against strangers.

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:

Cleverness and stupidity;

Kindness and cruelty;

Deceiver and deceived; and

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:

Research on the motion to get facts. The facts can be got from the teachers, other students, etc.

Write notes on the facts. You can once in a while look at them during your presentation.

Practice how to speak. Do it in front of friends and relatives, as well as in front of a mirror.

If anxious, do some physical exercise. You can also take a deep breath just before your presentation.

Dress decently.

Points Delivery

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

Deliver your points in a confident and persuasive way.

Vary your tone to make you sound interesting. Listening to one tone is boring.

Speak quite loudly to be comfortably heard by everyone in the room. Shouting does not win debates.

Make eye contact with your audience, but keep shifting your gaze. Don't stare at one person.

Concisely and clearly express your points to be understood by your audience members.

Provide a proof for each point you put across. If you don't you will not earn a point.

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.

Use gestures to elaborate on your points.

Pause to divide your major points.

Heckling

Only supportive and argumentative heckling is permitted.

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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,

Rapping the knuckles on the desktop.

Rapping the palm on the desk.

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,

Objective

Evidence

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.

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.**

Thank you

Use it whenever someone does something for you.

Use it when someone commends you.

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.

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?

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:

- Gender
- Trust
- Relationship
- Familiarity with the person.

Why Respect People's personal Space?

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

General Personal Space Rules

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

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

- Lean away or take a step back away from the person hoping they would take a hint.
- 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 /t/ :tissue, passion, ocean, cautious, solution, pressure, Persian, chef, sure, precious

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

Exercise 4

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

Sound /v/ :forgive, leftover

DIPHTHONGS

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

MINIMAL PAIRS

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

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

Exercise 6

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

Exercise 7

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

Exercise 8

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

Exercise 9

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

Exercise 10

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

HOMOPHONES

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

SILENT LETTERS

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

xxv. z
xxvi. ue

xxvii. e
xxviii. th

xxix. th
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

aabcbdbceccffccgghh

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

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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:

Moving your lips when you read

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.

Reading one word at a time

Moving of the head as one reads.

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:

Read the material carefully and thoroughly.

Underline the key sentences as you read. This will help in forming the title.

Make a rough note of the main points in a logical sequence.

Write the final notes.

You should have in mind that a note:

Should be short and to the point.

Contain all the important and relevant information.

Should have information systematically divided and subdivided.

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

Must be written in points only.

Notes Template

TITLE

.....
.....
.....
.....

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.

John and Nick were taught.

I have visited Asia.

She lives in Nairobi.

We eat at the Hilton.
Have you ever swum in the Nile?
I drive Mercedes Benz.
Everyone went shopping at Tuskys.
Corporal Jones has died.
I come from Rwanda.
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.

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

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

Education is the key to life.

All the teacher wanted was a proof.

I will apply once the opportunity presents itself.

They are calling for justice.

You need to change your behaviour.

Love makes the world go round.

Exercise 1

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

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

No matter what happens, we must not lose hope.

My faith in God is very strong.

A person should buy a beautiful dress.

Have you seen the black dog?

Love is blind.

Exercise 2

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

She asked for my _____ about this book. (advise)

The _____ in Kenya is not as good as it was 10 years ago. (educate)

The way she answers questions shows she has above average _____. (intelligent)
She explained the _____ of physical exercise. (important)
_____ means different things to different people. (happy)
_____ is all that will help. (confident)
It is _____ that comes before a fall. (proud)
His _____ led him to kill Ojwang. (angry)
The composition she wrote showed a high level of _____. (imagine)
You will die out of _____. (lonely)

11.

(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 | • Hair | • Biology |
| • Weather | • Air | • Reading |
| • Equipment | • Milk | • Glass |
| • Oxygen | • Juice | • Sunshine |
| • Wood | • Beer | • Rice |
| • Plastic | • Soccer | • History |

- News
- Electricity
- Furniture
- Mathematics
- Meat

Examples in Sentences

This is school equipment.

Plastic is a non conductor.

PLURAL NOUNS

There are rules for spelling plural nouns.

General Rules for Spelling Plural Nouns

Most nouns add “-s”, for example

Book – books

Pen – pens

Phone – phones

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

Church – churches

Box – boxes

Prize – prizes

Bus – buses

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

Spy – spies

Community – communities

Activity – activities

Country – countries

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

Elf – elves

Wolf – wolves

Half – halves

Knife – knives

Scarf – scarves

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

Tomato – tomatoes

Buffalo – buffaloes

Volcano – volcanoes

Hero – heroes

Mosquito – mosquitoes

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 bought a pen.

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.

I have to eat _____ apple today.

She has _____ dog at home.

My son has learnt how to play _____ piano.

Tom likes to play _____ basketball.

There is _____ new book on the table.

_____ teacher is late this morning.

_____ ink in my pen is black.

She speaks _____ Japanese.

What _____ expensive bike!

He is _____ honest person.

PRONOUNS

PERSONAL PRONOUNS

They represent specific people or things.

They are used depending on:

Number: whether singular or plural

Person: whether first, second, or third persons

Gender: whether male, female, or neuter

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 like it.
You are my best friend.
She is running from the truth.
Get me that book please.
They are interviewing them.

Exercise 1

Fill the blanks with correct forms of pronouns in brackets.

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

Exercise 2

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Replace the underlined words with an appropriate pronoun.

The old gate doesn't look good.

Tom and Mary went to school.

The dog bit the doctor and the chief.

Moses runs faster than Rebecca.

Phiona and Ruth played doubles.

Christine is clever.

I brought the dress.

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:

Number

Person

Gender

Case

Number and Person

In singular we use: Mine –

first Person Yours --

second person

His/hers/its – third person

In plural, use: Ours – first

person Yours – second

person Theirs – third

person

Gender

For male gender, the pronoun below are used:

His

For female gender use, hers

Case

A possessive pronoun can either be a subject or object.

Examples in Sentences

Mine is that one.

This one is mine.

The cars are yours.
Yours are those ones over there.
Hers has been stolen.
This building is ours.

Exercise

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

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

REFLEXIVE PRONOUNS

They are special kind of pronouns.

A reflexive pronoun is used when the object of a sentence is the same as the subject.

Each personal pronoun has its own reflexive form.

The table below shows personal pronouns with their equivalent reflexive pronouns.

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

When Reflexive Pronouns are Used

Reflexive pronouns are used when:

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**.

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**.

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.

In the evening, we went to the market to buy _____ food to cook.

I don't know whether they went to school or whether they taught _____ .

If you hurt _____ , don't cry to anyone.

This cat caught the rat _____ .

Whenever I see _____ in a mirror, I smile to _____ .

That little duck is washing _____ in the pond.

Jonathan ate all the food _____ .

Good evening everyone? Please make _____ comfortable.

Since the school is their father's, they give _____ break whenever they feel like.

Mary bought the dress for _____ .

11.

FUNCTIONS OF PRONOUNS

A pronoun can be used where a noun or a noun phrase can be used in a sentence.

Pronouns perform the following functions in a sentence:

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

He is my best friend.

You are the one I saw.

They are the school administrators.

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

Richard escorted **him**.

He separated **them**.

I saw **her**.

As the Object of a preposition

An object of preposition immediately follows the preposition.

I will think about **it**.

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

I **work** at the station.

She **drives** a fancy car.

I **gave** you all I had.

4.

REGULAR AND IRREGULAR VERBS

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

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

Examples of Regular Verbs

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

Examples In Sentences

He jumped over the fence.

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

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

TENSES

SIMPLE PRESENT TENSE

The simple present tense is used to express:

Habitual actions, for example,

She eats fish.

She washes her clothes every week.

We see movies every evening.

Some general truths, for example,

Water boils at 100 degrees.

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,

He runs

She runs

It runs

Negative and question are “does”, for example,

He does not run.

Does he run?

She does not run.

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 do not like it.
We do not like it.
You do not like it.
She does not like it.
He does not like it.
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

Do you like it?
Do we like it?
Do you like it?
Does she like it?
Does he like it?
Do they like it?

Exercise 1

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

I live in Maragua. (*begin with: do*)
Right comes to school daily. (*begin: does*)
She does not play rugby. (*do not use: not*)
The train leaves at 8.00 am. (*use: 9.00 am*)
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.

I _____ fifteen years old now. (be)
Moureen _____ at Githurai. (live)
Emilly _____ dinner for them. (cook)
The students _____ lunch at 1.00 pm. (eat)
My grandmother _____ medicine when she is sick. (take)
It normally _____ here in April. (rain)
It _____ in May as much as it does in March. (rain)
They _____ French twice a week. (study)
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

I walked all the way to school.

We saw them at the restaurant.

They played the piano.

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.

I _____ to the theatre last week. (go)

It _____ interesting. (be)

I _____ three sites last year. (visit)

It _____ as it did the the previous week. (rain)

She _____ a single card from her relatives.(receive)

We _____ to a new house last month. (move)

They _____ us pizza yesterday. (bring)

I _____ a big lion. (see)

Where _____ your last weekend? (spend/you)

It was cold, so I _____ off my coat. (take)

Since the door was opened, the bird _____ into the house.

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

Adjectives with Two Syllables

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

Feeble Feebler Feeblest

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 more interesting 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

It is extremely **cold** today.
This novel is quite **interesting**.
The girl is very **beautiful**.
She is reasonably **popular**.

Non-Gradable Adjectives

They do not have different degrees.

Some examples of non gradable adjectives are:

❖ Excellent
❖ Impossible
❖ Digital
❖ Domestic

❖ Unique
❖ Absolutely
❖ Nearly
❖ Chemical

❖ 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

She answered it **correctly**.
The problem was solved **easily**.
He drives **slowly**.
He walked **quickly**.
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

I saw it **yesterday**.
He came to school **late**.
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:

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**.
Adverbs of indefinite frequency, for example,

Never
Sometimes
Often
Always
Seldom
Frequently
Occasionally
Usually

Examples in Sentences

She is **never** late.
I **often** do my assignment.
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:

In, on, at
He is in the house. The
cup is on the table.
He teaches at a school in Wajir.

Above, below

Most students scored above 50.

Few students scored below 40.

Over, under

Don't jump over the fence.

The cat is hiding under the bed.

Around, through

The flowers we planted around the house. The spear went through his body.

Before, after

I will see him before lunch.

He is leaving after lunch.

To, from

I am coming from Limuru.

I am going to Nairobi.

About, by

Have you read the story about an ogre?

The story was written by Kendagor.

With, without

He didn't want to go with us. We went without him.

Between, among

This is a secret between you and me. There is no secret among many.

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

It was nice of you to help me.

Why are you so angry about it? They were furious with me for not inviting them to my party.

I was disappointed with the book she bought me.

I was pleased with the present you gave me. Were you disappointed with your examination result

They have been astonished by something.
Everyone was surprised by /at the news.
Are you excited about going on holiday next week?
Are you afraid of dogs?
I'm not ashamed of what I did.
I'm not very good at driving big cars.
Your composition is full of errors.
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	apologize to SO for ST
accuse SO of ST	appeal to SO for ST
adapt to	approve of
add SO/ST to SO/ST	argue with SO about SO/ST
add to	argue with SO over ST
adjust to	arrange for SO (to do something)
admit ST to SO	arrest SO for ST
admit to	arrive at (a place)
agree on	ask for
agree to	
agree with	
base on	be anxious about ST
be absent from (a place)	be associated with
be accustomed to	be aware of
be acquainted with	be blessed with
be addicted to ST	be bored by
be afraid of	be bored with
be angry at SO for ST	be capable of ST
be angry with SO for ST	be cluttered with ST
be annoyed at SO for ST	be committed to
be annoyed with SO for ST	be composed of

be concerned about	be grateful to SO for ST
be connected to	be guilty of ST
be connected with	be happy about ST
be content with	be innocent of ST
be convinced of ST	be interested in
be coordinated with ST	be involved in ST
be crowded in (a building or room)	be involved with
be crowded with (people)	be jealous of
be dedicated to	be known for ST
be devoted to	be limited to
be disappointed in	be made from ST
be disappointed with	be made of (material)
be discouraged by	be married to
be discouraged from (doing something)	be opposed to
be discriminated against	be patient with SO
be divorced from SO	be pleased with
be done with ST	be polite to SO
be dressed in	be prepared for
be encouraged with	be protected from
be engaged in ST	be proud of
be engaged to SO	be related to
be envious of	be relevant to
be equipped with ST	be remembered for ST
be excited about	be responsible for
be exposed to	be satisfied with
be faced with	be scared of
be faithful to	be terrified of
be familiar with	be thankful for
be famous for	be tired from (doing something)
be filled with	be tired of (doing something)
be finished with	be worried about
be fond of	beg for
be friendly to SO	begin with
be friendly with SO	believe in
be frightened by	belong to
be frightened of	benefit from
be furnished with ST	blame SO for ST

blame ST on SO
boast about
borrow ST from SO

count on
cover with
crash into
cure SO of ST

care about
care for
catch up with
cater to
charge SO for ST
charge SO with ST
choose between SO/ST and SO/ST
chose ST from ST collide with
come from
comment on
communicate with SO
compare SO/ST to SO/ST
compare SO/ST with SO/ST
compete with
complain about
compliment SO on ST
concentrate on
concern SO with ST
confess to
confuse SO/ST with SO/ST
congratulate SO on ST
consent to ST
consist of
contribute to ST
convict SO of ST
cope with
correspond with SO
escape from (a place)
exchange SO/ST for SO/ST
exclude SO from ST
excuse SO for 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
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

expel SO from (a place)
experiment on
explain ST to SO

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

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

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

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

jabber about
joke about
joke with SO about SO/ST
jot down ST

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

meet with SO
mistake SO/ST for SO/ST

nod at
nod to

object to
operate on

participate in ST
pay for
persist in
plan on
praise SO for ST
pray for
prefer SO/ST to SO/ST
prepare for
present SO with ST
prevent SO/ST from (doing something)
prohibit SO from (doing something)
provide for
provide SO with ST
provide SO/ST for SO
punish SO for ST

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

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	worry about
	write about
warn about	write to SO
waste (money/time) on	
wish for	yap about
work for	yearn for
work on	

Exercise 1

Fill the blank spaces with the most appropriate prepositions.

She has placed the cup _____ the table.

I will allow you go _____ the field.

She is singing _____ her room.

Is he _____ home now?

He lives _____ Nairobi.

Don't be late _____ class.

Compare your points _____ your friend's.

Are the new student _____ Ethiopia?

Rich is still _____ vacation.

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.

It was stupidher to go out without a coat.

Everyone was pleasedthe marks they scored.

I am boredsinging every morning.

Are you interestedsports?

Kenya is famous her athletes.

I will be happy to see married Gregory.

The town is crowded with people.

You will be held responsibleanything that happens.

She is sorry her behavior last night.

You should be sorrymissing the lesson.

Jemimah is fond dogs.

I am keen leave this school.

What are you excited?

It seems she is upsetsomething.

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

This is a beautiful girl, but a difficult one to convince.

It was cold, so I put on my jacket.

This tea is thick and sweet.

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.

I love to travel. I hate travelling by bus.

You should go to bed now. You will be tired tomorrow.

The bus stopped. Two passengers got out of it.

Helen was angry with Jane. Helen went out to cool down.

I arrived at school late. I left home early.

Answers

I love to travel but I hate travelling by bus.

You should go to bed now, or you will be tired tomorrow.

The bus stopped and two passengers got out of it.

Helen was angry with Jane, so she went out to cool down.

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
--------	------------	--------------	-----------	---------------

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The tall woman The longest river Your sister Any big supermarket nearby	The The Your Any	Tall Longest Big	Woman River Sister Supermarket	Nearby
--	---------------------------	----------------------------	---	--------

Exercise

Underline the noun phrase in each of the sentences below.

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

SIMPLE SENTENCES

A simple sentence has one clause —independent

➤ 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.

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:

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You stole my cap.

Answer

Did you steal my red cap? Yes/no

Who stole my red cap? w/h

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

Complete your assignment by afternoon!

Kindly open the door.

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”.

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He is a foolish man.
This is a pleasant day.
That is clever of you.
They are lovely flowers.
He came early

Answers

What a foolish man!
What a pleasant day
How clever of you!
What lovely flowers!
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.

She has a bag.
I am sick.
He sells flowers.
They work there.
She writes good compositions.
It is interesting.

Answers

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

ANSWERS

PARTS OF SPEECH

NOUNS

COMMON NOUNS

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

PROPER NOUNS

I will take you to Rich's Palace.
Sarah is the girl I told you about.
Of all the continents, I like Africa the most.
Gracy is the cutest kitten ever.

I am craving Oreos.
I used Tilly in cooking.
Jupiter is one of the planets.
Margaret was a great author.

CONCRETE NOUNS ABSTRACT NOUNS

Exercise 1

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

Man – concrete

Courage – abstract

No matter what happens, we must not lose hope.

Hope – abstract

My faith in God is very strong.

Faith – abstract

God – concrete

A person should buy a beautiful dress.

Person, dress – concrete

Have you seen the black dog?

Dog – concrete

Love is blind.

Love – abstract

Blind – concrete

Exercise 2

Advice
Education
Intelligence
Importance
Happiness
Confidence
Pride
Anger
Imagination
Loneliness

NUMBER

ARTICLES

An

A

The

No article

A

The

The

No article

An

PRONOUNS

PERSONAL PRONOUNS

Exercise 1

I
It
Him
Me
Her

Exercise 2

The old gate doesn't look good.

It doesn't look good.

Tom and Mary went to school.

They went to school.

The dog bit the doctor and the chief.

It bit them.

Moses runs faster than Rebecca.

He runs faster than Rebecca.

Phiona and Ruth played doubles.

They played doubles.

Christine is clever.

She is clever.

I brought the dress.

I brought it.

Antony drove Junet and me.

Anthony drove us.

POSSESSIVE PRONOUNS

Her
Your
Mine
Theirs
Yours
Her
Their
Our
His

Your
Its
His

REFLEXIVE PRONOUNS

Ourselves
Themselves
Yourself
Itself
Myself, myself
Itself
Himself
Yourselves
Themselves
Herself

PHRASES

NOUN PHRASES

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

WRITING FOR FORM 1

SPELLING

SPELLING RULES

The following rules will help you spell words correctly.

Rule 1: “I before E except after C”;

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

Exceptions

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

Rule 2: “Dropping Final E”

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

advancing
surprising

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

advancement
likeness

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

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

Rule 3: “Dropping Final Y”

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

supply becomes supplies
worry becomes worried
merry becomes merrier

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

crying
studying

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

obeyed
saying

Rule 4: “Doubling Final Consonants”

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

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

submit is accented on the last syllable and the final consonant is preceded by a vowel, so we double the *t* before adding, for instance, an *-ing* or *-ed*: *submitting*, *submitted*.

flap contains only one syllable which means that it is always accented. Again, the last consonant is preceded by a vowel, so we double it before adding, for instance, an *-ing* or *-ed*: *flapping*, *flapped*. This rule does not apply to verbs that end with "x," "w," "v," and "y," consonants that cannot be doubled (such as "box" [boxing] and "snow" [snowing]).

open contains two syllables and the last syllable is preceded by a single vowel, but the accent falls on the first syllable, not the last syllable, so we don't double the *n* before adding an ending: *opening*, *opened*.

refer contains two syllables and the accent falls on the last syllable and a single vowel precedes the final consonant, so we will double the *r* before adding an ending, as in *referring*, *referral*. The same would apply to *begin*, as in *beginner*, *beginning*.

relent contains two syllables, but the final consonant is preceded by another consonant, not a vowel, so we do not double the *t* before adding an ending: *relented*, *relenting*.

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

PUNCTUATION

CAPITALIZATION

Capitalization Rules

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

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

Capitalize proper nouns—and adjectives derived from proper nouns.

Examples:

he is Brian's father

In Juja

Capitalization Checklist

Brand names

Companies

Days of the week and months of the year

Holidays

Institutions

the University of Nairobi

Natural and artificial landmarks

the Fourteen Fall, the Mount Kenya

Religions and names of deities

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

Special occasions

the Olympic Games, the Cannes Film Festival

Streets and roads

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

FINAL PUNCTUATION MARKS

The Period, Full Stop or Point

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

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

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

Examples

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

Indicate an abbreviation

Examples

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

Period after a single word

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

Examples

"Come."
"Stop."

Periods in numbers

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

Examples

Sh. 10.50 is its price.
Her weight is 60.60

The Exclamation Mark

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

Examples

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

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

Examples

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

The Question Mark

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

Examples

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

Do not use a question mark for reported questions

Examples

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

The Comma

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

A series of independent clauses (sentences)

Example

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

A series of nouns

Examples

Don't forget to buy milk, ice cream, and fish.

Gregory, David, and Christine arrived in time.

A series of adjectives

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

Examples

She was young, beautiful, kind, and intelligent.

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

A series of verbs

Examples

Tony ran towards me, fell, yelled, and fainted.

The boy leapt, spun, twisted, and dove into the water.

A series of phrases

Examples

The car smashed into the wall, flipped onto its roof, slid along the road, and finally stopped against a tree.

The dog leapt into the air, snatched the Frisbee in its mouth, landed, and ran off into the forest.

More Uses

1. Enclosing details

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

Examples

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

2. Participial phrases

Examples

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

3. Tag questions

Examples

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

STUDY WRITING

MAKING NOTES

How to Make Notes

The following tips will come in handy when making notes:

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

You should have in mind that a note:

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

Notes Template

TITLE

.....
.....
.....
.....

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:

Be concise

be as neat as possible

use headings and numbered points

use abbreviations/shorthand

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.

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.

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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:

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

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

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:

Introduction: This is usually short. It presents the character, the situation or the problem, and part of the setting.

Development: This simply shows how the situation affects the characters and what they do to try and solve the problem.

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:

Including mystery

Changing the scene

Creating unexpected events

Including dialogue

Giving surprise ending

Moving from one character to another

2. PERSONAL WRITING

Diaries

A diary is a written record of things that happen each day.

It is also a record of things you plan to do per day and the time you plan to do so.

A diary is also the book in which you write down things that happen to you on daily basis.

Diaries to Record what is planned to be done

Here, we record things we plan to do.

Let us look at the sample below:

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

Diaries for Recording the Daily Observation

MY DIARY

Calendar

April, 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	28	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:

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

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:

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.

Means of transport. There is a limit to what one should carry depending on the weight.

Number of days.

The reason for visiting. For example if going on a camp, you need carry camping gear.

How to Start

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.

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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.

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.

In that table fill all the items and all its columns appropriately.

Sample Packing List

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

Exercise

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

3. SOCIAL WRITING

Informal Letters

Usually written to people known to people you know fairly well. These can be friends and relatives.

Also referred to as **friendly letters**.

They are meant to:

- Give news;
- Request information;
- Congratulate people;
- Ask questions; or
- Give advice.

How to Write Informal Letters

An informal letter has such elements as:

Sender's address. Write your address here. Example,

MAALIK AHMED
P.O. BOX 6454-90800
KITALE

Date when the letter is written.

Salutation. Example,

Dear Timothy,

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

Closing. Sign off 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: • Dear , e.g. Dear Drinkwater,

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	<ul style="list-style-type: none"> • 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 Paragraph	<p>It is proper to inform your recipient that you are ending the letter. Some phrases you can use are:</p> <ul style="list-style-type: none"> • Do write me soon. • Please convey my warm regards to... • 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

Dear James,	<p>Brigit Annabel P.O BOX 454—40400 SUNA- MIGORI</p> <p>5TH September, 2015</p>
-------------	--

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

INSTITUTIONAL WRITING

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:

Unclaimed property

Wanted person

Dangerous person

Government contracts

Auction

Foreclosures, etc.

Public Notice Format

The parts of a public notice include among others:

Name of the organization/institution. Letterhead is preferred.

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Then write/type “PUBLIC NOTICE”.

The topic/theme/subject. Let the public know what you want to inform them about.

Date, time, and venue(if need be).

Picture to reinforce the message.

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:

Name of the institution. Name of the person, if individually possessed.

The name and designation of the person keeping the records.

Date when the records are taken.

Item number

Item category

Item

Quantity of items

Description of the item

Approximate value of the item

Here is a sample inventory.

KILIMANJARO MIXED DAY AND BOARDING HIGH SCHOOL INVENTORY OF THE EQUIPMENT AS AT 24TH MARCH, 2016					
NO.	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION	APPROXIMATE VALUE IN
1.	LABORATORY EQUIPMENT	Test tubes	15	Good condition	KSH.
		Microscopes	2	Damaged	1200
2	ELECTRONICS	Computers	3	New ones	9800
			4	Damaged	72 000
		Radios	4	Not working	12 000
		Printers	2	New ones	6 800
3	FURNITURE		6	Damaged	68 700
		Teachers' tables	14	Good Condition	14 600
		Staffroom Chairs	22	Newly Bought	48 000
				ones	110 000
		Classroom chairs	400	Good Condition	
			89	Broken	200 000
	GAMES EQUIPMENT	Students' Lockers	500	Good condition	44 500
		Office Cupboards	6	New Ones	250 000
			3	New Ones	60 000
4		Beds	300	Good Condition	12 000
					600 000
		Balls	3	Punctured	
		Volley ball nets	2	Good Condition	3 000
					6 000
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.

Meanwhile, On addition;

Contact 0705525657 for;

Other well designed high school materials

Updated CPA, CIFA, CICT, CPS materials

Several novel collections

Motivational books

Inspirational books

Setbooks and guides

Teaching schemes

KCSE and Mock past papers

Revision materials

KRA services

HELB services

Website Design & development

Guidance & counselling services

CONTACT

0705525657(MR ISABOKE)

(isabokemichah@gmail.com)

Regards